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Community Mobilization for Partnership in Schools Project



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Community Mobilization for
Partnership in Schools Project (CMP)

Implemented by
International Relief and Development



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Abbreviations and Acronyms

AO	Assistance Objective
ACS	American Community School
CBO	Community-Based Organization
CMP	Community Mobilization for Partnership in Schools Project
CSR	Corporate Social Responsibility
CPSC	Community Parent School Coalition
C-SIP	Community-School Improvement Plan
E-CAP	Extracurricular Community Action Plan
ERfKE	Education Reform for the Knowledge Economy
ERSP	Education Reform Support Project
FP	Focal Point
GAM	Greater Amman Municipality
IRD	International Relief and Development
JSP	Jordan School Construction Project
LDS	Latter-Day Saint Charities
LWR	Lutheran World Relief
MOE	Ministry of Education
MOU	Memorandum of Understanding
NHF	Nour al Hussein Foundation
OGS	Office of Risk Management & Global Security
OSIR	Outreach Services for Iraqi Refugees
PMP	Performance Monitoring Plan
PTA	Parent Teacher Association
QREEA	Queen Rania for Excellence in Education Association
SOP	Standard Operating Procedure
ToT	Training of Trainers
JUST	Jordan University of Science and Technology
USAID	United States Agency for International Development
USFS	US Forest Service
YAD	Youth Achieve Development Foundation
YLEP	Youth Leadership and Empowerment Program



Community Mobilization for Partnership in Schools Project

Executive Summary

BACKGROUND

The Hashemite Kingdom of Jordan relies heavily on human resources as a major driver of its economic growth. Jordan is poor in natural resources, and the country's successful education and human capacity development are essential to sustaining Jordan's strength in the region's "knowledge economy". More than 25 percent of Jordan's GDP is spent on human development, according to recent World Bank reports.¹ Education is a priority on the Jordanian government's National Agenda, and in 2003 the government launched the Education Reform for the Knowledge Economy (ERfKE) program² to align the education system with the demands of the economy. Although Jordan boasts comparatively high literacy and school completion rates in the region, education quality is unevenly distributed, with disparities appearing regarding resources allocated to rural versus urban areas, male versus female schools, and private versus public schools. In addition, there is a widespread gap between the capacities of the country's young population and the demands of the job market.

The Jordanian Ministry of Education (MOE) recognizes the challenges of Jordan's growing youth population, and seeks to address the needs of youth through school construction, professional development, and community mobilization. The MOE focuses on the school as the core and incubator for education reform, to promote Jordan's "knowledge economy" internally, and throughout the region. The Ministry identified a need to improve the relationship between Jordanian schools and the communities they serve, and to establish a formal mechanism within the education sector to support these relationships. The MOE asserts that engaging parents, communities and the private sector in education will positively impact schools and students. With the cooperation of entire communities, Jordanian schools can herald Jordan's transformation into a more powerful knowledge economy.

USAID supports the MOE in its endeavor to equitably increase the quality of education in public schools in Jordan. In 2007, USAID released a revised Strategic Statement for Jordan 2007–2011, which included "greater funding to reorient Jordan's education system toward the needs of the modern workplace." USAID's assistance objective, to "Improve Education and Life Skills," is aligned with Jordan's education reform initiatives.

USAID has contributed significantly to ERfKE goals and strategies by providing resources to support the implementation of relevant projects and programs. For

¹ Jordan Overview. The World Bank. Retrieved July 2013 from www.worldbank.org/en/country/jordan/overview.

² Education Reform for Knowledge Economy Program. The World Bank. Retrieved July 2013 from www.worldbank.org/projects/P075829/education-reform-knowledge-economy-program?lang=en

³ USAID Strategic Statement, Jordan, 2007–2011. Retrieved July 2013 from pdf.usaid.gov/pdf_docs/PDACH487.pdf.



Designing the community-school criteria and raising awareness about the community-school success stories are some of the CMP's major steps in implementing effective change at the MOE.

—**XAFS MALLOUX,**
MOE

COMMUNITY-SCHOOL MENTOR PARTNERSHIPS

“Ibin Hisham Basic Boys” CMP School and their neighboring school, “Hind Bint Abi Umayya Secondary Girls” decided to run Winter Activity Clubs together. Both schools benefited from a higher than normal number of participants and both schools were able to inform many more community members together about CMP.

example, the Jordan School Program (JSP) builds and renovates public schools in Jordan, and the Education Reform Support Program (ERSP) provides state-of-the-art school-based training to school stakeholders.

During community focus group discussions facilitated at a JSP community dialogue workshop, schools and communities confirmed that additional resources were needed to increase community involvement in school planning, especially with regard to school design and use of the school for community activities, to ensure community buy-in and ownership. USAID and the MOE established the Community Mobilization for Partnership in Schools (CMP) Project in May, 2008, to promote the concept of community-school collaboration within 65 JSP schools and the communities they serve across all 26 directorates.

SCOPE OF WORK OF THE CMP PROJECT

Implemented by International Relief and Development (IRD), CMP aimed to establish a formal mechanism for school-community collaboration that would enrich the lives of students, parents, teachers and community members. The project worked at the school, field directorate and central MOE levels to promote the value of the school-community model and the integration of the community, beyond just parents, students and teachers, into school planning.

As a result of CMP activities, a formal “Community-Parent-School Coalition” (CPSC) model emerged as a formal mechanism to engage stakeholders—students, parents, teachers, principals, the private sector, MOE field directorate representatives and active community members and organizations—in collaborative activities to improve local schools. CMP provided training, technical assistance and grants to help CPSCs develop effective collaboration between schools and communities. Activities focused on community-school needs assessments, fund raising and community mobilization that culminated in the development and implementation of Community-School Improvement Plans (C-SIPs) and Extra Curricular Activity Plans (ECAP). These plans are critical to establishing common understanding, managing expectations, setting targets and ensuring continuity. Participating schools, families and communities are now able to collaboratively identify, document and address their own improvement goals, and to provide extra-curricular activities that help students build skills and develop interests, and that help adults increase livelihoods and expand interests.

CMP worked collaboratively with JSP to maximize impact of new school space, and with ERSP, to integrate the community-school model into formal MOE training. As CPSCs in the 65 target schools matured, CMP staff trained them to serve as “Mentor Schools” to 350 neighboring schools. In June 2010 and again in 2012, CMP provided a training of trainers program that enabled CPSCs at the 65 “Mentor Schools” and 26 MOE Field Directorate staff to support the 350 neighboring communities by providing training and mentoring in advocacy, fundraising, needs assessments, planning and community mobilization. Trainers from the Mentor Schools helped neighboring schools establish CPSCs. The Mentor Schools planned and delivered additional advanced training to select CPSC members within neighboring schools, to increase understanding and capacity. The Mentor Schools held meetings with neighbor schools to outline community-school concepts, define the roles of the CPSCs and help the schools and communities nominate coalition members. The collaboration between partnered schools has resulted in collaborative relationships that benefit both schools through the sharing of activities and resources.



CMP GOALS AND OBJECTIVES

CMP aimed to achieve the following goals in targeted schools to help produce skilled graduates capable of integrating successfully into the workplace: 1) develop dynamic community-school partnerships that serve as sustainable mechanisms for the institutionalization of participatory approaches to educational reform; 2) create a sense of ownership and responsibility among all stakeholders within the public school system; and 3) promote the innovative and sustainable use of school space by staff, students, parents, and communities. To achieve these goals, the CMP project set the following objectives:

- Objective 1:** Form functional community-parent school coalitions (CPSCs) to support school improvement efforts
- Objective 2:** Strengthen community-school support connections offering life-long learning opportunities and extracurricular projects within schools
- Objective 3:** Increase community awareness, responsibility, and advocacy for participation in education
- Objective 4:** Promote institutionalization of the CPSCs within the Ministry of Education (MOE)

CMP ACTIVITIES

Table 1 (page 4) provides an overview of CMP activities for each objective. CMP implemented several cross-cutting activities that supported all objectives, including building capacity of CPSCs and MOE representatives at all levels to communicate and promote the CPSC concept beyond the 65 target schools. For example, CMP staff developed and delivered training sessions to beneficiaries from CPSCs, the MOE and local counterparts on media protocols and communication, produced a documentary that promoted the community-school concept. CMP also built press attention around the National CPSC Conference through TV and print media, and hosted press conferences in coordination with the MOE on National CPSC Best Practices. The program conducted media workshops for CPSC members, raising awareness on how to use local media more effectively to help CPSCs reach a larger segment of the community. CMP also supported ceremonial events to acknowledge and honor the businesses and individuals who continuously supported the schools. As a result, the CPSC model was expanded to 350 public schools across Jordan.

TABLE 1—CMP ACTIVITIES BY OBJECTIVE

OBJECTIVES	ACTIVITIES
Objective 1-	<ul style="list-style-type: none"> • Hosted town-hall meetings for communities served by the 65 schools. • Recruited community leaders to serve as focal points (FPs) and trained them on CMP objectives, planning and scheduling activities, reporting, and requirements. • Built on the capacity developed among the 65 schools to expand and replicate the community school concept to 350 neighboring schools by implementing a training of trainers program for the 65 CMP CPSCs and 26 MOE Field Directorate counterparts, establishing them as Mentor Schools.
Objective 2-	<ul style="list-style-type: none"> • Trained and mentored CPSCs in 65 schools to develop and implement School Improvement Plans and School Extracurricular Action Plans, and raise funds to support these plans.
Objective 3-	<ul style="list-style-type: none"> • Developed newsletters for the 65 CMP schools to increase support for CPSC activities. • Produced two annual magazines to raise awareness within the MOE and at other public schools. • Conducted four media protocol trainings for CPSCs. • Conducted four CPSC conferences for the 65 CMP schools, and 50 of the 350 neighbor schools. • Organized events acknowledging businesses and individuals who supported community schools.
Objective 4-	<ul style="list-style-type: none"> • Formed a committee composed of all existing education initiatives, such as Madrasati, ERSP, UNICEF, and CIDA to collaborate with the MOE to identify solutions and review relevant legislation regarding the use of school space after work hours, incentive payments to teachers, responsibility for school property, financial transactions, and school funding. • Reviewed MOE regulations and policies, and helped the MOE ensure that relevant policies facilitate the implementation and sustainability of community-school projects. • Worked with the MOE to identify strategies and methodologies that encourage the replication of the community-school concept in other public schools. • Implemented advocacy activities that resulted in the inclusion of CPSCs in MOE school operational manuals that guide schools through the establishment of representative bodies in the schools, along with Parent-Teacher Associations (PTAs) and Student Councils (SCs). • Through advocacy activities, obtained recognition of CPSCs as the coordinating entities that initiate, support and implement 'school initiatives', along with the PTAs and CSs.



Results of CMP Activities

The CPSC model provides a sustainable mechanism for continuation of the community school ideals in the school. CMP was able to establish CPSCs in schools to attain the following high level results:

- Facilitate and support a program of extra-curricular and lifelong learning activities within the school premises in cooperation with volunteers, community-based organizations and youth clubs.
- Support fund-raising to further school improvement plans based on private sector corporate social responsibility and community match programs.
- Promote shared responsibility for education and use of school space as the foundation for developing the community school.
- Encourage maximum use of the school premises for learning and recreational activities.

As a result of CMP, participating school facilities are more readily available for community activities such as extra-curricular activities and camps for students, in addition to adult education, community service, cultural activities, clubs, and computer classes. 52 percent of CMP schools are open to community use, compared with 28 percent in other schools. During CMP focus group discussions, students, teachers and principals noted decreases in vandalism since their adoption of the community-school model. More data is required to determine whether this change was due to CMP activities, or to the construction of new schools built in these communities, or a combination of these and other factors.

The CMP community-school model provided the foundation for the formally recognized model that the MOE continues to use to measure community engagement in public schools. The MOE now includes the active presence of a CPSC in the formal school evaluation criteria, and the CPSC has been established as the coordinating body between PTAs and Student Councils. CMP worked with MOE representatives to define the model and criteria that indicate active collaboration between the school and its community. CMP raised awareness of Ministry staff at central and field directorate levels to integrate communities into school planning, building their capacity to understand and apply the criteria in school evaluations and policy formation around community integration. The project also worked with community leaders and community-based organizations to build their capacity to raise awareness around the importance of community and private sector engagement in education. CMP built the capacity of community stakeholders to advocate with communities and Ministry officials for the increased adoption of the school-community concept in schools and in the formal MOE school evaluation criteria.

CMP Results at a Glance

- 9,586 people in 65 schools directly benefited from CMP activities: 8,687 students, 2,100 parents, 414 teachers, 65 principals and 320 community members work together regularly to raise funds, improve schools and maximize use of school premises for learning and recreational activities for students and adult community members
- 205 MOE representatives at the central and Field Directorate levels collaborating with CMP and CPSCs to ensure policy, regulations and legislation support the community-school model, and to raise awareness and increase adoption at schools throughout Jordan
- The MOE now includes the active presence of a CPSC in formal school evaluation criteria, and the CPSC has been established as the coordinating body between PTAs and Student Councils, and the MOE has adopted CMP criteria for active collaboration between the school and its community.
- 938 annual extracurricular and lifelong learning activities provided on school premises, in cooperation with volunteers, CBOs and youth clubs
- 8,687 students involved in extracurricular programs
- 87 community businesses participated in school planning and contributed resources
- \$1,400 cash and in-kind community contributions raised at each school (totaling \$91,000)
- \$700 earned from income-generation projects at each school per year (totaling \$45,500)
- 320 community members regularly volunteered
- 3,435 volunteer hours logged per month by parents and community members
- 4 annual conferences hosted by CPSCs, with 882 participants
- 350 neighboring schools benefitted from replicating the community-school model and conducting activities with CMP Mentor Schools





Implementation of the Community-School Model

Comprised of parents, teachers, students, community members and school principals, the CPSCs were tasked with fostering support from the community and developing and implementing school improvement plans and extracurricular activities for students. The CPSCs became the voice of the school, and advocated on behalf of the school to promote the community-school concept, and to lobby government bodies to respond to school needs. CMP worked collaboratively with USAID and the MOE to select target schools based on selection criteria that were established to ensure geographic balance in terms of urban and rural schools, and that ensured inclusion of girls schools and boys schools. School selection criteria also included issues such as the state of school physical environments, presence of support of other organizations and lack of existing ongoing initiatives, such as Madrasati, a Queen Rania initiative launched in 2008 that aims to improve students' overall learning experience in 500 public schools in Jordan. CMP worked with community-based organizations (CBOs), NGOs, government organizations, and the private sector to identify stakeholders in each school community to lead and participate in the CPSCs.

CPSCs were established to provide inclusive operational platforms for the promotion of the community-school concept at the school level. Each CPSC comprises the school principal, motivated teachers, students, parents, and representatives of community-based organizations and businesses. The coalitions are a visible example of strong family and community engagement in the school and community development. The coalitions do not replace or compete with existing participatory mechanisms, but rather nurture their further development; they provide coordination at the highest level for all community, parent, student and school collaborative activities. Parent Teacher Associations (PTAs), community-based fundraising, extracurricular programs, student committees and other participatory mechanisms function under the CPSC umbrella, in schools where a CPSC exists. The CPSCs promote shared responsibility for education and use of school space as the foundation for developing and fostering a community-school environment.

The project worked with local community organizations to establish the CPSCs and to provide networking and coalition building opportunities for the coalitions and for the community-based organizations to share lessons learned and build best practices. The project supported four annual conferences hosted by the CPSCs, bringing together 882 coalition and CBO participants. CMP established direct contact between CPSCs and national government entities, the private sector, active CBOs and youth groups, and advocacy programs focused on education reform, volunteerism, and better parenting. They worked collaboratively with existing local CBOs that shared best practices on extracurricular activities. Through mobilization and organization of community meetings, these CBOs also helped to create a network of CMP-mentored CPSCs with access to ongoing support.

CMP built the capacity of CPSC members to promote the community-school collaboration concept, and implement activities to improve the school learning environments. CMP worked hand-in-hand with the CPSCs to build sustainable mechanisms for school-community collaboration, including providing CPSC training that culminates with the development of Community-School

COMMUNITY-SCHOOL MODEL GENDER EQUITY

- 43 of the 65 CPSCs served girls' schools
- 65% of CPSC members were women
- 1,898 of the 4,536 collaborating MOE representatives—including at the central and field directorate levels, school principals and teachers—were women
- 8,415 mothers and female community members participated in CPSC activities



Improvement Plans (C-SIPs). The plans serve to identify and implement ways to improve quality of education through extracurricular activities, improvements to the school space and activities targeted at encouraging parental involvement in education.

CMP provided training of trainer activities to MOE personnel and CPSCs to expand the community-school concept and CPSC model to non-participating public schools in communities surrounding the participating schools in the targeted directorates. The model proved to be easily replicable, and 350 non-CMP schools applied and registered with the MOE as community-schools in 2012 and 2013.

Partnership with the MOE is essential to the success of CPSC activities. CMP worked with several counterparts within the central MOE, to address different elements of CMP programming, such as parent and community involvement in education, community and parental participation to support teachers in schools and in the classroom, and increasing extra-curricular activity in schools to improve student performance. All MOE counterparts have participated in CMP town hall meetings, training sessions, and events. The CMP team used time off from schools to establish collaborative working relationship with the MOE at the central and directorate levels, and developed strong relations with the principals of JSP rehabilitation schools.

CMP successfully worked with the MOE to establish a mechanism for registration of CPSCs within the Ministry. All CPSCs are now registered with the MOE Department of General Education, forming an association of CPSCs. CMP worked with the Department of General Education staff, to increase MOE capacity to continue to support CPSCs and assume administrative support of the community-school model. Registration has been the first step in the process to ensure the institutional sustainability of the CPSC mechanism, and it allowed for continuous and unobstructed flow of CPSC work at the community level.

As a result of CMP advocacy, the community-school concept has been included as a major component in the MOE evaluation of schools in their ability to address the challenges of the growing youth population. Building on the criteria developed by CMP, schools now indicate the level of community partnership in annual plans required by the Ministry. The MOE is considering ways to reward and incentivize community partnerships at schools because of their proven benefit to students' academic achievement and enhancing the sense of community ownership of and participation in their schools. The CMP team also made significant in-roads with key personnel at the MOE to address integration of Parent-Teacher Associations (PTAs); the result was that CPSCs would serve as an umbrella to coordinate with existing PTAs, incorporate Ministry-sponsored PTA training, and recruit PTA-trained individuals into the CPSCs. The CMP team also ensured that CPSC training incorporates and bolsters the on-going Ministry PTA training.



IMPLEMENTATION APPROACHES AND STRATEGIES

IRD managed CMP through a decentralized and streamlined project team that ensured results were delivered. Key features of our approach included:

- **Permanent Community Presence with Technical Support and Oversight:** CMP Community Mobilizers (CMs) were responsible for working with schools and communities to establish and build the capacity of CPSCs. The CMs were hired from within the field directorates they serve, and each CM was responsible for between 10 and 12 communities. CMP senior staff trained the mobilizers from each community, and provided follow-on oversight, monitoring and mentoring and other support as needed, to increase the capacity for the CMs to help CPSCs perform their duties and serve as mentors to neighboring schools within their directorates. CMs communicated technical requirements of CPSCs to the Amman office, and the Amman office identified mechanisms through which the project would provide support, such as through technical assistance, grants or advocacy support at the Field Directorate or Ministry level. The CMP team is led by a Project manager with significant community mobilization experience. Five Project Management Units support CMP activities: Monitoring and Evaluation; Training; Community Mobilization; Communications; and Extra-curricular. Each unit is staffed by Jordanian practitioners who provide training, mentoring, monitoring and oversight of six CMs embedded in CMP communities. The CMs worked directly with CPSCs staffed by local school stakeholders, based in target communities. The CPSCs are now permanent entities that are endorsed by the MOE, and serve as coordinating bodies for schools, parents and community members to develop and implement annual school improvement plans and to raise funds in support of school activities.
- **Maximum Collaboration with MOE Staff:** MOE staff were at the forefront of all CMP activities. This approach ensured local ownership and credibility to CPSCs and the activities and events they implemented. The CMP Project Manager and Community Mobilizers worked directly with Field Directorate staff, school teachers, principals and other administrators to conduct outreach and organize, train and monitor CPSCs. This promoted community-level decision making, nurtured relationships, strengthened local capacity within field directorate staff, schools and communities, and emboldened community stakeholders to be active implementers and beneficiaries.
- **Mentoring Relationships between Schools.** CMP trained the CPSC members of the 65 participating to act as trainers and mentors to neighboring schools interested in implementing the community-school approach. Exchange of information between schools encouraged more peer interaction, supports promotion and adoption of best practices and lessons learned by more schools. Neighboring schools benefited from received training manuals, accreditation materials, planning guides for extracurricular activities and school improvement plans, and other resources.
- **Robust Compliance, Finance, and Grants Management System and Home Office Support:** Tested systems ensure full compliance with USAID contract regulations, budget integrity, and efficient grant administration, while Home Office experts with proven experience in community mobilization assisted the field team throughout implementation.
- **Dynamic Monitoring, Evaluation, Communication, and Data Management:** Advanced Monitoring and Evaluation (M&E) systems facilitate knowledge sharing, responsiveness, and adaptability, ensuring that interventions are



tailored to each community-school. M&E activities were implemented by Community Mobilizers in the field with CPSCs and Focal Points in the schools. The core data collection was conducted on a monthly basis using the reports from the Focal Points in schools. These reports covered everyday activities, logged volunteer hours, in-kind contributions, and participation in events and activities. The reports were aggregated monthly by senior CMP staff in Amman, who verified data using spot checks and monitoring visits to the schools. M&E activities provide useful statistics and other information to support outreach and advocacy activities, and to help CMP staff make necessary adjustments to programming in response to the experience of Community Mobilizers and the CPSCs.

■ **Grants, Technical Assistance and Mentoring:** The CMP PMUs provided responsive technical assistance and mentoring, combined with grants, in response to needs identified by Community Mobilizers. Grants provided incentive to CPSCs to launch activities and build momentum and support for CPSCs as they developed skills and capacity to raise funds on their own. CMP supported the development of a small income generation project within each CPSC, using the CPSC grant (US \$300) as a seed fund. Each CPSC was encouraged to come up with an activity for income generation that included the participation of parents, teachers and students.

IRD applied these key principles to support implementation of the project components. Below, we describe the strategies and approaches for implementing project components and the activities within each component.



LESSONS LEARNED AND RECOMMENDATIONS

During the five years of implementation, CMP worked with MOE, school, community and private sector stakeholders at all levels to identify and address challenges to promoting community participation in public education in Jordan. CMP implemented various measures to manage, monitor and report on risks. The lessons learned from these experiences are described below.

- **Rigid MOE Centralization and High MOE Staff Turnover:** Ministry support was crucial to the adoption of the community-school concept, as all decisions around education in Jordan require approval by the Minister and committees established by the Minister. The Ministry has taken steps toward decentralization, but work is still needed at the central level to establish an efficient, functioning body. CMP staff worked with Ministry personnel to promote the integration of the community-school model into school administration requirements. Nine different Ministers assumed the post from 2008⁴ until the end of the project in 2013; this high turnover rate often deterred progress. Several issues were sidelined with each change of administration. New Ministers often established committees to address contentious issues, but the committees were not empowered to make decisions.
- **Documentation of Decisions, and Relationships with Key Counterparts:** To reduce impact on progress, stalled work or reversing of decisions during transitions of ministers and other posts within the ministry, CMP obtained written approval to conduct business with every new administration, and documented discussions and decisions made during meetings with the MOE. This allowed CMP staff to help bring MOE ministers and personnel up to speed on rationale behind decisions, and progress. In addition, CMP identified long-term staff with whom to collaborate, such as the ministry's secretary general, who has been in office for nine years. These preemptive measures ensured successful and seamless implementation of CMP and CPSC activities, throughout all these transitions within the ministry.
- **Limited Community Stakeholder Capacity:** Jordanian communities face limited capacity to design and implement community and extra-curricular activities. Community members often lacked the confidence and skills to contribute effectively in decision-making. In addition, CPSCs requested training on effective communication and fundraising techniques. In addition, CMP faced the challenge of overcoming the established belief that education, and the expenses of operating and maintaining schools, are the government's responsibility. Changing this perception required consistent community mobilization and a well-planned awareness campaign. In Jordan, volunteer work is associated with monetary compensation, so initially teachers and community members were expecting financial compensation for their services. Some focus group respondents including principals, administrators and teachers feared that the attendance of local community and parents will hinder rather than benefit their work. On the other hand, some community members exceed their limits and interfered in the work of school administrators.
- **Community Stakeholder Capacity Building:** CMP participatory approaches were crucial to the success of the community-school model. CMP introduced CPSCs to school staff gradually, first raising awareness among all stakeholders regarding the principles of true volunteerism. CMP encouraged

⁴ Ministry of Education site. Previous Ministers. Retrieved on July 2013 from <http://www.moe.gov.jo/MenuDetails.aspx?MenuID=87>



schools and MOE to clearly define the roles of the teachers, principals, families, students and community members at the beginning of each school year. CMP encouraged participation of all parties by providing training on topics such as fundraising and event management. CMP provided grants coupled with technical assistance and mentoring, to help CPSCs host events. As they participated in and led these activities, community members gained exposure, and were empowered to develop new skills. It is recommended that future projects allocate significant staff time for community mobilization, and performance evaluation of projects and project staff should incorporate feedback from school principals, teachers, parents and students. In addition, CPSC and MOE members require additional comprehensive workshops utilizing existing training manuals to reach larger segments of the communities. CMP media and outreach activities are available as tools that could be easily tailored to expanded audiences.

- **School Resistance to Increased Community Involvement:** The concept of parents' uninvited presence at public schools was new, and many teachers did not welcome this change. Teachers lacked confidence in the parents' abilities, did not recognize the benefits of their participation, and feared interference in their work. This resistance led to a strained relationship in many schools, where the parents were eager and enthusiastic to take on this new role. Many Jordanian teachers had no incentive to encourage community and family participation, improve their school environments or provide extra-curricular activities. There was no system of reward or recognition that would motivate teachers to exceed their existing teaching requirements. Most meetings were convened by principals, who often are too busy and torn between competing priorities, rather than teachers and parents.
- **Raising Awareness of Policy and Regulations that Support the Community-School Model:** The MOE supports the community-school model at the central level, and CMP facilitated workshops to raise awareness of MOE staff at the central and field directorate levels, and school teachers and administrators, to raise awareness of MOE regulations. In addition, CMP raised awareness of CPSC members of MOE regulations around community engagement and media relations, so CPSCs could have the skills and understanding regarding garnering support of their communities, private sector and government representatives. MOE staff noted that the focus on partnership helped diminish the barriers between students and teachers, and between the parents and school staff. This contributed to better staff performance and better communication between all parties.
- **Clear Roles and Responsibilities:** CMP Community Mobilizers helped CPSCs hold frequent meetings to clearly define the roles and responsibilities of each CPSC member. As parents became more informed about overall education processes and their roles and responsibilities in their children's education, volunteer rates increased and parents became more involved in organizing school activities, supporting school maintenance and cleaning, and assisting teachers in the classrooms. At the school level, it is recommended that schools identify staff who can support school principals with the dissemination of information regarding CPSC activities, and who can coordinate activities and ensure that everyone at the school and in the community is adequately informed about the community-school concept and their roles and responsibilities. In addition, future programming should continue to support peer interaction between different



CPSCs in the regions to promote self-sufficiency and collaborative learning across school systems.

- **Whole Community Involvement:** In addition to parents, the extended community is the driving force behind the sustainability of the community-school model. CMP linked schools with select community and private sector members who could increase school effectiveness. For example, CMP recruited community members who do not have children at the school but have a vested interest in donating time and money to the school, such as retired army officials who could support security issues, religious figures who are influential social figures such as royal family members who could help increase popularity of community-school activities. Continued expansion of outreach to additional local community institutions with common educational objectives, such as families, private boards, politicians and municipal councils could produce more resources.
- **Bridging Fragile Community Relationships:** CMP took an active role in resolving disputes between teachers and parents, and emphasized the benefits that parents can offer. CMP built capacity and provided grants for CPSCs to host social events and parent-teacher conferences, to bridge relationships. In addition, CMP staff mediated and helped CPSCs provide mediation services or helped negotiate between schools and parents or community members. As part of CMP media and awareness training, CPSCs learned to promote the model, highlighting fundraising activities, better-behaved children, increased support from parents to help with behavioral issues, tutoring, and other activities that benefit all parties.
- **Structured Community Engagement and Communication:** To establish boundaries for teachers and promote effective communication, CMP schools posted announcement boards on which the teachers could state their needs from the community, and parents could register their intention to visit and help with school activities. Parents are required to inform the school before coming, but they are not restricted to an invitation/appointment. Prior to introduction of the CMP community-school mode, parents rarely visited schools, and any interaction between parents and teachers focused on student grades. Principals, teachers, parents and students reported that the increase in regular interaction between teachers, parents and students produced positive impact on creating safe and supportive school environment. In addition to these measures, it is recommended that future projects help CPSCs establish a volunteer unit in each school, and increase outreach to involve CBOs and nearby universities. Teachers, principals, and parents should be trained on the use of new technologies and alternative ways of communication. In addition, it is recommended that CPSCs produce information flyers for students to take home at the beginning of each semester. The flyers will present information on the schedule and purpose of upcoming CPSC events.
- **Formal MOE Adoption and Incentive:** CMP initiated work with the MOE to assess the feasibility of adopting more formal recognition and incentive mechanisms for schools, communities and private sector contributions. It is recommended that future projects support the Ministry by providing resources to study impact of CPSCs on school enrollment levels, increased funding levels, increased care of school property, and decreased unemployment or violence in communities with community-school models such as CPSCs. In addition, it is recommended that future projects help the



CMP PRIVATE SECTOR ENGAGEMENT MODEL

CMP successfully engaged the private sector by explaining the value of school improvements on the private sector. CPSCs were able to promote the value of a more educated local workforce for the hotel industry, and less violence in communities surrounding the hotels because youth are more actively engaged in schools and the community. In addition, businesses improve their social image through partnerships with the schools. All 65 schools now have a notice board on which they post the list of donations to show how much was donated or generated, by whom and for what it was used. Schools also are using the quarterly newsletters distributed throughout their communities to share the information on donations received. In addition, each CPSC has a designated Treasurer who maintains all records in the CPSC ledger which is open for review to all committee members, parents and Field Directorate staff.

MOE design and implement a system to reward and incentivize schools that include community partnerships, based on the established community-school criteria. MOE staff require capacity building to fully develop the potential for effective implementation of the community-school model. Training activities should focus on planning, costing and specific methodologies of building community partnerships for schools. Future programs should increase provision of technical assistance to the MOE, to ensure the government is prepared to oversee widespread, effective implementation of the community-school concept by the end of the project to ensure sustainability of the interventions. Future programming also should establish more formal mechanisms to honor parents and community members who contribute time and resources to school through letters of appreciation and a special panel of honor in schools. It is also recommended that the MOE work with schools to launch competitions between schools or between classes to reduce violence and vandalism.

- **Private Sector Investment:** CMP helped CPSCs attract local businesses to support school activities, by promoting the value of investing in schools to these businesses. CMP helped schools increase private-public partnerships to support school maintenance and extracurricular activities. All pilot phase CMP schools received support from local businesses and individual philanthropists. Most CMP schools now have partnerships with two or three businesses and 10-20 individuals, all of whom contribute on a regular basis. In comparison, only 20 percent of non-CMP schools have contributions from businesses and they tend to provide only sporadic participation or contributions. The Hilton Double Tree Hotel, the Amman Marriott Hotel and the Jordan Valley Marriott Dead Sea Resort & Spa are examples of businesses that supported public schools and their communities. The Marriott Hotels provided resources to make school improvements, such as painting of classroom and exterior school walls, repairs to bathroom facilities and replacements for broken windows. The Abdali Investment and Development PSC donated more than 1,400 books for the newly renovated library at Al Qadeseyah Girls School in Amman, to support the school's efforts to upgrade their library. The activities supported by local businesses have greatly changed community attitudes toward the schools. Communities have a greater feeling of belonging at the school, and by seeing their donations grow and go towards prioritized school needs they are encouraged to donate more.
- **Lack of Awareness of Supporting Legislation:** Lack of awareness of the MOE regulations and legislation led to misunderstanding and fear of implementing certain aspects of the project. Procedures pertaining to financial transactions and receiving donations, in particular, were vague. CMP provided input into suggested amendments to Article No. 35 of the year 1994 pertaining to school donations and article No. 7 of the year 2002 pertaining to school summer clubs. These amendments will facilitate the work of CPSCs and community-schools. The proposals have reached its final stages at the MOE and are pending the minister's signature.
- **Advocacy and Awareness Raising at the School, Community and MOE Levels:** CMP sifted through MOE files in search of regulations to support processes needed for the project. It is recommended that relevant regulations be compiled into a booklet at the beginning of any future project and distributed to stakeholders to give them the legal framework required to fulfill their duties. General awareness campaigns in collaboration with the



ministry are also suggested as a first step in the project to be conducted periodically.

■ **Lack of Access to Ministry Resources:** The MOE has a wealth of resources, but schools lack access to these resources. The education sector receives significant levels of international aid, resulting in expansive up-to-date information at the Ministry. However, the resources were not housed in a centralized library; instead they were distributed among several departments. In addition, training material has to be pre-approved by the ministry, and obtaining MOE approvals is cumbersome. It is difficult for schools and communities to access these resources, including approved trainings, as they do not have the established connections at the central Ministry nor Field Directorate levels.

- **Open Channels of Communication:** CMP emphasized personal ties and open channels of communication between schools, communities and the ministry at all levels. This approach paved the way to obtaining relevant information in timely manner. CMP succeeded in accessing resources, and all CMP training materials complemented or built on existing materials. In addition, CMP helped CPSCs develop relationships to facilitate their ability to access training and other materials in the future. It is recommended that future projects spend the time to search for available training material and other resources, before attempting to redevelop them.

■ **Gender Segregation:** The conservative Jordanian culture, particularly in low income areas, restricts the involvement of women in community activities. Some of the most conservative areas, such as AL Jofeh, Ain AL Basha and Al Brayyat Schools do not have any women present in their CPSCs. This gender segregation can deter full community participation. Communities sometimes perceive the incorporation of these issues as part of the school-community collaboration models, which encourage the whole community and family partake in school activities, as importing foreign values. Public schools in Jordan are not co-educational, except in remote areas where some schools provide co-educational classrooms for grades one to three. Mothers are not allowed in boys' schools, and fathers are hesitant to enter girls' schools. There are no female teachers at boys' schools, and male teachers are rarely posted to girls' schools. Because the majority of CPSC participants are mothers, students, parents and teachers in boys' schools are less actively engaged in CMP activities in those facilities. The cultural setting contributes to this as mothers are not traditionally visiting boys' schools and male family members are busy at work. In addition, the needs of students with special needs often go unaddressed, given the lack of resources and lack of coordination and support to schools.

- **Agents of Change:** CMP has been addressing this issue through stressing the importance of mothers' participation in their children's education. Through direct discussions with both parents on this topic, CMP has seen some increase in the mothers' participation. CMP Community Mobilizers identified and worked with local community-based organizations (CBOs), recruited collaborative and influential teachers, open-minded parents, and forward-thinking community leaders as agents of change from within local communities to help promote the community-school concept and to identify creative ways to address restrictions faced by girls and students with special needs. CMP worked with the agents of change to engage communities in the decision-making process to help transcend restrictions. It proved important to allow each community to identify solutions to the cultural restrictions unique to their own community, to ensure the solutions are

INCLUSION IS A WIN-WIN

Maysoon is an active and effective CPSC member at the Amir Hassan Basic Girls' School. She suffers from Multiple Sclerosis. Despite her illness, she successfully coordinated many activities such as cooking lessons for mothers and students. Maysoon's participation in the CPSC provided her with a constructive outlet for her creativity and leadership skills, and reduced the impact of her illness on her life. In turn, through her work with the CPSC, she became a skilled advocate, and mobilized more parents and community members to participate in CPSC activities.



MOTHERS CROSSING GENDER BOUNDARIES RESULTS IN IMPROVED SCHOOL SAFETY

Five mother members of the Othman bin Affan Basic Boys' School CPSC began organizing traffic at highly congested intersections, to help students cross the road safely on their way to school. When the school teachers and administration saw the positive impact of the support of these mothers, the school opened its doors to all community members and parents, regardless of gender.

relevant and to reduce the perception that these are foreign ideas. CMP also relied on competent, culturally sensitive Jordanian employees, especially women, to reach out in the more strict communities, organizing activities that promoted whole-family participation in schools. It was important to employ staff who were able to work within the existing social systems, and who did not force change. Women leaders were especially able to articulate the importance of participation of both genders within their communities, both publicly and within their households. It is recommended that the women leaders and agents of change who worked successfully under CMP continue to serve as mentors to other women either within their own communities, or with other communities, such as partner schools.

- **Culturally Appropriate Gender Solutions:** CMP succeeded in raising the participation of mothers at a number of boys' schools by linking mothers with girls' schools, regardless of whether they had daughters in attendance, and then encouraging the girls' and boy's schools to develop joint activities, thereby allowing mothers to participate in their sons' activities indirectly. The results produced by the participation of mothers has resulted in increased willingness of some boys' schools to allow mothers to join the CPSCs. Students and teachers are engaged in more extracurricular activities although it is challenging in schools with double shifts. It is important to use natural interests of the students to increase their engagement. Boys tended to prefer sports activities, while girls preferred hand crafts and cooking classes. Both genders participated actively in scouting trips, vocational trainings and scientific days as well. These types of activities help engage students in their schools more actively, and can provide an opportunity to build better relationships between students and teachers. As the relationships developed, students became more inclined to support school improvement, fund-raising and other activities.
- **Lack of Staff for Oversight at the School Level:** CMP was designed around stakeholders willing and able to volunteer their time to implement plans. Although the team recruited many volunteer community members, the project was less successful at recruiting at the teacher level. Teachers have heavy workloads and their wages are relatively low. They were not enthusiastic about spending time and energy at the school for no compensation.
- **Institutionalized Community-School Model:** To ensure the future sustainability of the project, payment allocated for a staff person in charge of community participation at each school is recommended. The payment will provide the incentive and commitment to continue the program. This employee will be responsible for overseeing and opening school facilities after hours, communicating with the community, managing bookkeeping, and soliciting funds for implementation of school plans.



SAHAB MEDIATION CASE STUDY

In the Sahab area, one community's two main tribes were disputing the selection of a principal and other hires by a local contractor for school construction. The contractor was hiring personnel of only one tribe. Through collaborative discussions supported by the CPSC, the contractor agreed to hire personnel from the tribe that had been overlooked. However, the choice of principal remained unresolved, and one tribe would not allow school to begin. This school also faced theft of laptops and steel. The community-school model was new to this area, and Field Directorate and school administrative staff were not familiar with the benefits of inclusive decision making.

RESOLUTION. The CMP CM worked with school and Field Directorate staff to develop their understanding of the community-school concept, and the importance of gaining collaboration from the entire community. Working with school and Field Directorate personnel, the CM brought both tribes together at Town Hall meetings to discuss the issues directly, highlighting the value of keeping the school functioning with a principal qualified to do the job, rather than continuing to dispute. The community-school model proved beneficial in leveraging existing mechanisms through which this multi-cultural community could resolve issues around school decisions. The CMP team worked with CPSC members to organize a campaign in cooperation with the local community entitled "Our School Needs Us". This campaign invited all community members to participate in all school events and activities, enhancing their role in maintaining cleanliness and discipline, involving them in respecting school property, and maintaining facilities and ensuring students could benefit from the school.

■ Tribal Disputes and lack of Coordination between Schools and Communities:

Tribal issues are widespread throughout Jordan, and they impact community development and school decisions. Field Directorate staff have had difficulties dealing with complicated tribal issues, often due to lack of proactive communication and negotiation with representatives from all sectors of the communities. For example, some communities perceived their principals or other staff were assigned based on personal or tribal connections, rather than through clear hiring criteria. In addition, some principals interfered in student enrollment, and at times the MOE changed the gender of some schools, which caused confusion during the implementation stages of school construction, as the plans were created with community participation, based on another gender. In many cases, decisions often were not clearly communicated with all community members, and the resulting disputes created delays in rehabilitation or construction progress, delays in school openings, or delays in implementation of school improvement plans.

- **Mediation for Proactive and Holistic Community Input into Decisions.** The CMP community-school model introduced the concept of engaging the entire community, including representatives of students, parents, community members, and private sector and NGO/CBO representatives of all ages, genders and ethnicities. Culturally sensitive CMs worked with Field Directorates to understand and address the issues between the tribes, and trained to develop their understanding of how to apply the community-school concept to proactively address issues that created delays in progress. CMP introduced the idea of engaging all stakeholders at events such as Town Hall meetings, neighborhood tea parties, and "Save our School" and "Neighbor-to-Neighbor" campaigns that mobilized technical, moral and human support, and provided a forum to help communities address school issues together. These campaigns resulted in activities such as appointing community members as school night guards, establishing relationships between schools and police, and organizing weekly school cleanups and classroom volunteers. CMP trained Field Directorate staff and CPSCs to build off the unity created through this work to help local communities to ensure all voices are heard, that the needs of all community members are incorporated into decisions, and that the rationale behind decisions is effectively communicated to the entire community. CMP also encouraged the MOE and school personnel to finalize personnel assignments, school gender, enrollment requirements and other such decisions with community input through the CPSCs, prior to the start of construction or implementation of any school improvement or extra-curricular activities. Thus, CMP and the CPSC were able to mitigate the negative impact of tribal disputes on the school and students, by integrating all efforts and creating a sense of ownership and commitment towards the school.



SCHOOL SELECTION

In June 2008, the CMP team established school selection criteria with USAID and the MOE to select the 65 CMP schools from among the 128 schools targeted for JSP construction. CMP Community Mobilizers conducted site visits to complete community-school profiles, using participatory survey instruments, and targeting a large cross-section of school and community actors. A preliminary assessment of civil society identified active CBOs, youth clubs and community leaders with potential to serve as community partners to lead CMP activities and help schools build momentum around the community-school concept. Based on the data collected in the profiles, CMP worked with USAID and the MOE to finalize the selection criteria and select schools to ensure that the program chose a representative sample of public schools and respective communities in Jordan regarding the following issues:

- Gender balance
- Elementary and secondary schools
- A geographic balance
- A mix of renovation types (according to JSP renovations)
- No Madrasati presence
- A mix of open (urban) and closed (rural) school communities
- A mix of communities with active and limited CBO/private sector presence
- A mix of JSP renovation facilities
- Double shifting schools

The schools were divided into six phases, based on the type of school and the timeline under which construction would be completed. The six phases corresponded with JSP construction phases and targeted 11 JSP rehabilitated schools, 27 JSP new schools, and the “interim communities” of 27 non-JSP schools, referred to as “interim schools”. “Interim communities” refer to the stakeholders from rental, double-shift, and overcrowded public schools that were planned to be replaced by new JSP schools. CMP helped these communities establish CPSCs in preparation for the handover of the new JSP buildings. CPSCs of most of these communities were able to provide input into the design of their new schools, in advance of JSP construction.

For the May, 2008 pilot phase, the CMP team launched activities with JSP rehabilitation schools where renovations were either identified or completed. This pilot phase allowed the CMP team to establish CPSCs and initiate activities, while JSP and the MOE identified schools in less central urban areas in northern and central Jordan to expand into a wider geographic distribution.

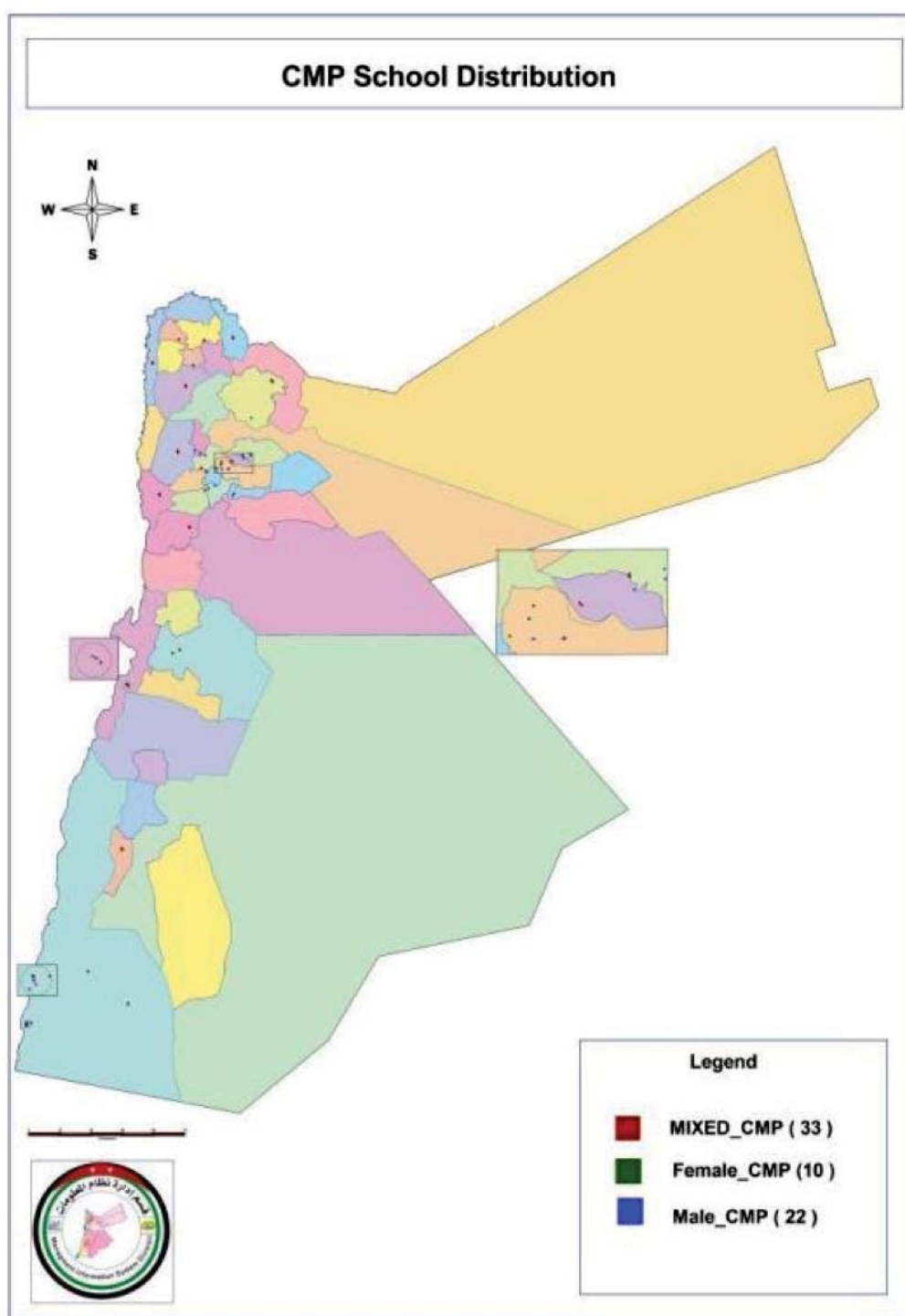
Construction of new schools did not begin as scheduled. New school construction completion was anticipated for 2010 and 2012. The new school staff was unlikely to be selected before school construction was complete. So, to avoid delays, the CMP team developed CPSCs with neighboring overcrowded schools, some of whose students would be transferred to the new schools. CPSCs with existing overcrowded neighboring schools allowed CMP to establish CPSCs that could function at a multi-school level, once construction was complete and the students moved to new schools. Multi-school CPSCs effectively represented an existing school and the new school.



TABLE 2—PROJECT PHASES

PHASE	SCHOOL TARGETS
Pilot June 2008-May 2010-	Phase I comprised 6 rehabilitated schools Phase II comprised 15 interim schools Phase III comprised 5 rehabilitated schools Total 26 schools
Extension June 2010-May 2013	Phase IV comprised 12 interim schools and 3 new JSP Phase V comprised 13 new JSP schools Phase VI comprised 11 new JSP schools Non-CMP schools comprised 350 public schools across the Kingdom that adopted the CMP criteria Total 39 schools + 350 non-CMP schools
Total over Five Years	65 CMP schools + 350 non-CMP neighboring schools

FIGURE 1—CMP SCHOOL DISTRIBUTION MAP⁵



⁵ SOURCE: MINISTRY OF EDUCATION MANAGEMENT INFORMATION SYSTEM DIVISION, JULY 2013

TABLE 3—LIST OF CMP SCHOOLS

New USAID JSP Schools	Existing Schools – Interim Communities	Rehabilitated USAID JSP Schools
Mashare' Basic Coed ⁶ , North Ghour	8th area Secondary Girls, Aqaba	Abdallah Bin Qais Basic Boys, Aqaba
Irhaba Basic Coed, North Al-Mazar	Jabal Al Amer Faisal Basic Girls, Rusaifa	Al Diseh Secondary Girls, Diseh
Hetteen Basic Coed, Ajloun	Al Jahed Secondary Boys, Zarqa	Al Rashidiyeh Secondary Girls, Rashidiyeh
Hay Al Hussein Secondary, Mafraq	Arwa Bnt Abd Al Motaleb Secondary Girls, Amman	Al Quaira Secondary Girls, Quaira
Jofeh Secondary Boys, South Shouneh	Khawla Bint AL Azwar Secondary Girls, Amman\Sahab	Ibn Hashem Basic Boys, Rusaifa
Qabesy Secondary, Salt	Umm Qusair basic Boys, Mogablain	Al Jubaiha Secondary Boys, Amman
Um Al-Summaq Basic Coed, Naour	Abu Obaida Basic Boys, Al Hashmy	Daheyet Al Husain Secondary Girls, 1st Amman
Bnayat Secondary Boys, Naour	King Abdallah II Secondary, Irbid	Althaher Babers Basic Girls, Ghor Al Safi
Ghour As-Safi Basic, South Ghour	Sukaina Bnt Al Husain Basic Girls, Ramtha	Rujm Al Shami Basic Boys, Al Mwaggar
Al-Rabiah Basic Coed, Karak	Al Qadeseya Basic Girls, Tabarbour, 4th Amman	Al Znaya Secondary Boys, Al Mafraq
Wadi Mousa Basic Coed, Petra	Khadijeh Basic Girls, 4th Amman	Ain Al Basha Secondary Boys
Saed Bin Abi Waqas Basic Boys, Al Hashmi Shamali	Zaid Bin Al Harith Basic Boys, Ain Al Basha	
Othman Bin Affan Basic Boys, Irbid	Zein Al Sharaf Comprehensive Girls Kerak	
Maymuna Bint Al Harith Basic Co. Girls, Ramtha	Al Bnayat Secondary Boys, Naour	
Abdel Munaiam Reyadh Basic Boys, Marka	Al Israa' Basic Coed, Petra	
Dahiet Al Ameer Hassan Basic Girls, 4th Amman	Umm Al Summaq Secondary Girls, 2nd Amman	
Jabel Tareq Basic Boys, Zarqa	A'esha Al Ba'onayah Basic Coed, Irbid	
Aisha Bint Abi Baker Basic Co. Girls, Rusaifah	At Taibeh Secondary Comprehensive Girls, Irbid	
Um Qusair Basic Boys, Al Mgabalain	Hettin Basic Coed, Ain Janna-Ajloun	
Al Qadesiah Secondary Girls, Safout, Ain Al Basha	Al Jofeh Secondary Boys, Al Jofeh-Shouneh Janubeyeh	
Al Qadesiah Secondary Girls, Tabarbour	Al Karama Secondary Girls, Aqaba	
Madaba Basic Co. Girls, Madaba	10th Area Secondary Girls, Aqaba	
Othman Bin Affan Basic Boys, Sahab	8th Area Secondary Boys School, Aqaba	
Safeiah Basic Co. Girls, Rusaifah	Abdullah Bin Rawaha Basic Boys, Al Mafraq	
Al Karama Secondary Girls, Aqaba	Khansa'a Secondary Girls, Ghor Al Safi	
10th Area Secondary Girls, Aqaba	Al Mashare' Basic Girls, North Shouneh	
8th area Secondary Boys, Aqaba	Al Qabesy Basic Co. Girls, Salt	
total: 27	total: 27	total: 11

⁶ Coed schools are mixed for elementary grades one to three only



CPSC FORMATION AND MANAGEMENT

CMP provided communities with an action plan and training materials to mobilize community members, train them, raise awareness around the benefits of creating a CPSC, and solidify the changes through collaboration and project institutionalization with the MOE. CMP mobilized 65 CPSCs at target schools. It identified eight stakeholders: parents, community leaders, religious leaders, PTA members, school administrators, teachers, private sectors and students to be part of the CPSC to be formed through self-selection and nomination. Twenty-five members were selected at each school maintaining a gender balance among members to ensure adequate representation. Each CPSC was headed by the principal of the school who was also the focal point (FP) for the project in charge of submitting quarterly reports to the CMP team on the activities held at the school. In accordance with the MOE regulations and to maintain transparency, each CPSC had a treasurer who maintained all financial transactions in a ledger open for review by all committee members, parents and MOE field directorate staff. Another major member of the CPSC was the media officer who was responsible for promoting the school’s activities, highlighting the CPSC’s achievements, and enforcing the CMP concept through online social networks, blogs, newspapers, and periodical newsletters.

FIGURE 2—CPSC ORGANIZATIONAL CHART

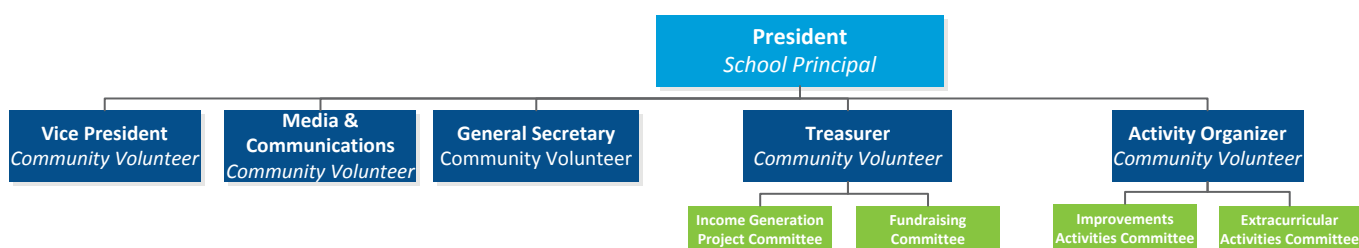
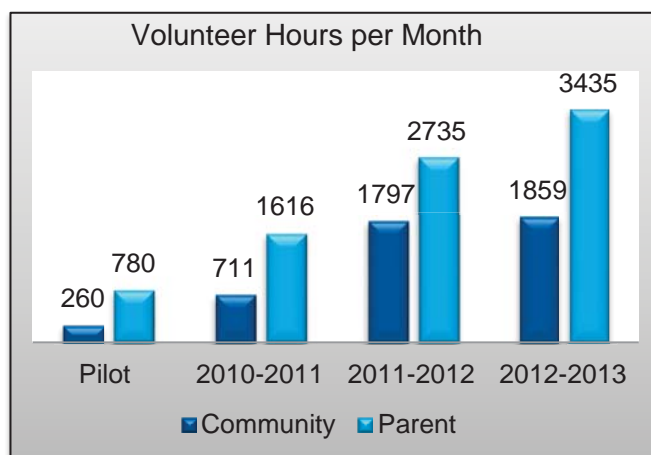
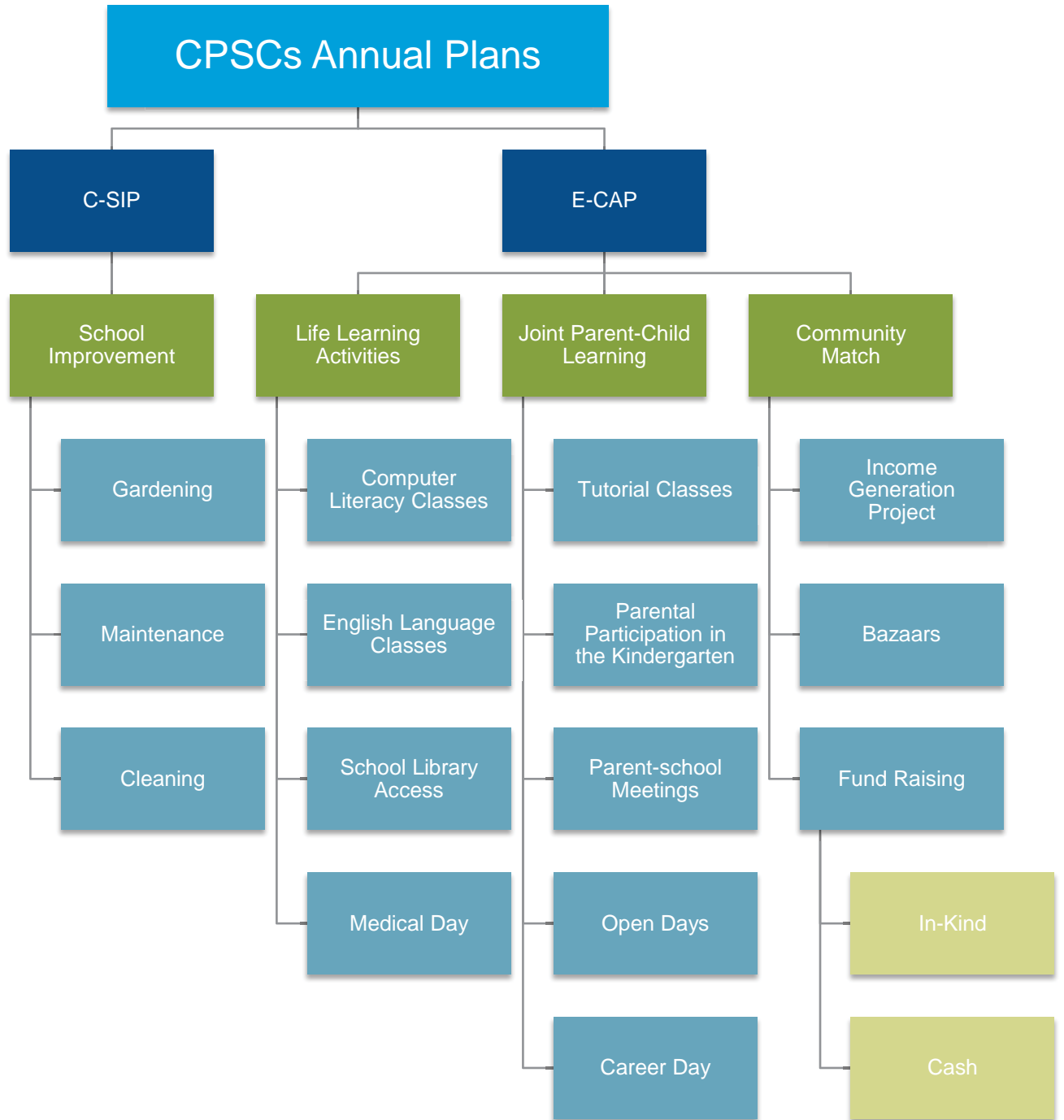


FIGURE 3—VOLUNTEER HOURS PER MONTH



Each CPSC was responsible for gathering school and community input regarding annual School Improvement Plans and Extra-Curricular Action Plans. Under the leadership of the school principal, the CPSC would submit the plans to the Field Directorate, who would submit the plans to the MOE to obtain accreditation and ministry support for the CPSCs to conduct fundraising activities. CPSC parents were responsible for volunteering at their children’s schools to enhance student achievement. The graph below indicates a commendable participation by the community. This is a clear indication of the success of the project and the personal satisfaction and benefit community members are gaining from participating in their schools. The last two years reflect the numbers participating in the new schools which opened the doors to activities in their libraries, multipurpose halls, computer labs, schools yards and vocational labs that are not available at rehabilitated schools.

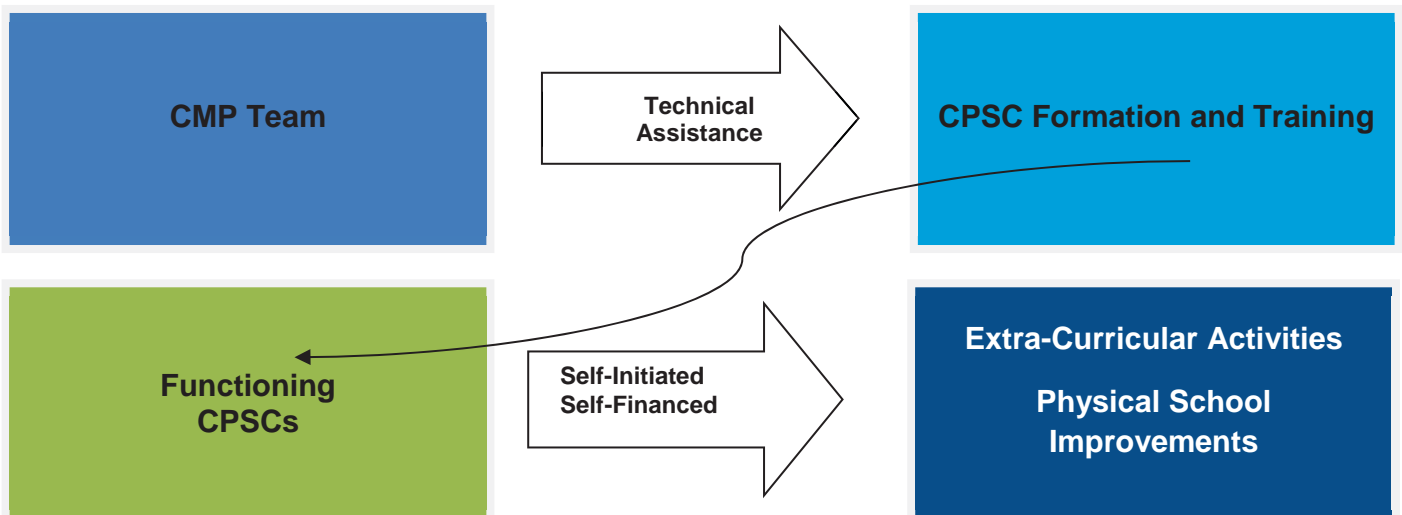
FIGURE 4 ANNUAL PLAN COMPONENTS



SCHOOL IMPROVEMENT PLANS AND EXTRA-CURRICULAR ACTION PLANS

The CPSCs is the dynamic entity that engenders support from the community, solicits funds for school improvements and activities, and lobbies with the governmental bodies. Under CMP's mentorship, the CPSCs attended trainings to raise their skills and capacities to enable them to achieve two main annual deliverables: developing school improvement and extracurricular activities plans based on each school and community's needs. Funding for these plans was through income generation projects, donations, and private sector contributions.

FIGURE 5—CPSC FORMATION



It was clear from the beginning that it took more than new school facilities to create a more conducive learning environment. CMP concentrated on the following strategies:

- Involve people, groups and community organizations in the design of local initiatives from the start
- Make sure that people with different abilities and literacy levels are able to participate in the design of the initiatives
- Respond to local needs and interests
- Build ways to review progress of initiatives, allowing for changes to program design as projects proceed, based on field results and community-school feedback
- Provide opportunities for people to develop skills, knowledge and experience

Building on their training, the CPSCs, with the assistance from CMP, planned activities around the following:

- School Improvement
- Life-long Learning/Community Use of School Facilities
- Joint Parent-Child Learning
- Income Generation Projects

Community-School Improvement Plans (C-SIPs)

The C-SIP is a plan formed by the CPSC to improve the physical environment of the school based on their assessment of the existing condition in the school. Many public schools in Jordan suffered from a lack of any aesthetic quality, to the point where in some schools the environment became a hindrance to learning. The C-SIP elicited suggestions from the community and emphasized collaboration between the stakeholders to implement the plan. This joint effort was effective in creating an ownership culture at schools. Typically, it included items such as maintenance, improving the schools' garden, installing a school fence, and painting the walls. The C-SIP would result in activities such as the ones described below.

Cleaning Days

Periodical cleaning days were scheduled at CMP schools but the strong sense of solidarity was most prevalent during the handover of the new JSP schools. Communities rose to the occasion to fill any gaps that might hinder the school opening: rented chairs for the students, bought whiteboards, collected donations from the community to buy necessary items for the school opening, moved items from the old school to the new building, cleaned and set up the school.

School Gardening

This initiative aimed to encourage and support schools to grow and actively use school gardens. In all schools that have gardens, they were being integrated into the educational curriculum to teach children not only about plants, nature, and the outdoors, but other subjects as well. Gardens can teach children about history, economics, poetry, and math, and teachers used gardens as a teaching tool as well as a recreational space for students and staff to gather.

Before and after pictures of school improvement:



Al Jubaiha Secondary Boys, Amman

SNAPSHOT



Students during an environmental workshop. Tenth Area School for girls in Aqaba



Mr Michel Lansen, the General Manager of Double Tree by Hilton Aqaba, visiting a school bazaar

Raising the Bar for Corporate Social Responsibility

The Double Tree by Hilton Aqaba is an exemplary private sector partnership. The CPSC model for building collaborative relationships between schools and communities aligns with the hotel's philanthropic goals. Rather than simply donating money, Double Tree staff have been working directly with CMP schools and their CPSCs to help improve education for Jordanian youth since 2011.

The 2013 corporate social responsibility focus has been on the Tenth Area School for Girls, for which the hotel has provided support during school bazaars, cleaning days, and medical days, and donated cleaning and art supplies. The hotel also has facilitated educational sessions on tourism and hospitality, organized maintenance, repair, and safety trainings. The hotel also initiated an environmental workshop in collaboration with the Royal Society for the Conservation of Nature. Five schools participated to learn about the importance of recycling and preserving the environment.

The hotel won the prestigious Hilton Hotels international Crystal Cookie award for their participation in the Teaching Kids to CARE program and its work with CMP schools. Its accomplishments are recognized by the local community, and globally. Double Tree by Hilton Aqaba plans to continue helping CPSCs address school and community needs.



“All I used to do was sit and watch TV. Now thanks to opening the school facilities to us, I am excited to come to school and be active,”

—**ABU LAIYX,
AQABA**

Extracurricular Action Plans (E-CAPs)

The E-CAP was a plan designed by the CPSC to determine additional activities that the school would like to implement to increase the educational opportunities for the students, such as lectures on key topics like health and hygiene, open days, income generation projects, or lifelong learning activities that served the community such as adult literacy classes and computer trainings. CMP’s experience with extracurricular programs showed benefits along the lines of social bonding, recreational pastime, pride, sense of ownership, skills exchange, and most importantly improved academic achievement.

By the end of the project a total of 8,687 unique students participated year (see Figure 6). These cumulative numbers over the years indicate a continued interest in participation. The last two years in the program marked the handover of the new JSP schools. These schools offered improved facilities that presented the opportunity for a myriad of activities, not possible otherwise at the rehabilitated schools.

Figure (7) below indicates the teachers’ contribution, and although the workload of teachers has prevented them from participating more, a total of 414 unique teachers per year were conducting extracurricular activities averaging six teachers per school.

TABLE 4—TOTAL SCHOOLS

YEAR	TOTAL SCHOOLS CUMULATIVE
Pilot	26
2010-2011	41
2011-2012	54
2012-2013	65

FIGURE 6—ANNUAL UNIQUE STUDENTS

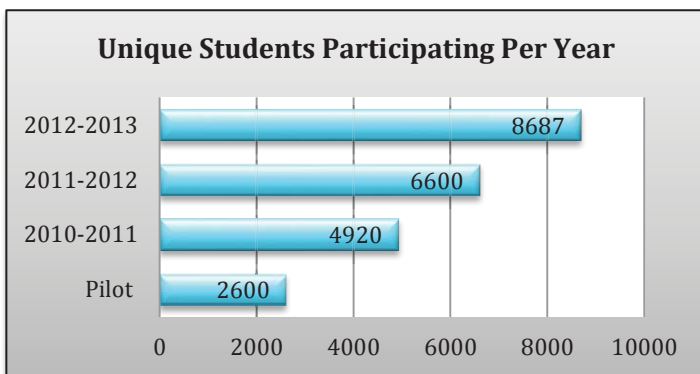
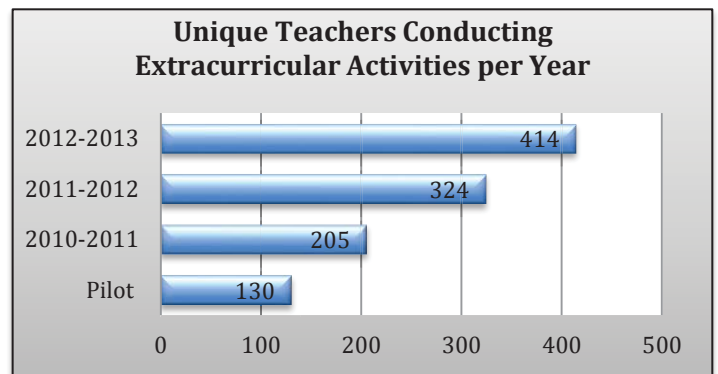


FIGURE 7— ANNUAL UNIQUE TEACHERS



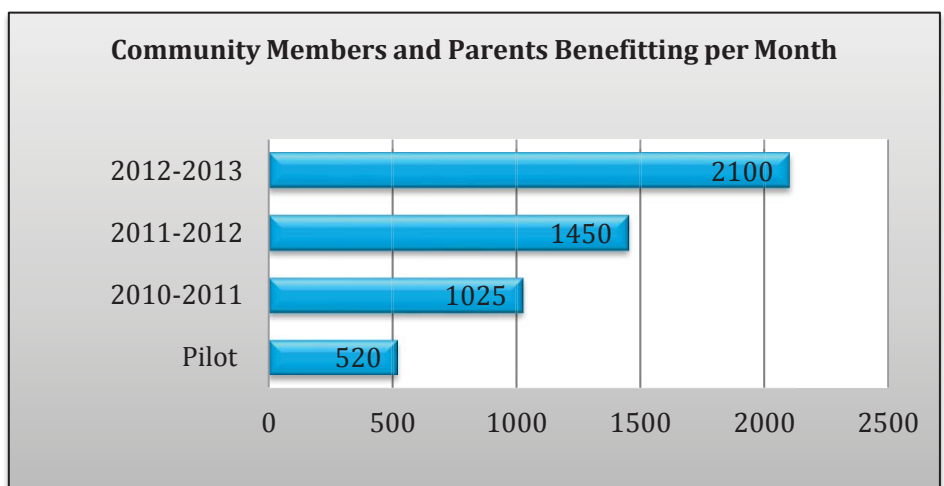


Life-Long Learning and Community Use of School Facilities

In 2010, CMP schools opened their doors for students and community members during Saturdays and school vacations, providing a diverse program of exciting and useful activities for the community to enjoy. This was unprecedented in Jordan at that time. As a result, schools opened their doors to such activities as computer literacy classes, English language classes, community library hours, and winter and summer clubs. These activities were successful in galvanizing the local community support because the school facilities now served entire communities as learning centers, open to everyone. In return, communities volunteered with school painting, gardening, and maintenance. CPSCs used CMP seed funds to generate additional income. Some purchased materials and products for direct resale; others sold products made and donated by parents and community members, such as flags for boats, pickled and baked foods, school supplies and other products at school events and through agreements with the community. Proceeds and profits were circulated back into the CPSC fund, gradually growing the available funds for school improvements prioritized by the CPSC.

Figure 8, below, represents total parents and community members benefitting each month from participating in the school activities. The figures represent the measure of personal gain, where participants are either selling items or are enrolled in courses that build their capacities. Although the upward trend indicates the continued interest of the community members, it is also due to the larger and improved new school facilities in the new buildings in the last two years that allowed for implementing new activities.

FIGURE 8– COMMUNITY MEMBERS & PARENTS BENEFITTING PER MONTH





Summer Clubs

All CMP schools were encouraged to run Summer Clubs during the summer holiday. Depending on the school, CPSCs would organize and manage clubs, which ran from one week up to one month in duration. Students were engaged for an average of three hours per day. The clubs provided a vital outlet for students who otherwise would be at home with little to engage them over the long summer months. They provided a vital outlet for students who are otherwise at home with little to engage them over the long summer months. The Clubs provided activities such as:

- Educational Activities: Math, English, Arabic, Computer Literacy, Religion
- Vocational Activities: Handicrafts, Sewing, Gardening, Cleaning, Cooking, Maintenance
- Art Activities: Painting, Drawing, Handicrafts
- Sport Activities: Football, Table Tennis, Running, Basketball, Chess
- Fun Activities: Field Trips, Tele matches

Many of the schools were also very successful in raising community contributions in support of the summer activities. The schools received in kind contributions such as vocational training materials; art and handicraft materials; refreshments; chess games; field trip transportation; t-shirts and caps; plants; breakfast foods; paint; footballs; sponsorships for closing ceremonies including invitations and photo printing.

Winter Clubs

Of all Jordanian schools, only CMP schools had their doors open for students and community members during winter vacation. CMP schools offered a diverse program of exciting and useful activities for parents, community members, students, families and teachers, such as computer literacy classes, sewing, beauty classes, pickling, and a range of other technical classes presented by parents. Teachers and community members ran tennis and football tournaments, mothers helped in kindergartens with story reading while father's paired with students for school improvements such as painting and gardening. This was a new precedent for Jordanian public schools. Parents, community members, students, family members, and teachers participated in several activities. Not all schools were able to conduct Winter Clubs, as the winter time off coincides with the Tawjihi test, 12th grade national test, and many schools were used as testing centers.

Library Opening and Workshops

IRD partnered with Scholastic Inc. to distribute Scholastic's My Arabic Library sets for primary schools and CMP launched a library project at the new JSP schools. The Scholastic Library sets were intended for grades 1- 6 and each school received two sets for each grade level for a total of approximately 1,400 books per school. To ensure that these donations were fully utilized, the CMP team trained CPSCs on using the new libraries and provided ideas for activities such as parent-child reading hours, a community lending program, and other activities that encouraged independent reading. Library cards were designed, printed and distributed to school librarians to enable them to track and monitor book use.



UM QUSAIR BASIC BOYS- AL MGABALAM STUDENTS DURING SUMMER CLUB



AL QADESIYAH SEC. GIRLS /SAFOUT LIBRARY OPENING



**AL MARJ BASIC CO.SCHOOL/KARAK NURSE'S AT
SCHOOL FREE MEDICAL DAY**

Free Medical Day

Free Medical Days were organized by the CPSCs at their schools in collaboration with hospitals and clinics. During these days doctors volunteered their time and offered donated medicines. Community members, parents, and teachers participated. Many schools conducted lectures on health topics interesting to the community.

School Clinic Inauguration

All JSP schools have a school clinic in their plans. CMP celebrated the opening of school clinics, and inaugurations were attended by parents, CPSC members, and community members. Opening ceremonies included a presentation of the clinic, its services and importance to the school and the community, and ways for community members to get involved. CMP donated first-aid equipment worth JDs200 to each school, and community members offered in-kind donations of blankets, bed sheets, first aid kits, scales, various equipment, and volunteered their time. CPSCs were trained on methods of activating the clinic, and the CMP team adopted the successful model of the 10th Area Secondary School for Girls in Aqaba where the principal initiated and effectively activated its medical clinic. The team also revised the job description that was developed by the 10th Area Secondary School, submitted it for approval to the MOE, and applied it at the schools' clinics. The nurse's scope of work involved creating a safe and healthy school environment, improving the health levels and overall wellbeing of students and teaching personnel.

Joint Parent-Child Learning

These activities focused on improving educational standards through greater parental involvement in their students' education. Examples of these activities include: tutorial sessions, parent participation in kindergarten, regular parent-school meetings, and opportunities for the students to exhibit their work to their parents during open days. Such activities ensure that the project was not only focused on greater community-school partnerships, but on higher educational standards, which was the desired long term achievement of the project.

Homework Village

Othman Ibn Affan Basic Boys' School in collaboration with the West and East Centre for Human Development and the Danish project leaders initiated a constructive and interesting project called the "Homework Village Project." Three volunteer CPSC members were invited to Denmark to participate in a youth exchange project, and the homework village was born as a replica to a program run in Denmark. The goal of this project was to help students with their assignments after school hours. Ten volunteer teachers and community members ran the homework village, which was open to the community, and seventy students from the area benefitted from this initiative.

The success of this project led to its expansion to 12 CMP schools. Two volunteers from Othman Bin Afan Basic Boys conducted training workshops for the CPSCs at these schools to help them implement the Homework Village concept. The CMP provided each school with 50 stationary kits to the students who joined the club to motivate them and their parents to participate in this activity. A total of 500 students benefitted and 48 volunteers from community members and teachers helped in the 12 homework clubs.



“USAID/Jordan and Jordan’s Ministry of Education have agreed to use assessments and school survey instruments to establish a baseline and, if necessary, inform policy dialogue related to potential new literacy and numeracy initiatives and more broadly to quality improvement in primary schools”

—SUSAN AYARI,
DIRECTOR FOR BASIC
EDUCATION/
YOUTH, USAID



ALEXANDER BABERS BASIC GIRLS AT GHOR AL SAFI SCHOOL BAZAR

Reading Reinforcement

A group of community members of the Al-Bnayyat School CPSC identified a need to improve students’ Arabic reading and writing skills. They designed an after-school Arabic language program where teachers and parents volunteered to support approximately fifty under-performing students from grades four, five, and six. However, the students continued performing below grade-level, necessitating a more advanced reading enforcement program that was beyond the capacity of the teachers and parents at the school. CMP collaborated with the Drive-to-Read program, a USAID funded project to build a reading culture among the children of Jordan and develop children’s reading skills. An expert from this program provided eight training sessions to four teachers and five mothers, teaching them to evaluate student language skills, teach the students the alphabet, and encourage them to read.

Initially, sixteen students were selected to attend Reading Enforcement courses during school hours. In order to reach the remaining students, the teachers and mothers who completed their training transferred their knowledge to other interested members of the community and school staff, and administered the literacy program to the rest of the students. During the course of the training, the financial team from IRD HQ attended one of the sessions. They were so moved that they raised JD550 from their personal funds to donate to the school. This donation was used to purchase books and materials for the Reading Enforcement program. Susan Ayari, Director for Basic Education/Youth at USAID/Jordan, participated in the CPSC celebration at Al-Bnayyat School to honor the students’ improvement in reading. She also shared with the community members the National Early Grade Literacy and Numeracy Survey in Jordan (2012).

CMP and the trainer approached different donors to expand the project to other schools. An agreement was reached between the CMP team and Inner Wheel Association to sponsor two schools in Amman, where CMP schools started a literacy program.

Income Generation Projects

CMP trained CPSCs to initiate income-generating projects to fund their activities. CMP provided CPSCs with an initial \$450 seed fund, to develop activities that generated income. The CPSC treasurer maintained all records in a ledger, open for review by all committee members, parents and field directorate staff. This information was also shared in a school newsletter and posted on a notice board listing all donations and generated income.

Open Days

At the beginning of the school year, schools and their CPSCs conducted Open Days, which served as the official launch of CPSC activities for the year. During Open Days, schools recognized CPSC members and showcased contributions. The Open Days were attended by the CMP team, MOE representatives, community members and leaders, parents, students, and school staff. Activities included a school fair that rented out tables for community members, organizations, and restaurants to sell their items. Schools were successful in raising community contributions to support Open Days, including in-kind contributions such as refreshments, gift donations (soccer balls, art supplies, etc.), and a percentage of total revenues from those who rented booths at the bazaars. CBOs helped schools implement activities for participants to enjoy, including the following:



**JABAL AL AMER FAISAL BASIC CO GIRLS /RUSSIFA
AT SCHOOL OPEN DAY**

- Booths where community members could sell items for income generation
- Art and science exhibitions, cultural events, poetry readings
- Handicrafts bazaars
- Face painting
- National dance show
- Book exhibitions and fairs
- Football tournaments and other sports activities involving students, teachers and parents
- CMP also sponsored a theatrical show and “happy hop” jumping castle in every school.

SNAPSHOT



Ahmad Handam with students from the Al Jofeh School in South Shouneh

Together We Can Achieve More

Nearly fifty, and not a rich man, Ahmad Handam is a shining example of what volunteerism and commitment can accomplish in a community. Handam lives in South Al Shouneh, one of Jordan's poverty pockets, where 40.2 percent of the population lives in poverty and struggles to support their families from agriculture. In 2010, CMP started work in Al Jofeh Secondary Boys School in South al Shouneh, to prepare the way for the new school that USAID was funding through JSP. Handam attended the Open Town Hall meeting, and immediately volunteered to join the CPSC.

He helped plan, design and implement community activities, and volunteered as an English tutor and coach in the school, with permission from the MOE. Handam asked the MOE to assign a permanent coach, and he successfully approached the Australian and German Embassies for volunteers to provide English lessons and vocational education workshops, or to serve as coaches. The classes and activities are improving student learning and raising self-confidence, while and benefitting the community as classes are open to the public. Sixty students benefited from the extracurricular lessons, and parents and teachers noticed improvement in their English language skills.

In addition, Handam helped the CPSC establish a bee-breeding and honey producing project that helps the students learn and generates income for the school.



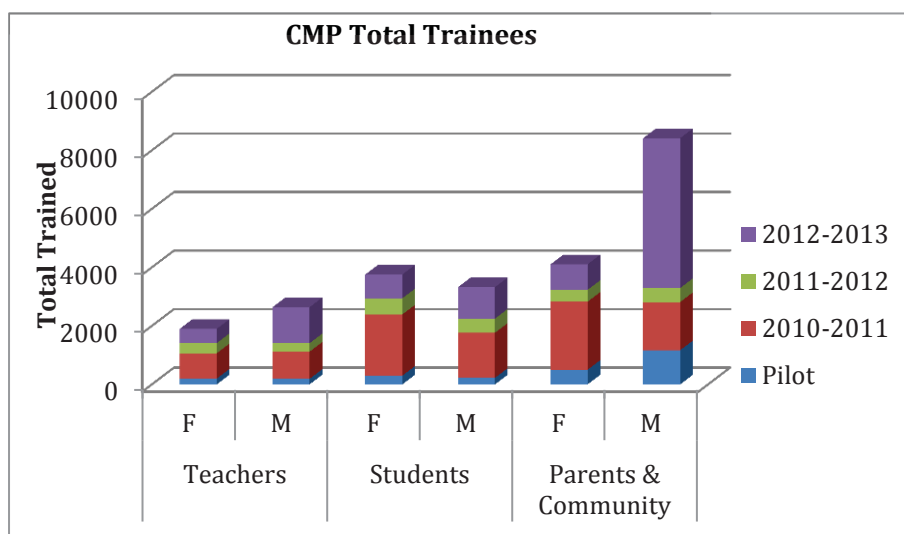
COMMUNITY CAPACITY BUILDING

CMP was designed to build the capacities of MOE, school, student, parent and community stakeholders to take on the responsibilities of designing and implementing school improvement plans and extra-curricular plans. Once CPSC members and leadership were established, the members attended a series of trainings. Table 5 shows a breakdown of total CPSC members trained, disaggregated by gender and group. Over 24,000 people were trained. CPSC members also participated in Training of Trainer activities, and CMP worked with them to build their capacity to lead training and mentoring activities at neighboring schools. These CPSC members provide the MOE with a rich pool of resources, and can now serve as trainers to transfer knowledge through cascade training to other communities throughout the Kingdom. In Table 5 below Year 2010-2011 indicate a higher number of trainees due to some changes made by the MOE to the schools. For example, during 2010-2011 the project was expanded, therefore some of the pilot schools had a “gender change”. In addition, rented schools closed, requiring CMP to re-train the CPSC members at schools that became co-educational, or to train CPSC members at new schools.

TABLE 5—TOTAL TRAINEES

	Teachers		Students		Parents & Community		Total
	F	M	F	M	F	M	
Pilot	200	190	300	225	500	1169	2584
2010-2011	867	927	2091	1541	2326	1646	9398
2011-2012	347	290	553	483	406	479	2558
2012-2013	484	1231	812	1075	873	5121	9596
Total	1898	2638	3756	3324	4105	8415	

FIGURE 9—CMP TOTAL TRAINEES





CPSC Trainings

CPSC trainings focused on the following:

- Formation of CPSC and Community-School Improvement Plan (C-SIP), which covered organizational capacity building and planning.
- Advocacy and lobbying, which covered building partnerships and networks.
- Role and needs assessment, which covered the development of advocacy, accountability, and transparency.
- Media protocol training, which covered media protocols communication. The training also introduced regulations and strategies of communication that schools might carry out with the press.
- Community match, fundraising and income generation projects, which covered preparing an action plan to attract support and funding.
- Training of Trainers, which covered training others on extracurricular activities.

Training and workshops included members from each CMP target group (teachers, parents, students and community members). The sessions encouraged active participation. Special attention was given to helping young students voice their opinions. Training sessions aimed to build and strengthen capacity to develop and implement C-SIPs and E-CAPs, which participants developed at the end of the sessions. Refer to Attachment III for a detailed table of the workshops and training sessions conducted.

Student and Teacher/CPSC Meetings and Workshops

For some female participants, the experience had a profound personal effect “All my life I have not lived, as compared to the three days spent with CMP in Aqaba. I have been enlightened,”

—FATIMA, STUDENT IN
AL

CMP helped CPSCs run workshops to help students and adult CPSC members to address negative student behavior in schools. These workshops mobilized the student body, and improved relationships between students and their peers, teachers, administrative staff and parents. For example, a workshop implemented with the MOE Department of Protection from Abuse introduced students to the community-school concept and the potential for linking students with schools and communities through CPSC. The workshop helped students identify challenges they faced within the school, and discuss causes and ways in which they could be dealt. CMP also implemented 11 workshops for school teachers and other CPSC members. Teacher training focused on enhancing community involvement and use of community resources in the classrooms to achieve the following objectives:

- Encourage parents to visit the school
- Reintroduce the work of the school to parents in the community
- Establish an on-going process of community participation using sustainable communication methods
- Encourage teachers to keep an open channel of communication with parents and community members regarding educational issues
- Encourage community participation in various school activities as well as community activities
- Evaluate the results of school work at the end of each year to achieve the goals set by the school and the community

Participants reported improved communication skills, enhanced empowerment and self-confidence, and a practical knowledge of the workshop content.

MEDIA AWARENESS AND OUTREACH

CMP's approach to media was twofold: to raise the general public awareness, and increase the knowledge and skills of stakeholders. Project awareness was built through traditional media outlets, online and digital media, and direct promotion (conferences, town hall meetings, events, and completions). Incorporating the message "USAID - From the American People" and using USAID Identity, CMP communicated the project's objectives and highlighted its successes. The second part concentrated on building the capacities of the stakeholders. The CMP team conducted advocacy and media protocol trainings on the importance and ways of engaging and informing the community to rally their support. Each CMP school had a media focal point in charge of promoting the school's activities, highlighting the CPSC's achievements, and enforcing the CMP concept through online social networks, blogs, newspapers, and periodical newsletters.



Direct Promotion

Direct human interaction was integral in the CMP concept promotion, and it was made feasible through the efforts of CPSC members who were trained on methods of employing media and engendering community participation.

Town Hall Meetings

The outreach and awareness building process began with the Open Town Hall meetings. In collaboration with the principal, invitations were sent out to the community, parents, and private sector to meet with the CMP and get introduced to the community-school concepts. During these meetings, nominations for CPSC membership are taken, roles and responsibilities are identified, and ways of participation are explained. These meetings served as the platform to introduce the CMP team and launch the project in the community.

Media and Outreach Training

The MOE introduced their new Community Outreach Department in July 2012, established to foster links among schools, communities and the MOE. Subsequent to CMP trainings on media protocols, the project worked with the MOE and conducted four trainings for CPSCs in the middle, the North and in the South of Jordan. Participants from the CPSCs expressed their needs and requests from the MOE. They also learned how to utilize the resources available for them at the MOE Central and Field Directorates.



CMP Logo Competition

Alongside USAID brand, the project developed its own logo that reflected its concept. The logo was designed through a CMP school logo competition, thus creating a stakeholder ownership culture for the project. The logo represented the school as a shared facility among the students, teachers, and community. The winning design from the Al Qadesiah Secondary Girls, Safout, Ain Al Basha was graphically modified into the CMP logo. This logo has been used as a mural at CMP schools, to identify its community-school status, and has been used for all CMP materials, including badges for CPSC members, on certificates awarded for appreciation and recognition at schools, and T-shirts used at summer camp and training programs.

CPSC Best Practice Conferences

Starting on the second year of the project, the CMP began conducting annual conferences for CPSC Best Practices. Participants included students, parents, community members, teachers, principals, and MOE counterparts from Field Directorates and Department of General Education staff. On average five participants represented each CMP school, with one principal, one teacher, one MOE counterpart, one student and one parent attending.

The aim of the conference was to showcase CPSC initiatives to date, highlight successes, exchange ideas, and recognize schools, CPSCs, and individuals for their efforts. The conference also served as training to build CPSC capacities for organizational formation and management to form the foundation for community intervention, fundraising and community match. The conference was held over two-to-three days: the first days covered training, team-building exercises, games, and exchange of ideas. On the last day CPSCs made elaborate pre-prepared presentations of their work and initiatives in their respective schools, showcasing varied models of intervention applicable to the Jordanian public school context. This presentation and exchange of ideas was highly beneficial to the different CPSC members: many participants planned exchange visits as well as planned to implement ideas already completed by other CPSCs. They all benefited from these similar initiatives that were being undertaken across Jordan. In essence the conference served to officially launch a national community-school movement. All interventions while based on the same foundational model, showcased multiple and varied results, initiatives, and outcomes. The conference also served to foster the relationship between the CPSC members and the MOE officials

Community-School Posters Competition

The idea to run a poster competition arose from the suggestions of the survey that was conducted in the summer of 2012. The concept was to design a poster that showcased the CPSC's understanding of the community-school concept. All 65 schools participated and 45 entries were submitted. Dahyet al Hussein School's poster was chosen and announced as the winner during the March 2013 ceremony.





“The school and the teachers deeply influence students' learning and their behaviors. Nowadays violence and drop out of school is a real problem I believe the CPSCs are capable to solve such problems.”

—ALAA AL DROUD ON
FARAH AL NAS
FACEBOOK PAGE

Traditional Media

Press Releases and News Coverage

The CMP built solid connections with many press and media contacts and regularly invited them to cover the CPSCs events and stories. As a result of this engagement, CMP managed to have a full coverage from newspapers, radio and the Jordanian TV. Press releases were generated and published in local newspapers and news blogs about CMP successes of community-schools were also shared with wider community and with USAID and IRD Headquarters.

Annual Magazine

It was important to document the successful road path of the CMP schools and the project collaborated with the MOE to publish an annual magazine. Two issues were published and distributed to all CMP schools. The magazine featured school success stories as well as the CMP team's experience throughout the life of the project and the impact it had on the communities. The magazine was also distributed by the MOE and other initiatives such as School and Directorate Improvement Project to the rest of the public schools in the Kingdom to promote the example of community-schools.

In order to sustain this practice, the CMP agreed with the MOE to assign a section in the annual Ministry's "Teacher Magazine", which was effected in 2012.

Radio Shows

Year Three saw the birth of the first CMP radio show with Farah Al Nas radio station. The program was divided into 12 recorded episodes with one episode broadcasted per week. CPSC members participated in the broadcasts during which they shared their experiences and success stories with the listeners and spoke about the extracurricular activities they did and the positive impact the Community-school concept had on the students. They closed each episode by inviting listeners to witness their achievements and become CPSC members or volunteers in their nearest school. They also provided their school or personal contacts so listeners can find out more about the concept.

As Radio Farah Al Nas can only cover Amman and Zarqa, CMP distributed CD with the 12 recorded episodes to all the CMP schools so that they can share it with teachers, students and their parents and community members. Some schools will broadcast parts of the episodes that included speakers from their own school during the break time so every student can listen to it. Additionally, schools are including publicity about upcoming broadcasts in their newsletters.

During year four and year five Radio Sout al Karak, Mazaj, and Amen FM broadcasted the recorded episodes again which reached a wider range of listeners of all ages across Jordan. Also the Jordan TV was invited on regular basis to cover the CMP events.

Online and Digital Media

Social Networks

The CMP used Facebook as one of the communication tools to raise awareness about the project. It launched its own page to publish its news and stories and assisted schools to develop their own pages to connect to their communities.

Stories were also shared with USAID and published on its social networking sites and IRD website.

CMP Documentary Film

The CMP team produced a 15 minute documentary on the progress of the project since its inception till the end of year five. It covered CPSC's work in their school improvements and their impressions about the CMP model.





GOVERNMENT CAPACITY BUILDING AND LEGISLATION

For several years, the MOE has been taking steps to incorporate a more participatory role for parents and communities alongside MOE field directorates and school administrators. CMP supported this vision by establishing, training and mentoring CPSCs, redefining schools as “community learning centers”, and then working at the central and field directorate levels of the MOE to institutionalize the community-school concept.

Policy and Legislation

CMP staff in Amman worked closely with the MOE to review relevant policy and regulations regarding community-school collaboration. They proposed amendments to Article 35 of the year 1994 pertaining to school donations, and Article 7 of the year 2002, pertaining to school summer clubs and proposed a focus on summer school/extra-curricular activities. These amendments will facilitate the work of CPSCs and community-schools. The proposed amendments have reached their final stages at the MOE and are pending the Minister’s signature. The MOE also committed to address the recommendations in advocating for community-schools at the policy level as follows:

- Amendment of Parents & Teachers Council instructions to include CPSCs.
- Amendment of the rules on voluntary work at schools to allow schools to receive donations from different sources.
- Amendment of the instructions for the usage of schools’ sports facilities.
- Amendment of the summer clubs instructions to allow community members and parents to use the school during summer holidays.
- Amendment of the school library usage instructions to allow community members and parents to borrow books.
- Amendment of the instructions regarding income generation projects inside schools to allow parents and community members to help in implementing these projects inside schools.
- Amendment of the instructions regarding trips and school visits to allow parents and community members to participate in them.
- Development of instructions to allow principals to directly communicate with CBOs without referring back to the MOE.
- Adoption of community-school standards and promotion to all schools.

These steps were taken in cooperation with policymakers—school councils, Governors, Senators and other educational initiatives working inside schools—to start with school donations and summer clubs that will play a key role in ensuring there are policies at the MOE central level to support community schools.

The CMP also prepared a CPSC training package that was submitted to the Directorates of General Education/Department of Formal Education in its final form and received all the necessary approvals for its distribution.

One of the CMP project’s key achievements was defining a community-school criteria and a rubric for assessment, presented in Figure 10 below, which has been adopted by the MOE. Each school is now required to demonstrate that it has fund raising activities, community involvement and communication, in order to be accredited as a community-school with the MOE. Without such accreditation, the CPSC is not authorized to implement activities nor conduct fundraising initiatives, even during after school hours.

SNAPSHOT



Dr. Zaineb Shwebkeh, President of Formal Education at the Ministry of Education, presenting the new legislation framework for CPSCs



Ms. Dana Mansuri during the CPSCs exhibition in the conference.

MOE Supports Community Schools

At a 2011 CMP Annual Conference, the MOE unveiled new administrative manuals that established CPSCs as a coordinating body for PTAs and Student Councils. The Ministry officially adopted the CMP community-school framework, connecting the three groups under one directive. The changes at the MOE level will ensure the sustainability of the community-school concept. CPSCs members from 15 schools attended the conference.

Dr. Zaineb Shwebkeh, President of Formal Education at the MOE presented the new framework, commenting that "...the MOE, in agreement with CMP, felt the need to unite the work of the PTA, SCs and the CPSCs, and so created the school-based initiatives guidelines within the legislation. Student Councils, PTAs and CPSCs share the same goals and objectives, and by uniting them in the planning and implementation of activities, their work is strengthened". Dr Shwebkeh added that the unification is "...the key to better education" as it brings together committed individuals who share the vision to affect school reform for the benefit of schools, students, society and the community as a whole.

Ms. Dana Mansuri, Acting USAID Mission Director, highlighted the role of the CPSCs and said that this unification will empower communities to foster a better learning environment for students. She said that this combination of approaches supports USAID's belief that investing in education will impact the future of all Jordanians with better informed voters, a healthier population, and a more resourceful workforce.

Unification is "...the key to better education"

—DR. ZAINEB SHWEBKEH



FIGURE 10—COMMUNITY-SCHOOL RUBRIC

Volunteerism and Community Service 20%

- Institutionalization of a community partnership—establishment of a CPSC.
- The school reflects the community-school vision, mission and values.
- The school’s developmental and procedural plans include objectives and targets that activate community and school partnership and cooperation.
- The school has formed a CPSC, and the CPSC plays an active role in the school.

Financial and Technical Fundraising 20%

- The school implements projects, such as income generation projects, with the cooperation of the local community.
- Community and parents provide technical and moral support for the school.
- The school is able to successfully obtain in-kind donations from the community.

Effective Communication with Parents & Community 15%

- The school organizes meetings and periodic meetings at all levels.
- The school taps into existing community social events, meetings and public meetings, to expand messages to wider audiences.
- The school organizes advertising and media campaigns via social media, publications, manuals, periodic reports issued by the school, etc.

Monitoring and Evaluation 15%

- Monitoring and evaluation plans include a focus on community participation.
- The school utilizes effective monitoring and evaluating tools and strategies.
- CPSC members learn from feedback on improving school performance.

Outcomes and Achievements 20%

- The school exhibits developments in improving the learning environment.
- Interactive partnerships and relations are established with the community.
- The school’s role in providing services to the community is expanded.

Community School Rubric 100%



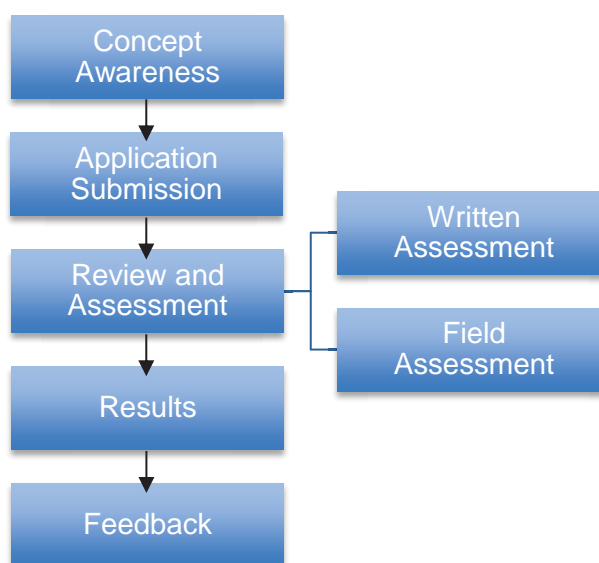
Mentorship Training Program

The CMP team with an MOE trainer completed five Training-of-Trainers sessions for 75 MOE employees at the Field Directorate level in advocacy, M&E, needs assessments, planning, and community mobilization. Utilizing inclusive and participatory methodologies, counterparts were empowered as trainers. Twenty-six were chosen to become “Mentors for Community Schools.” The selection was based on motivation, skills in using training aids, communication ability, management capacity, and confidence. Over the years, the mentors were tasked with raising awareness of the community-school concept within geographically proximate schools and assisting these schools to replicate the concept and establish CPSCs on their own. As a result 350 neighboring public schools embraced the community-schools concept and formed CPSCs. They also successfully applied for accreditation and are now recognized by the MOE as community-schools.

Accreditation

The accreditation process starts by having the mentors meet with various school principals of their choice. The mentors explain the community-school concept to the principals and distribute certification applications to interested schools. Interested schools then send the application requesting a mentor. The mentors then evaluate applications from schools in each directorate. This written evaluation is based on a criteria dictated by the MOE. Finally, the mentors and supervisors assigned from each Field Directorate conduct field evaluations for schools to ensure that the written application is accurate. The mentors and supervisors collect evidence such as documents, videos, official letters, etc. Once a school is approved, a Field Directorate mentor is assigned to help the school create and manage a CPSC.

FIGURE 11—COMMUNITY-SCHOOL ACCREDITATION PROCESS





MOE Capacity to Oversee the Community-School Model

CMP actively engaged MOE directorates in all CMP school activities. The head of general education from each Field Directorate served as counterpart, and another directorate representative oversaw the certification process, to avoid any disruption in the process in case of relocation of directorate staff. At the central MOE level, the MOE assigned staff from the Supervision Department to each directorate to work alongside CMP Community Mobilizers to conduct school evaluation with regard to their implementation of the community-school model.

CMP worked with the head of general education from each Field Directorate, who is the main contact for the process. CMP suggested that Field Directorates assign another person from each directorate to be involved in the certification process, as well, to ensure that if the head of general education changes position, another MOE representative will be knowledgeable about the community-school concept, and capable of continuing implementation. The MOE also assigned staff from the Supervision Department to each directorate to work together with CMP contacts on the field evaluation.

CMP met with mentors, supervisors, community volunteers and Ministry officials to lay the foundations for becoming a community-school and to provide each school with information about the established criteria to be accredited by the MOE. Mentors have been added as a means of increasing support for the schools.

CMP also helped the MOE establish two committees to further institutionalize the community-school partnership, service and school development concept. These committees also ensured integration and helped avoid duplication of projects.

■ Committee to Coordinate Projects in the Field of Community Partnership:

The role of this committee was to coordinate the various projects that address community partnership in public schools. To that effect the committee worked on the following activities:

- Study of various strategies
- Information exchange
- Recommendations to prevent project overlap
- Organization of projects' maps and places of work
- Recommendations for sustainability

■ **Committee for Education Policy Reform:** The role of this committee was to study the education policy and legislation that needed further development and improvement in the following areas:

- Financial legislation to facilitate the reception of grants and investment potential of the local community
- Roles, functions and powers (director, assistant, etc.)
- Institutionalizing community partnership committees and standardization
- Proposed policies for private community partnerships

“CMP has provided much support, time, resources, and expertise to assist the ministry in developing dynamic community-school partnerships through a model of collegial collaboration that ensures future sustainability.”

—**SALAM AWAD,**
JORDANIAN MINISTER OF
EDUCATION, IN HIS LETTER
TO USAID ON MAY 12, 2013



Handover Workshops for MOE Staff

The CMP team concluded the six handover sessions for MOE counterparts, including field directorate staff working with CMP schools. The workshops encouraged collaborative brainstorming to suggest methods the central MOE and field directorates can use to support the work of the CPSCs after the project ends. The workshops were geared toward solidifying institutional gains of the CPSC within the MOE, and increasing mechanisms of sustainability of CPSCs within the MOE at the central and Field Directorate levels.

Summation Workshop

CMP hosted a summation workshop for the MOE in July 2013 to cement the concept of the community partnership and discuss the Ministry's future plans for the community participation concept. The Ministry announced that the concept has been incorporated as a component to be addressed in public school annual development plans. A school development team was formed to mentor and assess the outcomes of these schools. Furthermore, the MOE is conducting further research into allocating a monetary reward for schools that demonstrate the best application of the community-school concept.

SNAPSHOT



Mr. Ball handing a plaque to Mr. Awad



Conference attendees

CMP Closing Ceremony

The huge turnout at the CMP Closing Ceremony was a testament to the strong relationship developed between CMP and the MOE. Mr. Douglas H. Ball, Deputy Director/USAID Jordan, and Mr. Sattam Awad, MOE Secretary General spoke to a crowd that included other USAID and MOE officials, IRD personnel, and 520 participants from all 65 CMP schools, and 50 non-CMP schools.

A key outcome of the ceremony was the announcement of the institutionalization of the community-school methodology within the MOE, through a new decentralization policy in support of the community-school concept. This commitment, along with the extensive media coverage at the event, officially launched a national community-school movement.

The ceremony showcased successes and milestones achieved by CMP schools and communities. Mr. Awad acknowledged the role of CMP in creating a participatory relationship between communities and schools, reinforcing education reform, solidifying ownership among stakeholders, and encouraging community members to undertake an active role at schools. Mr. Douglas praised the project's ability to support communities to mobilize local resources to implement extracurricular activities and improvements at schools.

The ceremony hosted an exhibition for the 65 schools to present their models and ideas for future community-school projects. This exhibit provided a platform for CPSC members from across the Kingdom to exchange ideas.

“There was so much pride on display, so much ownership, which is a testimony to everyone's hard work - the project, the MOE and most importantly the school communities.”

—SUSAN AYARI, OFFICE DIRECTOR, BASIC EDUCATION/YOUTH OFFICE, USAID/JORDAN



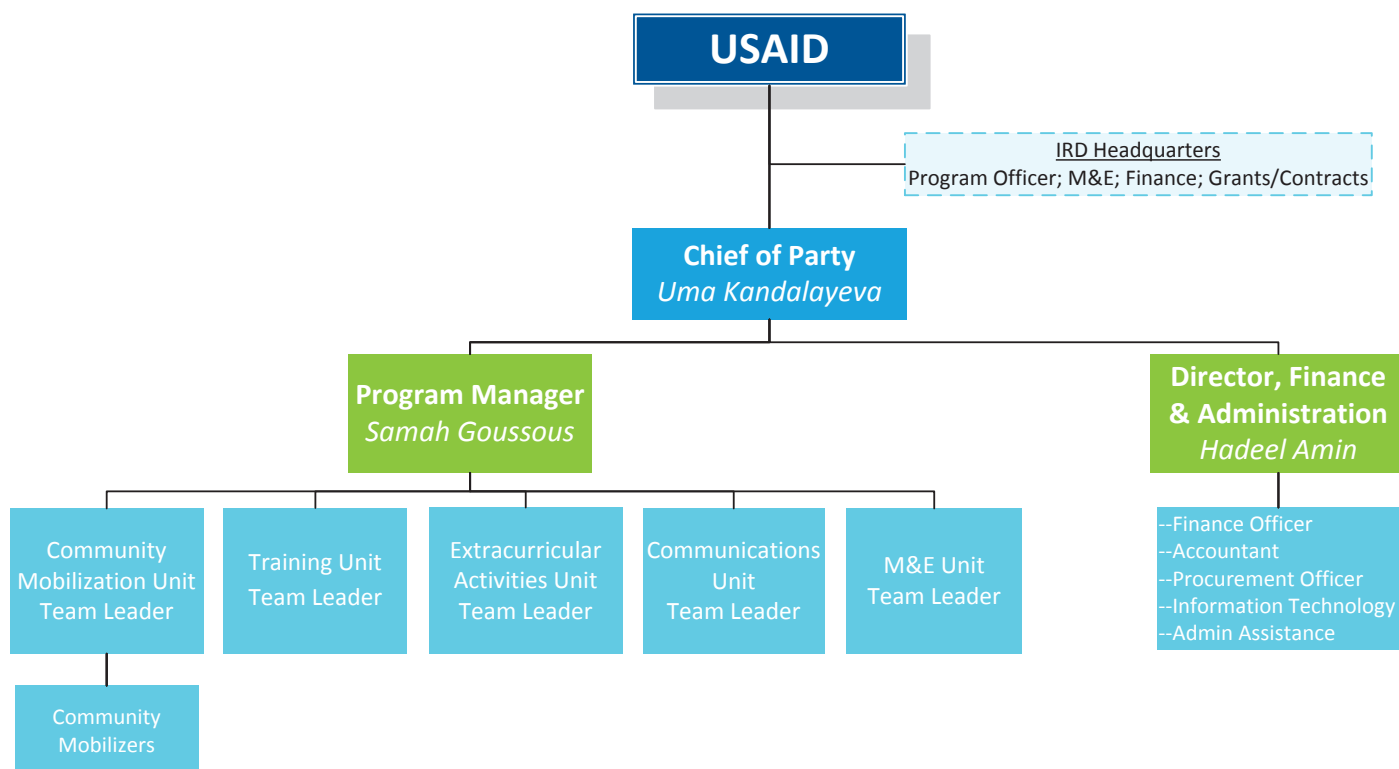
Management

IRD’s HQ in Arlington, VA provided management, technical, financial, administrative, and M&E support to the Jordan CMP team and ensured that all reporting requirements and deliverables to USAID were met. IRD’s Health Unit provided technical and administrative oversight to the program, assigning a Program Officer to work with the Jordan CMP team described below.

PROGRAM OVERSIGHT AND SUPPORT

Project Manager, Ms. Samah Goussous, worked extensively with public schools and the MOE under the CMP program. She is highly skilled at motivating youth, men and women to become agents of change, thereby generating effective and equitable participation for shared responsibility in community development and education. The CMP team comprised members with expertise in the following fields: training, community mobilization, communication, monitoring, and extracurricular activity design and implementation. This senior team, based in Amman, provided technical and administrative support to MOE personnel at the central and Field Directorate levels, and to CMP Community Mobilizers throughout the duration of the program.

FIGURE 12—CMP STAFF ORGANIZATIONAL STRUCTURE





COST SHARE

CMP started in May 2008 with an original budget of USD\$591,295 initially to be implemented for two years. In June 2010 the project scope was modified and the budget increased to USD\$2,968,505. The project was extended three additional years to include a total of 65 public schools. A further no-cost extension was approved in June 2013 for two months. The cooperative agreement included a USD\$335,000 IRD cost-share contribution. IRD fulfilled this commitment through its partnership with Scholastic Inc. to distribute My Arabic Library sets for all 65 CMP primary schools grades 1–6, approximately 1,400 books per school. IRD also facilitated and delivered to CMP program donations of school kits from local donors, Latter-Day Saint Charities (LDS), and Lutheran World Relief (LWR).⁷ Over 20,000 kits were distributed to the 65 CMP schools. IRD raised USD\$22,998 to cover shipping and handling of the books and kits. The total value of these contributions was \$353,350 which is greater than the commitment of \$335,000.

FINANCIAL MANAGEMENT

The IRD Jordan Finance Department ensured that all financial activities were conducted in accordance with generally accepted accounting practices (GAAP) for non-profit organizations, US Government standards, and grant and donor agreements, and in accordance to IRD Finance policies and procedures. Our Deltex systems enabled cost-effective operations by providing real-time programmatic and financial oversight and reporting capacity. Our M&E Field Officers' use of smartphones for communication and data transfer eliminated the need for expensive field work stations and laptops and reduced the need for travel to distant sites while still allowing thorough program monitoring. IRD's low-profile reduced security and other costs and fostered strong and trusting community relationships.

HUMAN RESOURCES

IRD is an equal opportunity employer. The IRD Jordan Employee Policy Manual, which has been approved by the Ministry of Labor in Jordan, is provided to all local employees. The policy states the understanding between the employer and the employee regarding mutual expectations and obligations. CMP staff were primarily Jordanian nationals of both genders. They were utilized at every level of project design, development, and implementation, and occupied key positions that were essential for the successful completion of project activities. At its peak, project personnel numbered approximately 15. The project was supported by IRD Jordan's back office and IRD Headquarters, and activities were implemented from Jordan's regional office building.

⁷ Each kit included a school bag, notebooks, pens, colored pencils, scissors, protractor, pencil sharpener, and eraser as well as a toothbrush and toothpaste.



SUBCONTRACTS AND GRANTS

CMP identified partners who could provide additional support. Grantees and subcontractors reported results and impact through periodic meetings. All partners were subject to CMP finance, administrative and operational quality standards and management protocols, and they worked hand-in-hand with IRD staff to ensure integration and cross-fertilization of project activities.

■ **Nour al Hussein Foundation (NHF):** CMP partnered with NHF during the first six months of the project. This partnership laid the foundation for seamless entry into communities, based on proven community mobilization methodologies within the Jordanian context. This integrated community development methodology has been employed since 1985 and solidified under the NHF Quality of Life program. It encouraged the development of 129 partner community councils and CBOs that form NHF's national outreach network through which programming is implemented. NHF has strong credentials in the area of innovation in education. NHF's Center for Excellence in Education and Jubilee Institute have conducted training programs for 17 public schools, while work with UNICEF has provided training for youth nationwide in life skills, leadership, and civic participation.

■ **Queen Rania for Excellence in Education Association (QREEA):** QREEA recognizes Jordan public school teachers and administrators for their innovation, creativity, and performance. Due to its success with the Teachers' Award, QREEA was developing a Principals' Award, which will include criteria for community participation in schools. Criteria development included field research with stakeholders on community participation issues, the creation of principal effort-level indicators, and development of an assessment methodology. The process culminated with a national campaign in every school district. The partnership with QREEA formed the starting point for a national program of community participation in schools driven by public school principals.

■ **Al Jidara Consulting:** CMP contracted Al Jidara to conduct a survey in 2010. Al Jidara has a long track record in conducting field surveys and use of various primary data collection tools such as focus groups and structured interviews.

PROCUREMENT

IRD Jordan has established a value-based environment through use of a centralized procurement management system and quality-based selection criteria for acquisition of goods and services. The system and criteria reflected IRD procurement policies, which seek to ensure that the procurement of goods and services is driven by an approved budget and established centralized procurement and supply chain management processes. Consistent and effective internal controls ensured that the selection of contractors and suppliers was based on demonstrated ability to meet IRD's programmatic objectives and required technical and non-technical specifications in a cost-effective manner as well as establish an open, transparent, fair, and consistent selection process.



SECURITY

IT set forth the policies, procedures, and guidelines used to manage and mitigate security risks for IRD in Jordan. All staff were required to understand and adhere to these guidelines and security management and risk mitigation were the responsibility of all staff. All staff were required to know, understand, and follow their site-specific standard operating procedures (SOPs) and to participate in risk analysis and mitigation. All staff understood their contributions to security monitoring were valuable and were encouraged to provide input through regular staff meetings or on an ad hoc basis. These guidelines were produced through a consultative process with national and international staff. The COP/Country Director had final responsibility for the safety and wellbeing of all staff. The COP/CD's decisions were made in consultation with the IRD headquarters Office of Risk Management & Global Security (OGS) and country management team. CD also ensured that the security guidelines were monitored and updated twice annually (more often when the situation required).

COOPERATION PARTNERS

CMP was able to coordinate with several ongoing relevant programs in Jordan to bolster CMP activities. Our partnerships with these programs are described below.

■ **Ministry of Education:** Throughout the 5 year CMP program IRD has been closely working and coordinating with Ministry of Education (MOE). Under the Education Reform for the Knowledge Economy (ERfKE), the MOE has been working to re-orient education policy, restructure education programs and practices, improve physical learning environments and promote learning readiness through improved and more accessible early childhood education. ERfKE stresses the importance of “partnerships between public schools and parents, families, and local communities for the success of any educational reform.”

■ **Education Reform Support Program (ERSP):** CMP also collaborated with the ERSP. It is a five-year program funded by United States Agency for International Development (USAID) managed by Creative Associates as the prime contractor aiding the progress of the Education reform in Jordan. 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 provides quality professional development services and guidance on systems to advance the capacity of Jordan's educators, and enhances the potential of schools to apply innovative interventions to improve educational opportunities, and Attitudes, Skills, Knowledge (ASK) approaches for human capacity building programs that have proven their value and contribution in the ongoing education reform interventions in Jordan.

■ **Jordan School Construction and Rehabilitation Program (JSP):** In August 2006, and in response to the MOE's request, USAID launched the Jordan School Construction and Rehabilitation Program (JSP). The program's primary focus was to reduce overcrowding in public schools, replace rented and double-shifted schools and provide a safe and more suitable school environment responding to the needs of the MOE's reform efforts.



The focus of JSP was to establish new school design concepts and guidelines that improve school layout and design. To achieve this objective, the project team set out to gain a deeper understanding of how education is delivered today in Jordan and, most importantly, how the reform's changes in the curriculum and school operation systems would impact the way in which new schools should be designed. The focus of these designs is to provide additional school spaces to existing schools, in particular; additional classrooms, labs, toilets, administrative and learning spaces, and some outdoor spaces.

- **Drive to Read, DTR:** CMP worked with the DTR Book Mobile for the Open Days at schools and for the Arabic Reinforcement reading program conducted at al Bnayat School.
- **Outreach Services for Iraqi Refugees (OSIR):** There was a continuous coordination among IRD projects. CMP collaborated with OSIR in conducting entertainment days for Syrian refugees at a number of schools. Each school hosted two shows after hours at the school's multipurpose hall and was attended by around 50 Syrian children and their families, and 70 Jordanian students and their families.
- **Youth Leadership and Empowerment Program (YLEP) and Greater Amman Municipality (GAM):** In June 2010, IRD signed a memorandum of understanding (MoU) with YLEP and GAM. CMP benefited from this agreement through the use of the Amman campsite "Jordan Pennekbr." Eight schools participated in overnight workshops at the campsite with the YLEP trainers.
- **IREX Community Radio:** CMP partnered with IREX Community Radio Stations to help disseminate the community-school message to the public.
- **Hikayat SimSim (Sesame Street):** CMP, with the Sesame Street project, implemented five workshops for mothers in coordination with the school teachers' clubs. Hikayat Simsim provided the trainer, educational materials, and refreshments, where CMP provided the venue and trainees. It was a successful training, where some of the different CPSC members (male and female) from different phases got to know each other to show what their coalitions have accomplished and the activities they have done in their schools.
- **American Community School (ACS):** CMP met with the Athletic Director at the American Community School to discuss their School Twinning program and linked the ACS High school boys with Al-Bnayat Boys School in Amman. The ACS students visited the Boys School three times to play football and to host an English exchange breakfast.
- **IRADA Initiative:** To support all CMP schools to succeed in their income generation projects, an agreement was reached with the Royal Scientific Society "IRADA initiative," funded by the Ministry of Planning and International Cooperation to provide free training in investment feasibility and marketing studies to all the project's CPSCs.
- **Youth Achieve Development Foundation (YAD) Collaboration:** CMP began collaborating with the Youth Achieve Development Foundation through the Real Madrid Academy in October 2010. The organizations formed a partnership to implement a 1-year soccer training program (including provision of uniforms sponsored by Real Madrid) in two CMP schools: Jabal Amer Faisal Basic Girls School in Rusaifa, and Abu Obaida Basic Boys School in Al Hashmy. The projects were massively oversubscribed – especially in the girls' school where



more than 150 applicants turned up. The program helped the students learn life skills such as leadership and team work through sport.

■ **US Forest Service (USFS):** CMP collaborated with USFS, the Jordan Green Building Council, Government and NGO stakeholders, CPSC members and local architects to conduct a design for outdoor classrooms at one of the CMP schools - Daheyet Al Husain Secondary Girls. The UFS team worked with the participants to develop ideas for outdoor education spaces that support creative and interactive learning and promote Low Impact Development for green schools.

The team conducted a one-day workshop for local educators, architects and engineers, and introduced the Community Design Process that enables the participatory development of innovative schools space. The designs developed highlighted the use of local materials with special emphasis on ecological and cultural attributes.

Following the workshop, CMP organized a follow-up session with the CPSC and the JGBC and NGO personnel who are volunteering their professional time to work with the school to develop the design and fundraise for the implementation work. The results of the pilot will be rolled out to other CMP schools.

■ **West and East Center for Human Development in Jordan “WE-center”:** CMP cooperated with the East and West Center for Human Development in Jordan to raise awareness on and promote volunteerism at public schools.

■ **Inner Wheel Association:** The CMP worked with the Inner Wheel on many projects at schools on a yearly basis. The last program that the Inner Wheel adopted was to replicate the Arabic Reading Reinforcement at other public schools in Jordan. Agreements were signed between the Inner Wheel and a trainer with the aim to launch this program at two public schools in Amman starting September 2013.



Monitoring and Evaluation (M&E)

CMP established an M&E system based on a management-by-objectives approach. Programmatic activities and financial data in the schools were monitored by CMP project staff during site visits and tracked in the project reporting system. The project gathered data from three primary sources: 1) monthly CPSC focal point reports, 2) focus groups, and 3) surveys of students, parents and teachers. The school focal points submitted updated reports to the CMP team quarterly, documenting levels of extracurricular programs implemented, school improvements, volunteer hours, and number of participants in CPSC-led activities. The CMP team verified the data and cross-checked it using the Activity Log. The log enabled staff to track the unique number of beneficiaries, extracurricular activities, contributions and meetings. The Activity Log also enabled stakeholders to review the data through user-friendly interface. The Activity Log Tool added effectiveness to the project monitoring and evaluation processes and documented activities and data in an easy, secure and accurate manner.

USE OF M&E DATA AND INFORMATION

CMP used the information gathered to assess the following:

- Satisfaction and impact regarding student, teacher, parent and community participation in targeted schools across the country
- Impact and changes that resulted from the CMP project, through one-on-one interviews at the MOE level, local directorates and with CMP school principals
- Perception of the value of volunteering and participation in schools.
- Perception of the types of volunteering and participation deemed most valuable.
- Perceptions of the obstacles to volunteering and participation.
- Needs of the schools surveyed, both physical and with respect to volunteering and participation.

All data was aggregated and entered using the CMP activity log tool. The data included observations from frequent field visits and ongoing monitoring data in addition to quarterly reviews of progress indicators in the quarterly work plan ensured the project adapted to fit communities' evolving needs and priorities.

The M&E team tracked indicators such as stakeholder participation in extracurricular activities, number of extracurricular activities held at the school, number of volunteer hours at the school, amount of in-kind and cash contributed, number of capacity building training sessions held, and total number of people trained. M&E Reports were reviewed and approved for submission by an M&E Senior Officer in IRD headquarters. The IRD HQ M&E team provided additional support, and traveled to Jordan to implement the following activities:

- Reviewed existing M&E system and provided input to ensure all data is accurately captured and meets ADS requirements
- Provided feedback on deliverables, especially reviewing survey and focus data as well as analysis provided by Al Jidara and MMIS
- Provided M&E training to CMP staff



SURVEYS

Baseline: CMP conducted a baseline study at the beginning of the project for the 26 pilot schools. Surveys were conducted in gathered groups, door-to-door, by telephone, and questionnaires distributed to parents, students, community members, teachers, and principals.


Quantitative/Qualitative: In 2011 CMP engaged Al Jidara and M M I S Management Consultant to conduct a quantitative and qualitative study to assess CMP's impact on schools, parents, and communities. The total number of teachers and students surveyed at CMP schools was 151 and 276. The total number of teachers and students surveyed and non-CMP schools was 87 and 105. The total number of participants in the focus groups was 220. Out of the 220 respondents, 129 (58.6 percent) were members of a CPSC, while the remaining 91 (41.4 percent) were non-CPSC members but had participated in CMP activities. The survey collected the responses of students and teachers on each question and analyzed the data against a control group of non-CMP schools. Responses were disaggregated by geographical location (north, middle, and south) and gender. Although the study did not yield significant results indicating the impact of the CMP on the school, students, or communities, important lessons were drawn out of the survey.

The major challenge enumerators and facilitators faced during the quantitative and qualitative study was ensuring that the participants understood the objectives of CMP and that responses addressed those objectives. Some data collected through surveys from non-participating schools was omitted to avoid confusion with other programs. MMIS employed experienced senior staff as moderators and designed the protocols in a manner that ensured the focus group discussions would yield useful insights and not be swayed by the views of dominant participants and that participants would be able and willing to publicly share their views about sensitive issues (e.g., teachers' evaluation of the principal's performance, students' feelings about their teachers/parents, etc.).

IRD team performed focus group discussions, key informant interviews, and surveyed students and teachers in CMP and non-CMP schools. We obtained both quantitative and qualitative data to analyze current conditions and guide future program activities in order to achieve most desirable impact.





Attachment I: Performance Monitoring Plan (PMP) Updated for 5 Year Results



Community Mobilization
for Partnership in Schools Project

FY 2010-2013

Performance Monitoring Plan (PMP)
Updated for 5 years Results



CMP Performance Monitoring Plan June 2010- May 2013

1

Submitted to: Haya Shubailat, AOTR, USAID
Date: August 31, 2013

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CMP Performance Monitoring Plan June 2010- May 2013

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ATTACHMENT I: CMP Performance Monitoring Plan (PMP), Revised October 16th, 2012

Performance Indicator	Indicator Definition	Data Source	Approach of Data Collection and Disaggregation	Frequency, Reporting & Responsible Person	Base-line	Year 3			Year 4			Year 5			EOP			Justification for/ Nature of change
						Target	Actual	% Achieved	Target	Actual	% Achieved	Target	Actual	% Achieved	Target	Actual	% Achieved	
USAID Relevant Element: (Assistance Objective) Improved Education and Life Skills																		
Strategic Goal: To develop dynamic community-school partnerships that foster engagement and a sense of ownership and responsibility among all stakeholders within the public school system.																		
Percent increase in participation by parents/ community/ students and teachers (who are not members of the CPSC) in target schools	(# of non-CPSC members participating at end of each year minus # of non-CPSC members participating at the end of the previous year)*100	FP Reports	Document review and calculation; disaggregated by activity	Annual; Annual report; MEO	TBD	20%	34%	170%	48%	60%	125%	60%	90%	150%	43% Average over LOP	61% Average over LOP	142%	Target increased in Year 4 on basis of Year 3 performance Will be reported in the final report summarizing results for 5 years of the CMP program
Active MOE participation in identification and ` of Community School Concept	Active is defined by a developed scorecard to measure commitment of time and resources; attendance; discussions held, policy directive, etc	Minutes of meetings with ERSP and MOE Policy makers. Quarterly MOE reports	Document review	Annual; Annual report; CMP Project manager (PM)	TBD at start of Yr 3	3 (where 5 is highest)	3	100%	4 (where 5 is highest)	48	100%	4 (where 5 is highest)	4	100%	4 (where 5 is highest)	4	100%	
# of new CPSCs formed in neighboring schools (non-CMP) in targeted communities	Simple count; shows downstream effect at the community level.	Site visit	Ministry registration letter; Interview and photo; disaggregated by type of school	Annual; Annual report; CM	0	9	9	100%	6	6	100%	6	6	100%	21	21	100%	Increased targets in Years 4 and 5.

⁸ Used a scorecard to measure the active MOE participation that been through the school staff



Performance Indicator	Indicator Definition	Data Source	Approach of Data Collection and Disaggregation	Frequency, Reporting & Responsible Person	Base-line	Year 3				Year 4			Year 5			EOP			Justification for/ Nature of change
Objective One: Existing Community-Parent School Coalitions (CPSCs) strengthened and new CPSCs formed to support school improvement efforts in 65 public schools																			
# of CPSCs formed in new target schools	Frequency; simple count	CPSC records & principal interview	Document review & validation; disaggregated by type of school	Quarterly; Quarterly report; CM	26	15	15	100%	13	13	100%	119	11	100%	65	65	100%	As JSP is finishing schools earlier we can form CPSCs earlier so targets for Years 4 and 5 are altered	
% CPSCs operating in line with MOE criteria for community schools in target schools at EOP	Percentage; (# CPSCs operating at EOP/# CPSCs established during life of the project)*100	Calculation from project records	Document review & calculation; disaggregated by type of school and entry into CMP roster	End of year 5; final report; PM											90%	83%	92%	Will be reported in the final report summarizing results for 5 years of the CMP program	
# of people trained in neighboring schools (by counterparts, Mentor schools, other partners such as IRADA, MOE, etc)	Frequency; simple count	Mentor and Neighboring school reports	Document review, controlled for double counting of people (crosscheck attendance lists); disaggregated by gender, type of participant and school	Quarterly; Quarterly report; CM	0	180	180	100%	12010	120	100%	120	120	100%	420	420	100%		
# of training sessions (defined by subject) held in target schools (CPSC training for Phase VI: 11 new JSP schools, ToT, media , MOE)	Frequency; simple count	Training records	Document review; disaggregated by type of training, school	Quarterly; Quarterly report; CMP trainers	104	65	1164	98.5%	90	94	104%	69	80	12116%	332	342	103%	Increased targets in Years 4 and 5 reflect trainings added in Yr 3 and change in # of schools	

⁹ The construction of Al-Tajer Secondary Comprehensive Girls School did not commence as of June 2012. USAID found that the region does not need a vocational school. Therefore, a regular girl's school will be constructed instead of the vocational school. The construction will not start until the end of the year 2012, and, in this case, CMP will not be able to work with this school community because the school will not be completed within the project's timeframe. Thus, CMP will work with only 11 schools in Year 5 as opposed to the 12 schools planned initially by the project.

¹⁰ Six neighboring schools each with 20 CPSC members

¹¹ Five schools did not receive attitude and behavior training due to their student age groups, as training is not suitable for students under the age of 14. In four of these, we implemented media protocols training instead.

¹² We increased the 11 sessions that were given to new schools on follow up after the program finish



Performance Indicator	Indicator Definition	Data Source	Approach of Data Collection and Disaggregation	Frequency, Reporting & Responsible Person	Base-line	Year 3			Year 4			Year 5			EOP			Justification for/ Nature of change
# of CPSCs completing all project training (target schools only, not neighboring schools as they receive truncated training package from Mentor schools; comprised of 26 pilot schools and the extension comprised Phase IV: 15 new schools, Phase V: 13 new JSP schools and Phase VI: 11 new JSP schools)	Frequency (only counting CPSCs completing all available project training in a year)	Training records; validated with school use records	Document review; disaggregated school, phase	Annual; Annual report; CMP trainers	26	41	41	100%	5413	5314	98%	65	65	100%	65	65	100%	Targets changed in Years 4 and 5 as some of original schools will be closed or merged (see footnotes)
# of Annual Plans (C-SIP and E-CAP) developed in target schools (comprised of 26 pilot schools and the extension comprised Phase IV: 15 new schools, Phase V: 13 new JSP schools and Phase VI: 11 new JSP schools)	Simple Count	C-SIP and E-CAP inventory	Document review; disaggregated by school, plan	Annual; Annual report; CMP management	26 (only C-SIP in pilot)	50	50	100%	108	108	100%	138	138	100%	138	138	100%	Target changes reflect school number alterations

¹³ Only 38 schools from Phases I-IV will complete the entire package as three schools from our original 41 are closed or changed from boys to girls and vice versa so we cannot continue to work with those CPSCs. Then, in Year 4, we will add 13 new schools in Phase V and four additional boys' schools.

¹⁴ One of the additional schools cannot continue to work with its CPSCs (due to the principal not being active)



Performance Indicator	Indicator Definition	Data Source	Approach of Data Collection and Disaggregation	Frequency, Reporting & Responsible Person	Base-line	Year 3			Year 4			Year 5			EOP			Justification for/ Nature of change
Objective Two: Strengthen Community-school Support Connections Offering Life-long Learning and Extra-Curricular Projects within Schools																		
# / type of extra-curricular activities held (including Open Days and summer camps) in target schools	Frequency distribution	FP Reports	Document review; disaggregated by type of activities, school, phase	Quarterly; quarterly report; CM	350	455	455	100%	756	743	98%	924	938	102%	2,486	2,486	100%	Target changes reflect changes in school numbers
# of teachers and students trained in target schools (CPSC training, student training, etc)	Simple Count	CMP Records	Document review ; disaggregated by teacher; students and type of training	Quarterly; Quarterly report; Trainer	780 (over 2 years)	450	638	141%	476	480	100%	360	462	128%	2,066	2360	114%	Target reflects changes in school numbers
# of students participating per month in extra-curricular activities in target schools	Simple Count	FP Reports	Document review with randomized validation by mobilizers; disaggregated by gender and type of activity, school, phase	Quarterly; quarterly report; CM	2,600	4,775	4,920	103%	6,600	6,600 ¹⁵	100%	8,200	8,687	105%	8,200	8,687	105%	
# of community members and parents per month benefiting from lifelong learning activities in target schools	Simple Count	FP Reports	Document review with randomized validation by mobilizers; disaggregated by gender and type of activity, school, phase	Quarterly; quarterly report; CM	520	955	1,025	107%	1,400	1,450	103%	1,750	2100	120%	1,750	2100	120%	Changed indicator language from 'extracurricular' to 'lifelong learning' as it more accurately reflects what we are doing
# of teachers per month providing extracurricular activities in target schools	Simple Count	FP Reports	Document review with randomized validation by mobilizers; disaggregated by gender and type of activity, school, phase	Quarterly; quarterly report; CM	130	223	20516	92%	330	324	98%	410	414	101%	410	414	101%	

¹⁵ THE STUDENTS PARTICIPATED MORE THAN TWO TIMES IN SCHOOL ACTIVITIES AND NOT SCHOOL CURRICULUM.

¹⁶ TEACHERS IN GENERAL PARTICIPATE LESS IN SUCH ACTIVITIES DUE TO TEACHING LOAD. ON THE OTHER HAND, FEMALE TEACHERS TEND TO PARTICIPATE AND VOLUNTEER MORE THAN MALE TEACHERS IN EXTRACURRICULAR ACTIVITIES.



Performance Indicator	Indicator Definition	Data Source	Approach of Data Collection and Disaggregation	Frequency, Reporting & Responsible Person	Base-line	Year 3				Year 4			Year 5			EOP			Justification for/ Nature of change
Objective Three: Increased Community Awareness, Responsibility, and Advocacy for Participation in Education																			
# of town hall meetings held (target and neighboring schools)	Simple Count	CMP records	Document review (with photo and site use validation); disaggregated by community	Annual; Annual report; CM	26	15	15	100%	13	13	100%	11	11	100%	65	65	100%		
Value (JD) of cash and in-kind contributions generated by CPSCs in target schools	Simple Count	FP Reports	Document review; disaggregated by type of contribution, school, phase	Quarterly; quarterly report; CM	18,798 (2009-10 only)	31,850	41,354	130%	46,200	45,000 JD	97%	57,400	59,100	103%	157,398	183,050	116%		
# of community businesses making contributions to school (target and neighboring schools)	Simple Count	FP and neighboring schools Records	Document review; interview with business providing contribution disaggregated by school, phase, type of contribution, and approximate value	Quarterly; quarterly report; CM	26	50	51	102%	6917	69	100%	87	87	100%	87	87	100%		
# of community members per month volunteering ¹⁸ in schools (target schools)	Simple Count	Volunteer Log, FP and neighboring school Reports	Document review with randomized validation by mobilizers; disaggregated by gender, school, phase	Quarterly; quarterly report; CM	130	250	388	155%	657	644	98%	819	900	110%	819	900	110%		
# of volunteer hours logged per month by community members (not parents) (target schools)	Simple Count	Volunteer Log, FP and neighboring school Reports	Document review with randomized validation by mobilizers; disaggregated by gender, school, phase	Quarterly; quarterly report; CM	260	518	711	137%	1,168	1,797	153% ¹⁹	1,456	1,859	128%	1,456	1,859	128%		

¹⁷ For 54 target schools and 15 neighboring schools

¹⁸ Volunteers are only counted if they contribute two or more times at the school

¹⁹ The 13 new schools needed a lot of work at the beginning



Performance Indicator	Indicator Definition	Data Source	Approach of Data Collection and Disaggregation	Frequency, Reporting & Responsible Person	Base-line	Year 3			Year 4			Year 5			EOP			Justification for/ Nature of change
# of volunteer hours logged per month by parents (target schools)	Simple Count	Volunteer Log, FP and neighboring school Reports	Document review with randomized validation by mobilizers; disaggregated by gender, school, phase	Quarterly; quarterly report; CM	780	1,410	1,616	114%	2,701	2,735	101%	3,367	3435	102%	3,367	3435	102%	
# of distinct newsletters (semester and annual) produced, Facebook page and radio slots broadcast	Simple Count	CMP records; FP reports; Newsletters	Document review disaggregated by type of media	Annual; Annual report ; PM	0	10	11	110%	10520	105	100 %	133	135	101%	249	251	100%	Increased as we are producing one distinct newsletter per semester per school, (not one per quarter for all schools) plus annual letter, plus Facebook, plus radio slots
# of CPSC best practice conferences held					1	1	1	100%	1	1	100%	1	1	100%	4	4	100%	
Objective Four: Promote Institutionalization of CPSC within the Ministry of Education																		
Number of MOE staff from central and FD levels whose capacity is built to promote the CMP concept	Simple Count	CMP records	Document review; disaggregated by gender and level			n/a			34	35	102%	34	34	100%	34	34	100%	New indicator - added to track the MOE adoption of the concept
#/type of training sessions with MOE staff in the CMP concept	Simple Count	CMP records	Document review; disaggregated by gender and type of training			n/a			4	4	100%	5	6	120%	9	6	120%	New indicator - added to track capacity building of MOE
# of CSPs registered with MOE (including target and neighboring schools)	Simple Count	MOE registry	Document review	Annual; annual report; PM and MOE Counter-part	26	41	41	100%	54	54	100%	65	65	100%	65	65	100%	Targets increased due to addition of neighboring schools
# of public schools adopting the community school concept as a result of MOE activity	Simple Count	MOE records	Document review with randomized validation by PM	Annual; annual report; PM and MOE Counter-part	0	50	50	100%	150	161	107%	200	200	100%	400	400	100%	Altered this indicator so that it reflects active effort from the MOE, not passive as previously.

²⁰ 37 newsletters in Semester 1 and 54 in semester 2, 1 annual newsletter, 12 radio slots and 1 Facebook page



Performance Indicator	Indicator Definition	Data Source	Approach of Data Collection and Disaggregation	Frequency, Reporting & Responsible Person	Base-line	Year 3			Year 4			Year 5			EOP			Justification for/ Nature of change
						Each Field Director	23 of them are key staff at MOE central	100%	5721	57	100%	57	57	100%	57	57	100%	
# of MOE personnel at central and FD level active in the development and promotion of the CMP concept	Frequency distribution	CMP, ERSP Records, Meeting Attendance Records	Document review, Meeting Minutes	Annual; annual report; PM and MOE Counter-part	0	Each Field Director	23 of them are key staff at MOE central	100%	5721	57	100%	57	57	100%	57	57	100%	Altered the language to make it more active - not just 'discussion' of the concept, but 'development and promotion'
In Kind Contribution																		
# of schools receiving school kits or Scholastic books from in kind donations	Simple Count	CMP records	Document review; disaggregated by type of commodities and school	Annual; Annual reports; PM	10	41	41	100%	0	3522	100%	35			66	66	100%	
# of Scholastic books received by CMP project and donated to schools	Simple Count	CMP records	Document review; disaggregated by type of commodities and school	Annual; Annual reports; PM	5,000	18,690	18,690	100%	0	18,690 ²³	100%	18,690			42,380	42,380 ²²	100%	IRD completed the cost share in year 4

²¹ 23 counterparts, 23 head of field directorates, 11 diverse members of central MOE

²² IRD send the cost share in year 4

²³ IRD send the cost share in year 4



ATTACHMENT II: CMP GANTT CHART

Community Mobilization for Partnership in Schools (CMP) Program Years 3 - 5 Work Plan

Activities P = planned timeline A = actual timeline	Year Three												Year 4				Year 5			
	M1 J	M2 J	M3 A	M4 S	M5 O	M6 N	M7 D	M8 J	M9 F	M10 M	M11 A	M12 M	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
Objective 1: Support Existing CPSCs and Form New and Sustainable CPSCs to Support School Improvement Efforts																				
26 Pilot CMP Schools																				
Provide ToT to pilot CPSCs to build their capacity as Mentor Schools	P																			
	A																			
Provide ToT to MoE Field Directorate staff to build their capacity to support the Mentor Schools	P																			
	A																			
Select 9-11 schools to act as "Mentor Schools" on the basis of CPSC performance and capacity	P																			
	A																			
Mentor Schools will conduct an open town hall meeting, identify CPSC members, and school activity planning (C-SIPs) with a neighbor school (non-CMP school)	P																			
	A																			
Mentor Schools will conduct fundraising training with a neighbor school (non-CMP school)	P																			
	A																			
Mentor Schools will conduct student training with a neighbor school (non-CMP school)	P																			
	A																			
Neighbor schools implement school activities	P																			
	A																			
Monthly follow up, advice and monitoring from CMP to each pilot CPSC to build capacity for fundraising and advocacy.	P																			
	A																			
Collect monthly FP Reports on Activities implemented from C-SIPs and E-CAPs, from 26 CMP schools and neighboring schools (non-CMP Schools)	P																			
	A																			
Implement "Open Days" in the 26 CMP Schools (coordinate with JSP and ERSP)	P																			
	A																			
CMP will conduct Summer Activities Training for neighbor schools (non-CMP school)	P																			
	A																			
26 CMP Schools implement Summer Activities	P																			
	A																			
New CMP Schools: Phases IV, V, VI*** (28 New construction Schools + 13 Existing Schools)																				
Identify MoE Field Directors in coordination with Central MoE	P																			
	A																			
Meet with MoE field Directors and School Principals (if identified) to introduce CMP Program and obtain go-ahead to enter communities	P																			
	A																			
Introduce CMP and Community School concept to community and media in collaboration with USAID and JSP	P																			
	A																			
Host Town-Hall Meetings within the Communities, including MoE	P																			
	A																			
Recruit and train Focal Point (FP) in CMP objectives, schedule of activities, FP reporting and requirements	P																			
	A																			
With FP, identify members of the CPSCs, from students, community, parents, teachers (coordination with ERSP for identification of teachers in new JSP Schools)	P																			
	A																			
Baseline Activities: Survey of Principle, Teachers, Students, Parents, Community	P																			
	A																			
Establish CPSCs (linking to PTA if active and for newly constructed schools building off of existing CPSC)	P																			
	A																			
Implement CPSC Organizational Training (Development of C-SIP, E-CAP, shared responsibility for education)	P																			
	A																			
Implement CPSC Fundraising Training (School fundraising and networking within the community, Income Generation projects)	P																			
	A																			
CPSCs and Schools implement their Community School Improvement Activities	P																			
	A																			
FGDs - 1 year and 2 years after Baseline	P																			
	A																			
Endline Survey - at the end of the program	P																			
	A																			



Activities P = planned timeline A = actual timeline	Year Three												Year 4				Year 5			
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
	J	J	A	S	O	N	D	J	F	M	A	M								
Objective 2: Strengthen Community School Support Connections Offering Life-Long Learning and Extra-Curricular Programs Within Schools (Phases IV, V, VI Schools)																				
CPSCs lead the School and Community to implement extra-curricular activities	P																			
Teacher Training on how to interact with and use community resources (subject to change based on coordination with ERSP)	P																			
Student Training - Behavioral change (reduction in vandalism, environmental protection (subject to change based on coordination with ERSP))	P																			
Extra Curricular Training - Summer Activities	P																			
Parents participate in in-school activities (i.e. reading hours, teaching assistants, etc.)	P																			
Implement "Open Days" in 3 New Aqaba Schools (coordinated with USAID and ERSP)	P																			
Implement "Open Days" in Schools (coordinated with JSP and ERSP)	P																			
Schools implement Summer Activities	P																			
Objective 3: Increase Community Awareness, Responsibility, and Advocacy for Participation in Education																				
Host Town-Hall Meetings within the Communities, including MoE	P																			
Support the schools to develop a newsletter highlighting CPSC/School activities	P																			
CMP produces a yearly newsletter to share good practices and success stories between CPSCs and MoE	P																			
CMP produces radio spots to increase awareness at the community level of the community school concept	P																			
Familiarization Trip to the CMP Schools for journalists	P																			
Implement National CPSC Best Practices Conference	P																			
Objective 4: Promote Institutionalization of CPSC within the Ministry of Education																				
Invite MoE Field Directorate Staff to all CPSC events	P																			
Coordination with ERSP to investigate possibilities and most appropriate mechanisms for expansion and duplication for the Community School Concept to the public school system in Jordan	P																			
Coordinate with UNICEF and MoE to investigate the role of CPSC/PTA in promoting sustainability of the community school concept	P																			
Register new CPSCs within the MoE	P																			
Implement National CPSC Best Practices Conference	P																			
Official handover of 26 Pilot CPSCs administration and oversight to Central MoE	P																			
In-Kind Commodity Donation and Distribution																				
CMP Fundraising for Scholastic Book Shipment	P																			
Source Donated Books and Equipment	P																			
Donate Books to Partner Primary Schools for Libraries	P																			
Set up Reading Program and home-lending program	P																			



Activities P=planned timeline A=actual timeline	Year Three												Year 4				Year 5			
	M1 J	M2 J	M3 A	M4 S	M5 O	M6 N	M7 D	M8 J	M9 F	M10 M	M11 A	M12 M	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
Monitoring and Reporting																				
Team Meetings with USAID	P																			
	A																			
Production of Field Reports, Success Stories, Press Releases	P																			
	A																			
Quarterly Narrative Reports	P																			
	A																			
Quarterly Accruals Reports	P																			
	A																			
Annual Reports	P																			
	A																			
Annual Workplans	P																			
	A																			
Close Out Plan	P																			
	A																			

Legend

- 26 CMP Pilot Schools/CPSCs
- Phase IV: 12 new CPSCs in new construction schools + 3 newly constructed Aqaba Schools
- Phase V: 13 new JSP Schools whose communities were targeted by the pilot program - currently under construct
- Phase VI: 12 new JSP Schools whose communities were targeted under Phase IV - to be constructed in 2011
- CMP Management Activities
- Activity Completed
- Deliverable Due
- Deliverable Completed
- *** Timing for phases V and VI Schools is dependent on the completion of the JSP schools



ATTACHMENT III: CMP TRAINING DETAIL

Training Program Name	Training Topics (Field of study)	Training Duration	Training Type	Training Provider	Training Facility	# of sessions	# of Trainees						Total trainees	Unique Total trainees (without double count)
							Teachers		Students		Parents & Community			
							F	M	F	M	F	M		
Pilot Phase:														
Phase I comprised 6 rehabilitated schools														
Phase II comprised 15 constructed school communities for the 15 interim schools														
Phase III comprised 5 rehabilitated schools														
	development of advocacy, accountability, transparency, and fundraising, building healthy parent/community-school relations, and management and utilization of school spaces skills	2008-2010	Ongoing Training of CPSC members	CMP team	school building	26	200	190	300	225	500	1169	2835	1170
Year 3/Phase IV: Communities received 12 schools through JSP + 3 newly constructed schools in Aqaba														
Capacity Building	development of advocacy, accountability, transparency, and fundraising, building healthy parent/community-school relations, and management and utilization of school spaces skills	2010-2011	Ongoing Training of CPSC members	CMP team	school building	15	867	927	2091	1541	2326	1646	9398	2765
Year 4/Phase V: comprised 13 new JSP schools in communities targeted under the pilot project and whose schools are completed)														
Capacity Building	development of advocacy, accountability, transparency, and fundraising, building healthy parent/community-school relations, and management and utilization of school spaces skills	2011-2012	Ongoing Training of CPSC members	CMP team	school building	13	347	290	553	483	406	479	2558	1230
Year 5/Phase VI: comprised 11 new JSP schools - construction of these schools completed in September of 2012 and the communities were targeted in CMP phase IV														
Capacity Building	development of advocacy, accountability, transparency, and fundraising, building healthy parent/community-school relations, and management and utilization of school spaces skills	2012-2013	Ongoing Training of CPSC members	CMP Team	school building	11	484	1231	812	1075	873	5121	2756	484