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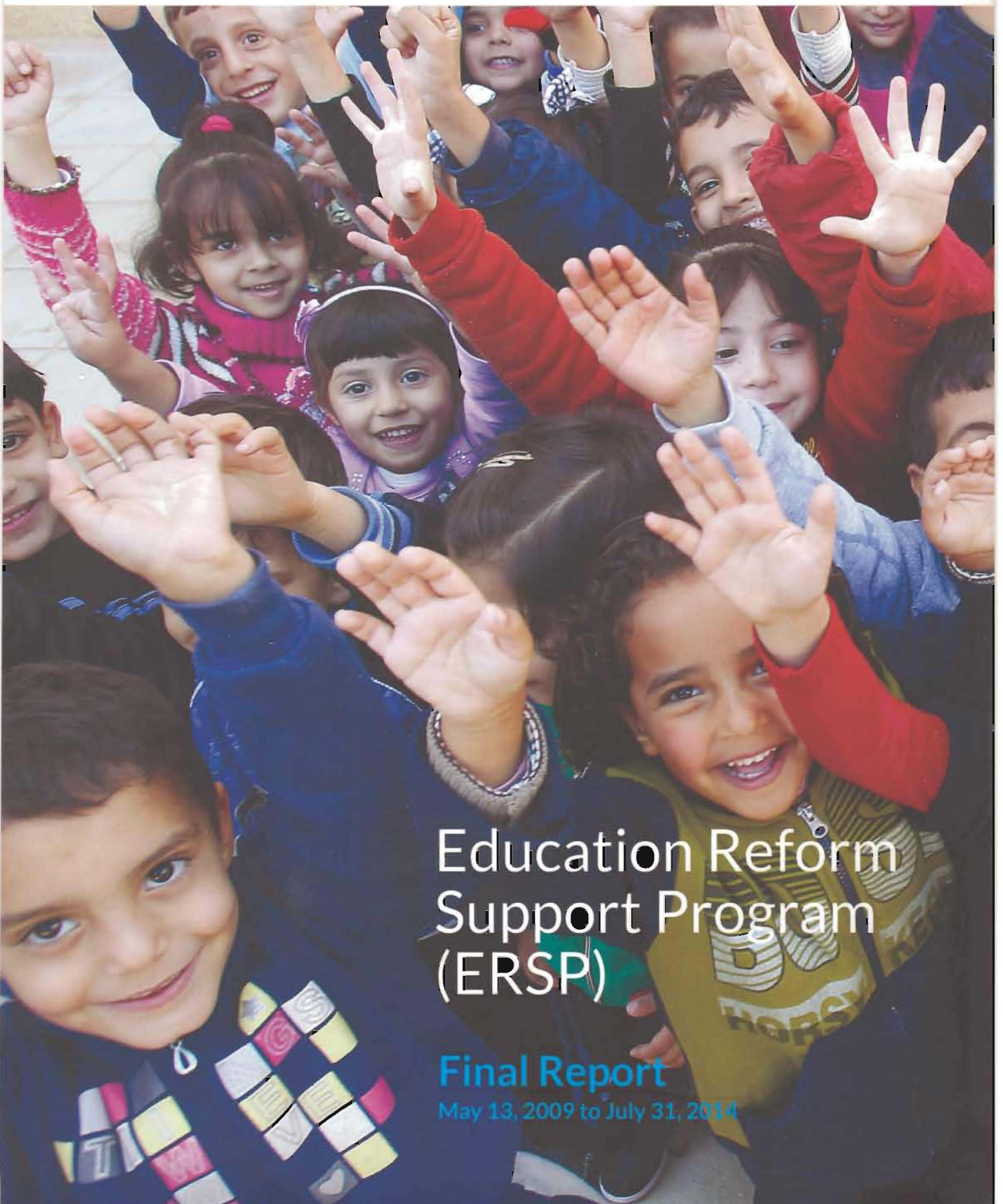FROM THE AMERICAN PEOPLE

Education Reform Support Program (ERSP)

Final Report
May 13, 2009 to July 31, 2014

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

ERSP was implemented by…

CREATIVE

In partnership with…

ASK Innovate the future

CADER كادر

Save the Children

With supplementary support from…

Seward incorporated

EXECUTIVE SUMMARY

This final report summarizes the accomplishments of the USAID-funded Jordan Education Reform Support Program (ERSP), implemented between May 2009 and July 2014. ERSP was managed and implemented by Creative Associates International, Inc. along with partners Save the Children International (SCI), Change Agent for Development and Education Reform (CADER) and ASK for Human Capacity Building (ASK). The program's objective was to support the Jordanian Ministry of Education to implement the second phase of its ongoing Education Reform for a Knowledge Economy (ERfKE).

The work of the project was organized into four component areas: early childhood education; youth, technology and careers; professional development and credentialing; and data use for decision making. Each component was led by a Component Leader and implemented in partnership with the relevant Ministry counterparts.

The report is organized into four sections. The first section is the Introduction, which describes the program, the implementing team, Ministry counterparts and the political and economic context of Jordan during the project period. The second section is the Component Achievements, which presents an overview of the work under each component, in a narrative format highlighting the successes achieved and challenges encountered. The third section is the Program Themes, which presents a selection of cross-cutting strategies and approaches used across components to achieve ERSP's broader reform objectives. The fourth section is the Way Forward, which presents suggestions for the Ministry of Education and donors about appropriate next steps to build upon the progress made under ERSP.

As a Ministry reform project, ERSP's greatest achievements were in the enhanced capacity of the Ministry and the transition of reform

programs from project management to Ministry ownership. As a result of ERSP support, a culture of collaboration was established between the Ministry, donor-funded projects and other stakeholders. ERSP broke the barrier of project isolation and increased internal communication between Ministry Directorates and between the central Ministry and the field. Through constant engagement and a consultative process, ERSP altered the manner in which the Ministry conducted business and amplified their analytical capacity in addressing policy and planning issues. The Ministry was able to advocate for programs to improve educational services in Jordan, and assumed responsibility for management and monitoring of those programs.

At the conclusion of the project, the Ministry expressed appreciation to ERSP for its supportive engagement over the years. ERSP staff had established a reputation as flexible and engaged listeners, aware of the Ministry's strengths, weaknesses, opportunities and challenges. ERSP was willing to negotiate programs and strategies to achieve maximum potential for sustainability. The Ministry stated that the strength of ERSP was in its coordination and commitment to work closely with the Ministry. They considered ERSP a model of excellence and set a high bar of expectations for how other projects and partners should interact with them.

In addition to its institutional reform achievements, ERSP had an immeasurable impact on the individuals who worked on the project, directly and indirectly. The personal growth and professional advancement of ERSP staff, partners and Ministry counterparts was impressive, and will leave a lasting legacy in the education sector in Jordan.

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ACRONYMS

CPDL	Continuous Professional Development Framework for Leaders
CTP	Comprehensive Training Program
CTT	Core Training Team
DCU	Development Coordination Unit
DFADT	Department of Foreign Affairs, Trade and Development
DTQS	Directorate of Training, Qualification and Supervision
ECD	Early Childhood Development
ECE	Early Childhood Education
EMIS	Education Management Information System
ERfKE	Education Reform for Knowledge Economy
ERSP	Education Reform Support Program
ETC	Education Training Center
FD	Field Directorate
G1-3	Grade 1 to 3
HED	Higher Education Diploma
ICT	Information Communication Technology
KG	Kindergarten
KPI	Key Performance Indicator
LStS	Life Skills through Sports
M&E	Monitoring and Evaluation
MIS	Management Information Stream
MoE	Ministry of Education
NCS	USAID-funded Newly Constructed Schools
NGO	Non-Governmental Organization
PCP	Parent-Child Packages
PD	Professional Development
PICs	Parental Involvement Coordinators
PI	Parental Involvement
QA	Quality Assurance
QAME	Quality Assurance and Monitoring & Evaluation
QRAEE	Queen Rania Award for Excellence in Education
QRC	Queen Rania Center
QRTA	Queen Rania Teacher Academy
SDDP	School and Directorate Development Project (National Ministry Program)
SDIP	School and Directorate Improvement Program (Canadian funded project supporting SDDP)
SG	Secretary General
STC	School to Career
TOT	Training of Trainers
RWG	Regional Working Group
YLM	Youth Livelihoods Mapping
YTC	Youth, Technology and Careers

"I even see sports games in a different light now; knowing that a game can teach you so many skills to apply in your daily life."

13 year old LStS program participants

I. INTRODUCTION

OVERVIEW OF THE PROGRAM

The purpose of the Education Reform Support Program (ERSP) was to build on the experiences and successes of the Education Reform for a Knowledge Economy (ERfKE), and continue to strengthen the capacity of the education sector in Jordan in keeping with the reform vision. ERSP assisted the Ministry of Education to implement and sustain specific objectives of the second phase of ERfKE.

PROGRAM COMPONENT AREAS

The objectives of ERSP were:

- **Introduce** consistent models and processes that establish institutional structures, systems and resources;

- **Develop** and implement effective school-level training and support programs; and,

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

The Ministry of Education (Ministry) and USAID designated the following four areas for ERSP support:

1. **Early Childhood Education (ECE):** renovate and furnish kindergartens (KGs), enhance ECE approaches applied by teachers, build principals' capacity to manage kindergarten resources, increase parental involvement in their children's development, and support the institutionalization of the kindergarten Quality Assurance (QA) system.

2. **Youth, Technology, Careers (YTC):** support the Management Information Stream (MIS) through the effective implementation of MIS online and other means; build the capacity of school counselors to provide students the skills they need to participate productively in the workforce; and, build the capacity of physical education teachers to promote students' physical fitness and essential life skills through engagement in sports activities.

3. **Professional Development (PD):** assist in the establishment of an in-service system for the professional development of teachers, principals, and supervisors; support the implementation of an induction program for newly appointed teachers; build institutional capacity within the Ministry to provide effective PD systems; and provide intensive whole school development support to the Ministry's newly constructed schools funded by USAID.

4. **Data Use for Decision Making (DU):** assist in the planning process at school, field directorate, and central levels through enhancing access to data and the capacity to utilize it effectively in decision making.

THE ERSP TEAM

The ERSP team comprised several entities working collectively, with each organization supporting the others as much as possible. Creative Associates International, Inc. (Creative) was responsible for the overall management of the team in meeting the expectations of the Cooperative Agreement. The other partners of ERSP were: Save the Children International (SCI), ChangeAgent for Arab Development and Education Reform (CADER), ASK for Human Capacity Building (ASK), and with support from Seward Inc. Creative served as the primary conduit to the highest level of the Ministry leadership in seeking cooperation and collaboration towards achieving the program goals, engaging partners on issues related to their scopes of work and addressing broader strategic matters. Creative supported each component with technical and managerial support. Details of the partners' roles are outlined in the chart below.

Component		Partner Organization(s)
1. Early Childhood Education		Save the Children International (SCI) provided the program and professional development support for kindergarten to 3rd grade teachers. Creative was responsible for the renovation, furnishing and equipping of kindergarten classrooms and playgrounds as well as the renovation and equipping of four ECE training centers (with simulation space). These renovations were conducted under the technical guidance of the SCI ECE team. SCI collaborated with CADER on concepts to be included in the PD specialized training for grade 1-3 teachers, and with ASK on providing onsite support for kindergarten teachers in newly constructed schools.
2. Youth, Technology and Careers	Creative with	Creative provided technical and program support to the Ministry's implementation of MIS. Seward provided capacity building for e-learning personnel at QRC, with the technical supervision of Creative. SCI provided program and professional development support for the School to Career and the Life Skills through Sports programs. Creative led the renovation and equipping of career centers and career counselor offices. In Year 3, Creative assumed responsibility from SCI for substantial renovation of sports areas. The renovation work was done in collaboration with SCI in identifying sites according to technical criteria and setting renovation specifications.
3. Professional Development		CADER implemented the professional development support systems for induction, in-service (including TOT), and school leadership programs. CADER also received input from SCI and Creative on content for PD training courses as appropriate. ASK implemented the support activities for the newly constructed schools. Creative and ASK, with input from CADER and SCI, supported the institutionalization of PD policies, strategies and systems. Seward developed a series of professional development e-modules across the components.
4. Data Use for Decision Making		Creative led the technical approach for Data Use and ASK provided the training support.

MOE COUNTERPARTS

At the beginning of the program, ERSP engaged the Ministry primarily through Technical Committees for each component. These Technical Committees met regularly to plan activities, review and provide feedback on content, endorse work plans, and facilitate implementation. At the beginning of Year 3, with the creation of the Transition Plan, the ownership of ERSP activities shifted from the Technical Committees to the "home" Directorates for each relevant component. The table below lists the primary counterpart Directorates for each component, as well as Directorates which played a support or advisory role in the activities.

The reader will note that the **Development Coordination Unit (DCU)** appears in every component. The role of the DCU was to facilitate the work of the project in its collaboration with the various technical departments in the Ministry. When activities stalled or a particularly difficult obstacle was encountered, the DCU took the lead in finding a resolution, serving as a critical liaison negotiating between the project and the Ministry. The DCU played a significant role in every aspect of ERSP collaboration with the Ministry. Its contributions to the success of the program cannot be overstated.

ERSP maintained strong working relationships with technical departments and working groups who were engaged in developing program strategies, materials and resources and with direct program implementation. Decisions made through this engagement were usually brought to the Technical Committees prior to being presented to the Secretary General (SG) responsible for technical affairs for endorsement. While ERSP took the lead in building structures and capacity for these programs, the Ministry firmly claimed that these were national programs implemented by the Ministry itself. (Unfortunately this attitude changed somewhat in the later years, as will be discussed below.) The Technical Committees were engaged in finalizing the transition strategy, reaffirming the commitment and advancing the strategy in practical application through Ministry systems.

Component Area	Primary MOE Directorates	Supporting MOE Directorates
ECE	Early Childhood Development (ECD) Directorate, within the Managing Directorate of General Education Education Training Center (ETC) Quality Assurance (QA) Directorate Development Coordination Unit (DCU)	Planning Directorate Curriculum and Textbooks Directorate Special Needs Department, within General Education
STC	Counseling Directorate, within the Managing Directorate of General Education Development Coordination Unit (DCU)	Vocational Education Directorate Curriculum and Textbooks Directorate Education Training Center (ETC)
LSTS	Department of Sports, within the Managing Directorate of Education Activities Development Coordination Unit (DCU)	Education Training Center (ETC) Directorate of Curriculum and Textbooks
MIS	Education Training Center (ETC) Curriculum and Textbooks Directorate Queen Rania Center (QRC) Development Coordination Unit (DCU)	
PD	Education Training Center (ETC) Development Coordination Unit (DCU)	Human Resources
Data Use	Planning Directorate Development Coordination Unit (DCU)	Queen Rania Center (QRC)
Renovations	Directorate of Supplies and Provisioning Directorate of Building and Maintenance	

CONTEXT

The period of ERSP implementation – from May 2009 through July 2014 – was a turbulent time in the political, social, and economic experience of the Hashemite Kingdom of Jordan. The region was rocked by civil protests beginning in 2011, which resulted in changes of government in Tunisia, Libya, Egypt and Yemen. Uprisings in Syria quickly devolved into a tragic and bloody civil war, taking thousands of lives and displacing millions. By the close of ERSP, Jordan had absorbed 580,000 Syrian refugees, according to official statistics. Unofficial estimates put the number much higher. Although Jordan had hosted waves of refugees previously (from Palestine, Lebanon and Iraq, among others), the volume of Syrians reaching Jordan's borders in desperate condition took an incalculable toll on Jordan's government and national resources, not least its education system.

Jordan's economy languished during the project period. There were high rates of youth unemployment and the government was able to meet its obligations only through generous gifts from friendly nations, Saudi Arabia chief among them. Price controls and subsidies were revised in an effort to improve the national fiscal outlook, only to be met by fierce opposition (including street protests, occasionally violent) from the Jordanian people. The spirit of the Arab Spring took hold in Jordan to a lesser degree than its neighbors, but the increased empowerment of citizens to demand better services from the government was evident, particularly related to economic issues. The Arab Spring also increased freedom of the press, shining light on government agencies, including the Ministry of Education, which was previously shielded from public scrutiny. A teachers' union was endorsed in July 2011, which may have encouraged teachers to be more vocal about salary and benefits complaints.

These political and economic circumstances put tremendous pressure on the Ministry of Education's budget, given steadily rising inflation and salary increases. The political turmoil contributed to rapid turnover in Government of Jordan cabinet positions, including the Minister of Education post. There were ten Ministers of Education during the five years of ERSP's tenure.

The Syrian crisis placed a significant burden on the Ministry's schools. Many Syrians did not stay in refugee camps. Rather, they settled within Jordanian communities and began drawing upon the already scarce resources. Schools in high density areas became overpopulated and, in some cases, schools were forced to implement double shifts to accommodate the numbers of students. At the field directorate and central levels, the burden of the Syrian influx caused the Ministry to operate in an emergency-response mode, which undermined efforts to build their strategic planning capacity. This, with the constrained budget and continual leadership instability at the Ministry, made sustainability efforts a significant challenge.

These events constrained progress, despite the fact that ERSP was launched during a time of peak potential. As ERSP was starting, the Ministry had just concluded the first phase of their Education Reform for a Knowledge Economy (ERfKE), which aimed to produce graduates who could compete and succeed in the regional and global economy. The Ministry had enjoyed relatively stable leadership, strong donor support, and a clear guiding vision in the previous five years. ERfKE was considered successful but with more work to be done to realize its full objectives. ERSP was designed to support the second phase of ERfKE, which featured bold objectives and significant external financing. While at the beginning of ERSP, the Ministry displayed a strong degree of ownership of ERfKE project activities, nearing the end with changes in leadership there was some slippage back into the "donor program" mentality. These other factors had diminished Ministry enthusiasm for the reform. At the conclusion of ERSP, the future strategic direction for the Ministry was uncertain.

Each time a new Minister assumed office, he came in with his own priorities and responding to varying political environments placing emphasis on different reform objectives. At the very least, there was a slight reinterpretation of the ERfKE reform's objectives and activities. At other times, there was a complete disregard for ERfKE (and all the work done within it to date) and an entirely new, unrelated agenda. These changes in direction caused paralysis and confusion among mid-level managers in the Ministry. In addition to leadership changes at the top, ERSP faced several personnel changes in key Directorates, such as DTQS/ETC, and in the Secretary General position, as well as many other mid-level manager changes. Each of these changes caused delays while new personnel were brought up to speed on the ongoing activities of the project. Several of these new appointees faced steep learning curves coming from very different working experiences to their new posts.

At the start of ERSP, USAID was focused on building on the progress made under ESP, the predecessor project, and continuing to support the ERfKE reform. In December 2009, a new administrator was appointed to lead the Agency and new strategic priorities were set. These new priorities put particular emphasis on empirical evaluation, as well as working directly with local entities in recipient countries, outlined in the USAID Forward policy. The USAID Education Office developed a new strategy, focused on three goals (related to literacy, workforce development, and education in conflict). Although the design of ERSP never changed, maintaining its alignment with Ministry reform objectives, the project was well aware of the transitioning to the new strategic priorities going on around it.

The education sector in Jordan was crowded with many other local and foreign donors as well. Several local charitable organizations under the patronage of Queen Rania highlighted Her Royal Highness's emphasis on education as a national priority. Other foreign donors supporting education included the Canadian government, the Japanese government, the World Bank, the European Union, and the UN agencies, especially UNICEF, UNRWA and UNESCO. Despite the efforts of the World Bank to coordinate donor support within the framework of ERfKE, there was usually little communication between these entities except on particular initiatives which were in the mutual interests of the parties. Communication between the donors was lacking in the early years, but projects made notable improvement in coordination later on. Further discussion of ERSP coordination with other stakeholders can be found in Program Theme 6 Section.

It was in this complex environment that ERSP aimed to support the Ministry of Education and institutionalize reforms that would improve learning outcomes for students.

"The training program helped me become a better teacher by introducing variety in my teaching methods. I learned how to be the kind of teacher who offers guidance to students while involving them through dialogue and leadership opportunities, so that teaching would no longer be just a process of dictation and rigid lectures."

Teacher at Al Adaseyeh secondary school for girls in Na'our

The following section presents summaries of the work conducted under each of ERSP's four components: 1) Early Childhood Education; 2) Youth, Technology & Careers; 3) Professional Development and Credentialing; and 4) Data Use for Decision Making. Each component summary describes how the work progressed over the course of the five years, drawing attention to particular highlights achieved and challenges encountered. Rather than going into detail, this section is meant to present the big picture of each component, showing how the specific activities all contributed to the broader outcomes, and what the significance was of those outcomes to ERSP's objectives and the Ministry's reform efforts.

For detailed reporting on specific activities conducted in the final quarter of Year 5 (April-June 2014), please see Annex 1. The Dashboard is presented in Annex 2.

II. COMPONENTS

COMPONENT AREA 1:
EARLY CHILDHOOD EDUCATION

ERSP assisted the Ministry's ECD Division to enhance its management capacity, recruit and train more ECE supervisors, improve systems for implementing the national ECE programs, renovate and furnish kindergarten classrooms and playgrounds, and train teachers to use resources in a way that is developmentally appropriate, and enhance the kindergarten quality assurance system. ERSP participated in ECE policy development activities as well as development of training program materials to be implemented by the Ministry. ERSP supported the training of Grades 1-3 (G1-3) teachers in a thematic approach to the curriculum that took into account the developmental learning needs of this age group.

The Early Childhood Education (ECE) component of ERSP began its work in 2009 with two distinct advantages. The first was that ECE had been a component of the Ministry's own ERfKE I reform plan (2003-2009), and would again be a component of the ERfKE II reform (2010-2015). This spared ERSP the time and effort of convincing Ministry staff and decision makers of the importance of early childhood education and its relevance to the broader education reform in Jordan. In other words, there was already a significant level of commitment to ECE among stakeholders when the project began.

The second advantage was that all the ECE activities in the ERSP work plan had a clear institutional "home" within the Ministry. It was the responsibility of the Early Childhood Development (ECD) Division to support kindergarten teachers on making the best use of the physical environment, to administer ECE policy decisions, and to engage the community on ECE activities. In response to the growing size of the ECD portfolio and its relative importance in the Ministry, the Minister of Education in September 2012, promoted the division to a Directorate. The development and implementation of the kindergarten Quality Assurance system was the responsibility of the QA Directorate, and all capacity building and trainings for ECE personnel were under the purview of the Directorate of Training, Qualifications and Supervision (DTQS). The DTQS was changed to the Education Training Center (ETC) during the life of the project. Further discussion of DTQS/ETC can be found in the MoE Reform Section under Component 3.4.

Having an institutional "home" within ECD was important for sustainability and eased the integration of the program activities in the Ministry's plans and budget. It also resulted in high commitment on the part of the directorate because they considered any success and achievement of ERSP as their own. This shift from working with

technical committees to the relevant managing directorates (ECE, QA, and DTQS/ETC) in Year 3 enabled ERSP to position itself as a provider of the necessary technical support directly to the responsible entity and its assigned personnel in the Ministry.

The ECE component spent much of the first two years laying the foundation for the next three years. Work during these two years included establishing the process of kindergarten renovation and furnishing, mapping out existing training content, reviewing and developing training materials, and conducting assessments and evaluations. The assessments and evaluations were necessary to analyze and understand the situation of ECE in Jordan, to define more clearly the needs, and to design appropriate methods and strategies to address those needs.

Four critical assessments were completed in the first two years. The first was the ECE Policy Review, which documented all regulations related to ECE within the Ministry. The study recounted the history of ECE in Jordan and gave recommendations for the way forward to improve access to quality kindergartens. It also suggested a design for a training package targeting relevant ECE central Ministry staff in middle management positions. This training package aimed to enable those individuals to create a supportive policy environment for ECE and to achieve the goals of ERfKE II for ECE.

The second was an assessment of the learning environment in kindergarten and grades 1 through 3 (G1-3) classrooms. The findings of this assessment highlighted the gap between the improved kindergarten classroom environment (as a result of years of donor investment led by USAID) and that in G1-3 classrooms. The report also suggested areas for improvement in K-3 teacher training programs and many other recommendations, such as the importance of building the capacity of G1-3

teachers on ensuring smooth transition for children from kindergarten to G1-3, and the need to improve the G1-3 classroom learning environment. ERSP developed activities to address these recommendations and others, and incorporated them into the work plan. Also during this time, ERSP refurbishment standards for the kindergarten physical environment were endorsed, and adopted by the Ministry.

The third was an evaluation of the Parental Involvement Initiative, which had begun under ERSP's predecessor project, the Education Support Program (ESP). During the gap period between the end of ESP and the beginning of ERSP, the Parental Involvement Initiative had been sustained by the Ministry in all 680 Ministry kindergartens. The Parental Involvement evaluation concluded that the program was having the intended effects on participating teachers, parents, and children, and thus recommended expanding the program into G1-3 classrooms. This recommendation was reflected in the project plan.

The fourth was a mapping exercise of existing training programs for both kindergarten teachers and G1-3 teachers. This was essential for improved planning and coordination of training programs and for more sustainable training for these targeted groups. For kindergarten teachers, there were a number of training programs which were redundant and not designed to be implemented in a holistic way. The mapping exercise identified the areas of redundancy and gaps to be addressed, and thus was an essential antecedent to the development of the Comprehensive Training Program for kindergarten teachers. While the mapping exercise was underway, limited direct training activities for KG teachers related to physical environment and parental involvement were conducted and selected gaps noted. As for G1-3 teachers, they had not received comprehensive training opportunities in over ten years and the few training programs that were

available were outdated. The mapping showed that there was a need to address issues like effective teaching of reading and writing for early grades. It also showed that areas like children's development norms, smooth transition from kindergarten to first grade, and parental involvement needed to be added to the new comprehensive program for G1-3 teachers.

Another important foundational step taken during this period was the development of the kindergarten teachers' competencies. They formed the foundation of the kindergarten teachers' comprehensive training package, which would be developed later. The competencies covered the teachers' knowledge, skills, and attitudes. Competencies were also used as a basis for developing the kindergarten Quality Assurance technical standards, indicators, and audit tools. Several Jordanian Universities were involved in the development of the kindergarten teachers' competencies, and their engagement helped to align universities' Early Childhood Education curricula (pre-service preparation for kindergarten teachers) with the required competencies a kindergarten teacher must have.

Conducting these evaluations and assessments took significant time at the beginning of the project, but they were necessary to lay the foundation for the achievements the ECE component made later. In cases where ERSP did not do a thorough situational assessment before diving into implementation, it turned out to be a mistake. A good example was related to the process of supporting the Ministry to improve and implement the QA system for kindergartens. In 2009, the Ministry insisted that the QA system they had in place was appropriate and sufficient, despite some concerns from the project. ERSP had to support the implementation of the existing system in the first year until the Ministry realized their system could not even answer the most basic question: "How many quality kindergartens does

the Ministry have?" The Ministry then asked ERSP to assist in conducting a thorough revision of the system, resulting in a QA audit that would inform the planning for improvement process.

The beginning of the third year was a turning point towards implementation and exploring new methods to accomplish our goals. At this point, ERSP focused on reestablishing a sense of urgency. The ECE component needed to show progress to USAID, the Ministry, and the team members themselves. There was a need to look at the existing work plan with fresh eyes and set internal priorities. The project focused on getting some key, smaller tasks done rapidly, and making steps towards larger objectives. Six tasks were tackled and accomplished rapidly:

1. Developed and implemented the principals' training package;
2. Trained all relevant central Ministry ECE staff on the strategic capacity building package;
3. Expanded the implementation of Parental Involvement into Grades 1-3;
4. Launched the kindergarten teachers' competencies in a national workshop with the participation of Jordanian universities;
5. Completed the renovation and furnishing of 100 kindergartens with 40 kindergartens underway, with each refurbished kindergarten upon completion receiving technical support on arranging the physical environment and conducting opening ceremonies; and
6. Produced and distributed visual aids to support the management of the classroom physical environment.

Several objectives had been delayed and needed to be translated into clear action plans with strict timeframes for deliverables. These included: 1) the Comprehensive Training Program (CTP) for kindergarten teachers, 2) the Comprehensive Training Programs for G1-3 teachers, and 3) finalizing and implementing the revised QA system.

2,849

ERSP TRAINED 2,849 KINDERGARTEN AND GRADE 1-3 TEACHERS, AND AROUND 2,000 SCHOOL PRINCIPALS TO IMPROVE TEACHING PRACTICES AND EARLY GRADE LEARNING IN PUBLIC SCHOOLS.

2,000

These were the largest and most complicated areas of the component.

Developing the CTP for kindergarten teachers was challenging for several reasons. First, a number of influential staff at the Ministry had some personal and financial interest in keeping the existing training programs as they were. Second, the Ministry staff nominated to work on this task did not have a clear vision of how to design the CTP. The World Bank, USAID and ERSP leadership all pushed strongly with the higher levels of management at the Ministry to make the CTP a reality. The CTP structure was built based on the kindergarten teachers' competencies. All training objectives, activities and modules were designed to help kindergarten teachers meet those competencies. Teachers who passed the exam at the end were given a certification which was expected to influence their rank, but as of the end of ERSP the revised teacher promotion and ranking policy had not yet been endorsed.

The CTP for G1-3 teachers went through an easier process. The Ministry was convinced that there was a need to develop an updated training package for G1-3 teachers, who had been neglected the past ten years. A mapping exercise was conducted (as discussed above) and materials developed in accordance with the findings of that mapping. The training materials were quickly approved, ToT training was conducted, and teachers were trained in Year 3.

The kindergarten QA system went through a comprehensive revision process during the third year of the project. This comprehensive revision was necessary to develop a QA system that covered all areas of quality, including both administrative and technical aspects. The Ministry's previous version of the QA system did not include these, and did not give weight to each domain. Instead, it treated every indicator as if they were all equally important. The previous system had been designed from an ISO perspective (meaning

compliance vs. non-compliance) and was focused on documentation of procedures. The new system established standards and indicators with clear weights for quality aspects and was supported by rigorous audit tools. By the end of Year 3, the revised QA system was in place, a national audit had been implemented, and results were released about the quality of every public kindergarten in Jordan. In Year 4, the QA system was implemented for the second time with some improvements based on the feedback from the year before. For example, a self-assessment was added to the QA process. All kindergarten teachers and principals were provided with tools to assess their kindergarten before the external audit. This step helped the teacher and the principal understand the expectations for kindergarten quality and increase their potential for achieving it.

While getting urgent tasks done rapidly and taking steady steps towards achieving big goals, ERSP earned the confidence and trust of USAID and partners. This confidence allowed the project to be innovative in addressing ECD needs on a national level with approaches that were not fully elaborated in the original proposal, namely Parent-Child Packages (PCP) and Regional Working Groups.

The Parent Child Package learning readiness initiative aimed to promote the learning readiness of children who did not have access to kindergarten before entering grade one. The PCP involved mothers in promoting their children's learning readiness through creating a safe and supportive home learning environment. The feedback from the first round of implementation in 2012 was very positive and an impact evaluation on children demonstrated significant, positive results. The Ministry scaled up the program in 2013 and planned to implement it again on its own in June 2014, as ERSP was concluding.

It was clear that the ECD Directorate needed to

engage field directorates and local communities in their efforts to increase kindergarten enrollment in Jordan. In response to this need, ERSP developed the ECD Regional Working Group Initiative. The initiative engaged universities, the private sector, and local NGOs in increasing enrollment. In Year 5, the Regional Working Groups launched a National Campaign to Support Kindergarten, which lasted for three months and generated momentum around the importance of increasing kindergarten enrollment. In February 2014, the Minister of Education announced that the Ministry would set a five year strategic plan to reach 100% kindergarten enrollment and declare kindergarten a compulsory stage of education.

ERSP reached the fifth year of the project with strong partnerships with three managing directorates in the Ministry engaged in ECE activities: the ECD Directorate, the Quality Assurance Directorate and the Education Training Center. The three directorates were convinced that ERSP had helped them to do their ECE work better. All ECE component activities were integrated in each of these directorates' plans in Year 5. Major accomplishments achieved included the following:

- ERSP had fully renovated and furnished 394 kindergartens. Additionally, ERSP provided furnishing and educational materials for 46 kindergartens which had been renovated or built with other Ministry resources. It also provided furnishing and educational materials for 32 kindergartens at new USAID constructed schools and for 72 kindergartens in Ministry rented schools. The ERSP renovation team engaged the field directorate (FD) counterparts (Engineers and General Education) to participate in all the phases of upgrading kindergartens. This included the nomination of potential schools that need kindergarten classrooms to be refurbished; joint kindergarten site assessment visits; follow up visits to monitor the progress of renovation

544

ERSP REFURBISHED 544 PUBLIC KINDERGARTENS THROUGHOUT THE KINGDOM, BENEFITTING APPROXIMATELY 10,880 CHILDREN.

10,880

works; and mainly, their engagement in the taking over process when kindergartens were completed. This ensured their ability to continue their support to maintaining quality kindergartens.

- The PCP initiative was adopted as a national program, complete with a clear mechanism within the Ministry's systems for reaching targeted children. Related materials and documents were handed to the ECD Directorate. A budget line was added to the ECD annual plan to implement the PCP activities.

- The Regional Working Groups were acknowledged in the Ministry as a functional platform for forming partnerships with local communities. The RWGs were taking the lead in the National Campaign to Support Kindergartens all over the Kingdom. The ECE Directorate planned to continue supporting the RWGs with a budget allocated for their activities. Given work with the renovations team, field directorates understood and were able to uphold the standards for appropriate kindergarten physical environments. They had demonstrated capacity to assess other kindergarten construction, renovation, and refurbishment undertakings.

- Parental Involvement in Grades 1-3 was ready to be sustained and implemented in all schools. The ECD Directorate was planning to combine the PI activities with the Better Parenting Program, which demonstrated the added attention the Ministry was paying to the role of parents in their children's development and education.

- Training programs for kindergarten teachers and G1-3 teachers were in place and part of the ETC's annual training plan. Both programs had established an endorsed training curricula

and an assessment system. The kindergarten supervisors' training program was not completed as desired. The lack of clear vision and consensus about the role of supervisors within the Ministry was a major challenge in finalizing the kindergarten supervisors' competencies and developing a corresponding comprehensive training program. However, ERSP supported the ETC to develop an essential training package for kindergarten supervisors that covered basic skills and knowledge required for any newly appointed kindergarten supervisor.

- The Quality Assurance system was in excellent shape. It was implemented nationwide in 2012 and 2013. Standards, indicators, domains, process of implementation, and the responsibilities of the various stakeholders were documented in the QA Framework. These also included indicators reflective of the ERSP physical environment standards. The Framework was printed and distributed to all kindergartens in the country and to relevant Ministry directorates. All related staff, including teachers, principals, kindergarten supervisors, and QA personnel were trained to implement the system according to their roles. They were also trained on generating reports on the QA audit findings. ERSP also worked with the Ministry to upload the QA system results to OpenEMIS (see further discussion in 3.4), which was a great step towards sustaining the system and linking it to the decision making process.

ERSP attributed the many successes of the ECE component in large part to the fact that the component's goals and objectives were responding to the true needs of ECE in the Ministry and to the groundswell of national support for kindergarten enrollment during the implementation period.

COMPONENT AREA 2:
YOUTH, TECHNOLOGY AND CAREERS

In collaboration with the Ministry, the YTC built its program from the comprehensive workforce skills framework that drew on the National Education Strategy, which identified the academic and personal management skills that are necessary for success in the workforce. The YTC team strengthened field directorate support to secondary schools, assisting them in improving workforce skills programs that actively link students and teachers to local industry. The programs helped teachers and counselors improve students' communication and critical thinking skills, as well as personal management skills.

Objective 2.1. Enhanced MIS Curriculum

The MIS sub-component of ERSP evolved significantly during the life of the project. Due to changing circumstances and priorities within the Ministry, ERSP adapted its implementation plan in order to best respond to the needs while remaining aligned with the original objectives. The activity included three directions of support: promotion of MIS-Online; a study of the Management Information Stream's effectiveness; and strengthening the curriculum through development of e-content.

MIS-Online was an online, collaborative entrepreneurship program for eleventh grade students in the Management Information Stream (MIS). It was developed with USAID funds under the predecessor project, the Education Support Program (ESP, 2004-2008). It aimed to improve students' workforce skills, knowledge, communication and attitudes, and prepare them to be responsible Jordanian citizens. With ESP support, the Ministry piloted MIS-Online in 11 schools during the 2007-2008 academic year. During the gap year between the end of ESP and the start of ERSP, MIS-Online was not implemented. This was because the MIS-Online pilot phase revealed the need to modify some e-modules, as well as develop a comprehensive teacher training guide and a training plan. The Ministry was unable to undertake these tasks on its own.

ERSP began by conducting a situational analysis of MIS-Online to determine the best way to support its national implementation. The study looked into the digitized content, the delivery mechanism, infrastructure, and the readiness of teachers and supervisors to deliver it. The study emphasized the need to enhance the quality of teacher and supervisor training and make some modifications to the content. After the Ministry approved these recommendations, ERSP proceeded to modify the

program architecture with the assistance of a local firm, and developed the training program along with its related manuals.

In October 2010, ERSP began implementing the first roll-out phase of MIS-Online in 39 schools. During that year, ERSP and the MIS division within the Ministry's Directorate of Training, Qualifications and Supervision (DTQS), which would later become the Education Training Center) developed a plan for the second roll-out phase of the program in preparation for the transition of the program to the Ministry. This plan ensured the formation of a core team of MIS-Online trainers, the development of training manuals and the creation of student project evaluation instruments.

During the second roll-out phase in September 2012, all activities were managed by the Ministry under the leadership of the Curriculum Directorate and DTQS. ERSP took the lead in delivering the ToT program and in monitoring the implementation of MIS-Online in 124 schools. The Ministry then conducted four MIS-Online regional exhibitions, in which more than 200 students presented their projects.

According to the transition plan, the Ministry was supposed to roll out MIS-Online to all schools that offered the Management Information Stream (approximately 540 schools) in the following year, with ERSP providing limited technical support. However, at that time, the Ministry of Education proposed re-structuring of the secondary level educational streams. A study conducted by the Curriculum Directorate and the Examination Directorate recommended to reduce the number of streams from five to two (literature and scientific, thus eliminating MIS). A national conference was conducted to discuss this recommendation, and it was supported by the Minister himself as well as the Education Board. As a result, the Curriculum Directorate sent an official letter to ERSP stating that the implementation responsibility of MIS-

330

THE STC PROGRAM WAS IMPLEMENTED IN 330 SCHOOLS AND REACHED APPROXIMATELY 130,000 YOUTH.

130,000

Online would be under the Ministry and that ERSP should consider that it had handed over this program completely. Due to this uncertainty regarding the future of the stream and formal notification from the Ministry, ERSP did not invest any further in MIS-Online.

Meanwhile, ERSP undertook a study of the effectiveness of the Management Information Stream itself in preparing graduates to compete and succeed in the workforce. T he purpose of the study was to gain insight and feedback for the Ministry about what happened to its students after graduation, in hopes of making the stream more responsive to the marketplace. ERSP collaborated with the Ministry's Curriculum Directorate to survey students who had completed 12th grade (Tawjihi) in the 2010-2011 academic year. Collecting data from students at three universities, factors influencing university major selection and the MIS-related knowledge and skills gained in secondary school were examined.

Some of the study's findings reinforced common knowledge about MIS, while others were unanticipated. The study found that MIS students generally were more successful in MIS-related subjects (specifically Management and Accounting)

in university than non-MIS students, as measured by their grades. However, having studied MIS in secondary school did not seem to help students in IT subjects in university – which was one of the primary goals of the stream. The study showed that the stream was not doing a better job than other streams of preparing students with IT skills. These findings were discussed with the MIS Technical Committee amid the uncertainty discussed above about the future of the stream itself.

ERSP's original work plan had called for strengthening the MIS curriculum by developing e-content (i.e. "digitized" mini-lessons) to help teachers teach the hardest concepts of the stream. But ERSP determined that rather than contracting a private firm to do the work, it would be preferable for long-term sustainability to invest in the Ministry's own capacity. ERSP designed a year-long course to build the capacity of a core team of 25 Ministry personnel to design and develop e-content to enrich the Ministry's existing curriculum.

ERSP conducted a pre-assessment of participants' knowledge and skills to inform the design of the course and to serve as a baseline for evaluation purposes. The Ministry's Queen Rania Center for Education Technology (QRC) would host this activity. The pre-assessment of knowledge and skills found widely varying levels of capacity within QRC. Some personnel had experience producing e-modules, while others had never done any similar kind of work, which made the design of the training course a challenge.

During the course year (October 2012 – October 2013), the project conducted a series of six one-week face-to-face workshop sessions. Each workshop was followed by homework assignments for the participants. Working in teams of five, participants studied e-Learning design models and development procedures, and applied their new knowledge and skills immediately to the development of two e-lessons per group. Thus,

a total of ten e-lessons were produced, which supported the Jordanian curriculum across subjects and grades. At the end of the course, the completed e-lessons were published on EduWave, the Ministry's learning management portal.

Objective 2.2. Institutionalized School to Career Program

School to Career had also been implemented under ERSP's predecessor project, the Education Support Program. At the beginning of ERSP, we conducted an evaluation of the existing School to Career program. We found that it helped the students in planning their careers, and equipped them with important employability skills. The counselors reported that the program helped them develop their career counseling plans based on a structured curriculum and comprehensive components. Students reported feeling more confident, motivated and better equipped to adapt to the challenges they expected to face in the marketplace. Parents also reported favorably on the program. The main recommendations of the evaluation for improvement were to include eighth graders in the program, and to engage parents more purposefully to support their children in career planning.
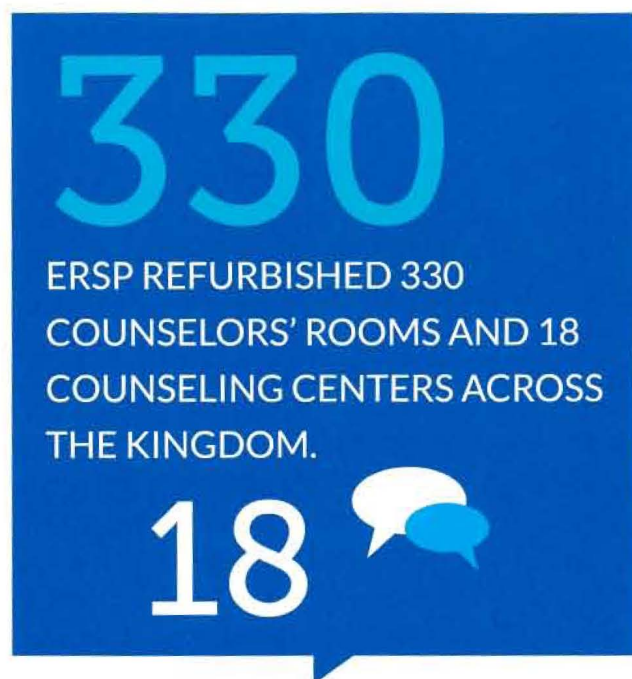
According to the work plan, ERSP would implement the program in 330 schools throughout Jordan. Ideally we would have started in the fall of 2009, but implementation was delayed because the Ministry did not approve the proposed roll-out activities. They felt that the work plan had been written without coordination and consultation with them (prior to the start of ERSP). After addressing those concerns, the work plan was finally approved at the end of the first year, with

all the activities set to roll out to the 330 schools over the remaining four years of the project. The work plan was designed to focus on building the Ministry's capacity to manage and implement STC at the national level; after ERSP concluded a year of implementing the program in a batch of schools, the Ministry was responsible for continuing the activities in those schools the following year, and expanding into 30 new schools.

The program included two manuals of in-class counseling sessions: Pathways to the Future, and Youth Livelihoods Mapping.[1] The focus of Pathways was for students to reflect upon their own skills and professional interests. The focus of Youth Livelihoods Mapping was for students to consider the work opportunities around them in the labor market. These two central components of School to Career were supplemented by visits to local businesses, Career Days (in which representatives of local employers come to the school to answer students' questions), and internships for the counselors themselves. ERSP successfully implemented this program in all 330 schools during the life of the project. Student internships were discontinued due to the Ministry's inability to sustain them.

Fundamental challenges were inherent to the School to Career even in the face of successful program implementation. School to Career was supplementary and not central to the ERfKE II reform initiative. Tawjihi, the school leaving exam, was structured in such a way that limited the professional and academic options for students based on their scores, undermining the element of personal choice that the program was aiming to cultivate. Furthermore, achievement marks in tenth grade determined the stream options that eleventh and twelfth graders could choose leading them into Tawjihi. This system was severely

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1. The manuals were adapted from those used under ESP, which had been general manuals without distinguishing content for each grade. ERSP further enhanced them by adding manuals for the Career Day, Internships, and Student Portfolio activities.

330

ERSP REFURBISHED 330 COUNSELORS' ROOMS AND 18 COUNSELING CENTERS ACROSS THE KINGDOM.

18

appreciation for the unique skills and interests of their children for their future careers and help shift attitudes about the possibilities before them. The Public-Private Partnerships module was intended to enhance counselors' skills in connecting to the private sector for activities like workplace visits and Career Days. Also more structure was added to the internships for counselors and for students; a student portfolio, which allowed students a private journal to reflect on their career aspirations; a "road map" clarifying how all the parts of the program fit together, and a more student-centered approach to the Career Day activity.

In the summer of 2012, the Ministry established a Directorate for Counseling and within it the Career Counseling Division, which would lead all the career counseling efforts at the national level. ERSP saw this as a positive step towards Ministry sustainability of career counseling in general, and School to Career in particular. However, the Career Counseling Division never achieved adequate staffing, and maintained a notable absence of strong leadership. Meanwhile, the Ministry worked with UNICEF to develop Counselor Competencies. ERSP contributed input to the committee working on this task, but as we were not the technical lead the final product did not quite reflect the direction we would have taken it. The Technical Committee's role evolved from the beginning of the program. In the first year, Technical Committee members only gave language edits on the work plan and the activities. But as they began to participate in the roll-out and collaborate in activities, their technical experience grew and they were able to contribute steadily more to the conceptual and analytical aspects of the program. They were the leaders in drafting the transition plan. By the end of ERSP, they provided continuous feedback and a high degree of engagement.

disempowering for students participating in School to Career. Cultural factors were challenging too; service industries and vocational training schools suffered societal prejudice, perceived as demeaning professions and not welcomed as proposed pathways for students. That vocational guidance activities and career counseling activities were kept separate only served to perpetuate the problem of diversifying career options. And, finally, the social constraints on female choice in particular and their ability to participate in exploration of the local workforce opportunities further served to limit their application of skills gained through the School to Career program.

In June 2011, ERSP conducted an internal strategic review of School to Career with input from USAID and in consideration of the challenges. This review identified ways in which more structured interventions and activities could enhance the program's implementation and its impact. As a result of this strategic review, we developed modules on Parental Involvement and Public-Private Partnerships, which were integrated in the existing curriculum. The Parental Involvement module was intended to better engage parents in their children's career planning and to grow in their

ERSP worked with the Technical Committee to modify the job description of counselors to include career counseling tasks for those counselors who

implemented School to Career. This was significant because previously career counseling had not been considered part of the official scope of a public school counselor. ERSP also worked with the Technical Committee to review the Ministry's Quality Assurance tools to ensure that they included career counseling elements. During ERSP, the Queen Rania Award for Excellence in Education (QRAEE) was preparing to implement a national award for counselors, following the model of their national award for teachers. ERSP supported QRAEE in establishing this award. This award was announced and would be initiated in the 2014-2015 academic year, with School to Career participants the majority of nominated counselors. This kind of public recognition was a major step forward for counselors in Jordan.

According to the Transition Plan, the Ministry was committed to implement School to Career on its own in the schools that we trained, and to expand the program beginning with the 2012-2013 academic year by 30 additional schools each year. Because of limited financial resources due to a major Ministry budget cut that was a result of the financial crisis in the country the 2013-2014 schools only received a portion of the programming. These financial constraints plagued the Counseling Directorate for the remaining years of the project and are expected to continue in the years beyond. However, in spite of limited financial resources flowing from the center, ERSP's follow up on the schools revealed that most schools were indeed running the program independent of the central Ministry.

At the end of ERSP, the program had made a positive impact on the students and counselors who participated. It had the support of the DCU, and was aligned with the National Career Guidance Strategy. And, with or without central Ministry support, participating counselors evidently saw the benefits of the program as they continued activities even in the absence of Ministry directives and financial resources.

Objective 2.3. Improved Life Skills Education

Like School to Career and MIS-Online, Life Skills through Sports had begun before ERSP, under the Education Support Program. Also like the other two programs, Life Skills through Sports was supplementary to the ERfKE II reform initiative. ERSP began its work in 2009 by evaluating the activities implemented by Right to Play to gather lessons learned for ERSP's implementation. There were several key findings of the evaluation which influenced ERSP's approach to the activity. For example, the evaluation concluded that ERSP should focus on team sports rather than individual games, that the role of parents in encouraging sports activities (especially for girls) should be enhanced, and that the playground renovations should be done to specifications that could be maintained by the Ministry and the local community.

Gaining committed leadership from the Ministry to support Life Skills through Sports was a particular challenge because sports were considered a low priority. Many in the Ministry perceived extracurricular activities as a distraction from more important academic endeavors. This belief was reflected in the budget allocated to LSTS within the Activities Directorate, and in the poor condition (or lack) of available sports playgrounds at the schools. Despite these challenges at the institutional level, the program was a huge hit with the students. They developed critical life skills while having fun and engaging in health-promoting physical activity. The program aimed to build life skills such as teamwork, time management and communication, among others; a mid-term evaluation revealed that students were able to confidently implement life skills they had been introduced to through the program. Focus group discussions with parents found that the parents had noted a positive change in their children's behavior at home, especially

with their siblings and friends, since joining the program.

After completing the assessment, ERSP developed a work plan to implement LSTS in the 100 targeted schools. We formulated core training teams of central Ministry personnel, and field directorate training teams. The training teams were responsible for rolling out the training and providing follow up support to the schools once they began implementing the sessions with students. One of the biggest obstacles in the beginning of the program was how to compensate Physical Education teachers/coaches for their time to stay after school hours and implement the LSTS sessions. There was no time allocated during the school day for this activity, so LSTS could only be implemented outside of school time. A few coaches were willing to volunteer their time, but we knew that a program that depended on volunteers would not be sustainable. Eventually, after strenuous lobbying from ERSP, the Ministry agreed to pay the coaches for their time working after school hours.

In Year 2, ERSP reflected on lessons learned during the first year of implementation, in collaboration with USAID. That reflection resulted in an enhancement strategy to improve the program. The strategy focused on policy related issues such as Public-Private Partnerships, regulation of donations to the Ministry, the hiring of guards at the schools to monitor the sports playgrounds, ensuring access to school facilities after school hours, and strengthening community engagement in sports activities. Many of these issues depended upon Ministry willingness to change the status quo or enforce policy, and ERSP's advocacy to make improvements met with mixed results.

The Ministry's convoluted regulations of private sector donations were not resolved during ERSP, despite our advocacy alongside other projects' efforts. These regulations will likely continue to

100

THE LSTS PROGRAM WAS IMPLEMENTED IN 100 SCHOOLS, REACHING MORE THAN 20,000 STUDENTS.

20,000

35

ERSP RENOVATED AND EQUIPPED 35 SPORTS FIELDS

hamper the Ministry's ability to leverage its own resources in the future. However, we were able to convince the Ministry of the need to hire guards to monitor the sports playgrounds after school hours so that students and other community members could use the facilities. This measure resulted in increasing after school hour use for boys, but for girls there was family and community resistance to remaining after school hours to engage in sports activities. Schools came up with solutions for this and applied the program in the mornings, during the last period of the school day, or on Saturdays.

ERSP's own fundraising efforts were successful; we received $55,690 from private sector donors to provide the schools with heavy sports equipment. We found that in general the private sector believed in supporting Jordanian youth and sports, and recognized the impact of such programs on children's wellbeing and academic performance. When donations were attained, we faced significant challenges in helping the Ministry to process (accept) the donation. The Ministry had unclear policies governing donations and public-private agreements; as a result, each donation was treated differently by the Activity Department, causing long delays.

Subsequent to implementing the enhancement strategy, we reviewed and edited the training manuals with more focus on team games and embedded life skills. Sessions implemented for the remaining schools benefitted from a more structured design. We developed the festivals and championships activities (in which school teams competed and the community was invited to attend and cheer for the students) to increase engagement of the student population within a school, and enhanced the participation of parents through volunteering in the sessions, and attending the sports festivals and leagues. Increasing parental engagement served to also increase support for the engagement of females in the program. During the strategic review, ERSP

also agreed with USAID to drop the strategy of engaging neighboring schools in the program, in the process reducing beneficiary targets, because of the distance between schools and lack of transport for students. It was realized in the course of implementation that the neighboring school strategy was not regarded by parents and communities as acceptable, lacking assurance for safe and reliable transport for females traveling the distance to neighboring schools.

Meanwhile ERSP worked with the Technical Committee members on the Transition Plan, which was endorsed in Year 3. The program faced institutional obstacles, including turnover of Activity Department Directors (six Directors during the life of ERSP) and the transfer of the program from the Sports Division to a newly created entity called the Festivals Division. Fortunately, the new leadership in the Festivals Division was highly committed to the program's success, so she continued all the LSTS activities at the schools which had participated with ERSP; in Year 3 they carried out the activities in 47 previous schools and expanded the program into two new schools on their own. They carried out the full complement of the program, including sessions, leagues and festivals. In Year 4, the Ministry continued the implementation in 79 schools and expanded the program into five new schools with a high degree of quality.

At the end of ERSP, the future of LSTS at the Ministry was uncertain. Despite the successes of the project years, it was unclear whether the Activities Department would continue to allocate the necessary financial and human resources to implement the program with quality and scale it up to reach more schools. Efforts were underway to incorporate these activities into the physical education classes to increase the likelihood of sustainability.

COMPONENT AREA 3:
PROFESSIONAL DEVELOPMENT AND CREDENTIALING

ERSP provided an induction program for newly appointed teachers. It also provided an in-service teacher training program and a program training leaders for change, following a whole school development approach. ERSP implemented a professional development program for the effective use of facilities in Ministry newly constructed schools funded by USAID. ERSP also provided the Ministry with able trainers, training resources, procedures and systems, as well as policy support to institutionalize high quality professional development programs for educators, complete with protocols and systems for mentoring educators in their schools and classrooms. ERSP and its partners contributed to forming the new vision and framework for professional development in response to the ERfKE 2 goals.

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

At the beginning of ERSP in 2009, the Ministry's Induction program for newly appointed teachers consisted of a two week orientation focused on Ministry rules and regulations, introducing various teaching method theories (i.e. constructivism, cooperative learning and classroom management) and providing an overview of teachers' duties and responsibilities in their classrooms and schools. To qualify for teaching, a prospective teacher only needed to hold a Bachelor's degree. New teachers then were assigned to teach a discipline related to their field of study in university (Arabic literature, English Language, Religious Studies, Math, etc.). As a result, most teachers had very limited exposure to teaching methods and pedagogical issues prior to entering the classroom. It was clear that a strengthened Induction program was needed.[2]

However, in the first year ERSP did not offer the Induction program as planned. A combination of factors led to the decision to cancel it: the Ministry's unfamiliarity with ERSP, causing hesitancy; concern that ERSP implementation would impact incentives paid for delivery of the Ministry's program; and the challenge routinely faced by the Ministry in the timing of the candidate names being received from the Civil Service Bureau (CSB) to the Ministry of Education.[3] While the timing of transferring names from CSB continued to be a problem in following years, extensive dialogue addressed the other barriers. The Ministry came to not only understand the need for the ERSP Induction program, but established its own national induction program that modeled the technical focus ERSP had introduced.

ERSP began by identifying the critical needs of newly-hired teachers to ensure an informed program design. We collaborated closely with Queen Rania Teacher Academy (QRTA) and the Department of Training, Qualification and Supervision (DTQS) in the design process to make sure varied perspectives were considered and create a program that had buy-in from stakeholders, consensus on general competencies for beginner teachers, and a specialized skills component to teach four areas of specialization: Arabic and English, MIS and computer, civics and religion, and math and science. The result was a modular induction program offering both theoretical and practical training for newly-hired teachers before and during their first year of teaching.

Throughout ERSP, reaching the population targets for induction training was a challenge. While the Ministry would hand over the requisite number of names, a large percentage of those opted to not accept the appointments. This was because many had had their names on the CSB list for years and were employed elsewhere or otherwise not interested in teaching by the time they were finally appointed. Additionally, the Ministry was hesitant to require (with threat of penalty) that new teachers attend training, especially for the portion of training taking place during the summer, before salary payments would begin. Low enrolment numbers combined with a new Ministry policy to conduct all training within trainees' own field directorates made logistics even more challenging, especially for addressing specialization areas, as some training clusters had an inadequate number of trainees to allow for a vibrant, cost effective training experience. Implementation was further complicated when we realized that not all individuals enrolled in ERSP training matched

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2.   An important discussion in the first months of the program was the terminology, resulting in the discontinued use of the term "pre-service" since that implied a program offered before appointment as a teacher, whereas the trainees of the program were newly appointed teachers on payroll.

3.   Once the Ministry received the list, the names were called on public media to appear to their assigned field directorate to formally accept the appointment. This process took up to three weeks.

the particular specialization areas that had been agreed upon with the Ministry.

To resolve some of the critical mass issues that coincided with geographic disbursement, in the third year of implementation ERSP integrated the induction teachers into the in-service program for specialization in classroom practice. This provided a better logistical solution, increased trainee cluster numbers as well as offered induction teachers the chance to learn from more experienced teachers and encouraged communities of practice among them.

The mentoring support given to the newly appointed teachers was one of the critical features of the ERSP approach. The significance of ongoing support for the newly-hired teachers during their first year of teaching was not important for the Ministry in the early stages. However, over time it became an articulated priority and eventually a central feature of their new national induction program. ERSP efforts helped the Ministry expand their vision for teacher mentoring and other forms of school-based support. Initially ERSP identified pools of advanced teachers within field directorates that would travel to newly-appointed teachers' schools for onsite coaching and support. ERSP shifted to a school-based model for the 2011-2012 academic year, identifying mentors within newly appointed teachers' schools to minimize logistical issues and increase contact hours as well as encourage a school culture of peer support. At the close of ERSP, the Ministry was still reviewing its options for future implementation of mentoring, but was leaning towards following the school-based model, which would also align with their national model for general school supervision and mentoring.

ERSP's induction program increasingly gained Ministry recognition, creating a noticeable difference between the newly-hired teachers who participated and their peers who did not. Feedback indicated that participating teachers felt better prepared, equipped with effective strategies and therefore more confident to step into their new classroom. Engaged in developing, supporting and monitoring the ERSP induction program, the Ministry came to recognize the need for a sustained program within the Ministry and thus initiated its own induction program in Year 4. While this was an unanticipated success inspired by ERSP engagement, it also came with some complications. In Year 4 ERSP faced lower than expected turnout due to the different conditions established between the Ministry and ERSP programs. The most significant impediment was that the Ministry began salary payments for its trainees on the first day of training, an incentive that was not offered to ERSP trainees due to a difference in implementation models.[4]

During implementation of the Ministry Induction program, the senior leadership in ETC (formerly known as the DTQS) and ERSP conducted site visits to observe training and speak to trainers and participants. The Director of ETC concluded that the Ministry had much to be proud of in its first year of implementation, but noted that the Ministry could gain from modeling further the complete set of ERSP training materials as well as consider how to better prepare its trainers to match the quality of ERSP trainers. The ETC Director requested continued support from ERSP to assist them in their efforts to improve the Ministry program and work towards a single national program. ERSP with QRTA tried to review the Ministry content, but the timeline did not permit us to complete a revision and endorse the

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4.   The Ministry's direct training was full-time and ERSP's training was part-time and extended throughout the academic year.

final product prior to implementation. Thus two separate programs were implemented again in Year 5, which was the 2013-2014 academic year.

In Year 5, ERSP's implementation model of the induction program matched the Ministry's in duration and delivery mechanism, and thus succeeded in securing the salary payments for newly-hired teachers in the ERSP training. Ensuring that our participants received the same benefits as their counterparts in the Ministry program resulted in raising the participation rates in the ERSP induction program. At the end of the project, the European Union was preparing an assessment of the two induction programs to inform further revisions to the national induction program model, content, and delivery mechanism.

At the conclusion of ERSP, it was apparent that the induction program filled a large gap in PD service provision. The Ministry planned to maintain the national induction program as a priority program and condition for service, with teachers having to pass the program to move from being a provisional employee to a permanent Ministry employee. The concept of mentoring has taken hold for induction teachers, and we hope further action is taken to incorporate this function under the school supervision strategy providing coaching and mentoring services to schools and teachers.

Objective 3.2 & 3.3. In-service Program for Teachers and Change Leadership Training for Principals and Supervisors

The ERSP in-service, school-based program was designed to enable schools to respond internally to their identified needs as well as enable principals, supervisors and other field directorate staff to better support schools in this process. Traditional leadership structures were to give

way to distributed leadership within schools. The result was to be a community in the school that learns together to improve instruction and increase school effectiveness, based on a vision reflective of the Ministry's goals and standards. This program was built on a "champion" strategy—the theory that individuals who understand and can demonstrate what they have learned can energize their colleagues to change their own practices. To achieve its aims ERSP placed Master Trainers (i.e. coaches) in targeted schools over a three semester period to provide inputs and catalyze the change process. The intent was to reach sufficient schools within each field directorate to create a locus of change. Sustainability strategies were put in place to secure Ministry capacity for continuation after ERSP ended.

With the start of the program in 2009 there were several obstacles to smooth implementation of the whole school development program. It was clear that the Ministry was unfamiliar with the terms of the agreement between USAID and the Ministry; and they were seemingly unaware of the "no incentive" policy for USAID funds, which disallows incentive payments by the project for Ministry employees contributing to efforts on behalf of the Ministry in support of mutual goals. They also perceived a conflict between ERSP and the existing School and District Development Program (funded by the Canadian government) and questioned ERSP's partnerships with local Jordanian companies. Amid these brewing issues the program was launched in 2009 in seven field directorates with four participating schools in each.

Implementation of the program revealed further issues at the school level. While the program received highly satisfactory ratings from active participants, administrative and logistical concerns presented significant obstacles. Offering a program intended for accreditation required 160 hours of intensive engagement and an assessment criteria to pass. Training was held after school hours

and in individual schools for Phase 1, at shared and relatively near sites for Phase 2 and shared, but perhaps slightly further sites, in Phase 3. The Ministry was responsible for coordination of logistics and the provision of meals during training. The intensity of after school hour engagement, the rigorous requirements for attendance and achievement, and the lack of field directorate support for logistics and provision of meals resulted in low participant motivation. These motivational issues continued through the years.

An alleviating factor (though not a remedy) was the great success in Year 2 of having the program officially endorsed and accredited for the Ministry's teacher promotion plan. ERSP's in-service and principal leadership program was one of only four programs to have achieved such status. This meant that teachers with ten years' experience and a certificate of successful completion of the program could advance on the Ministry's teacher ranking structure. While this was a significant success, it did not fully resolve the motivation issue: many trainees did not meet the ten years' experience requirement, and successful completion of the program was not to be taken for granted with a rigorous assessment including an exam as well as evaluated classroom or project performance.

The Arab Spring contributed to general discontent at the grass roots level, which affected the attitudinal environment of implementation. With extensive Ministerial turnover as well as instability in leadership of the Directorates in the central Ministry, there was limited respect for authority and increased resistance to directives. The central Ministry was hesitant (with good reason) to push schools and school personnel to exert themselves and be accountable for school improvement. As a result the most motivated schools were joining numerous and sometimes redundant programs, while those most in need of capacity building neglected to engage any support.

599

599 SCHOOLS IN 42 FIELD DIRECTORATES WERE ENGAGED IN THE PD PROGRAMS FOR TEACHERS AND EDUCATIONAL LEADERS.

42

12,000

ALMOST 12,000 EDUCATORS - NEW AND IN-SERVICE TEACHERS, PRINCIPALS AND SUPERVISORS - WERE TRAINED TO IMPROVE TEACHING AND LEARNING PRACTICES APPLIED IN SCHOOLS.

475

ERSP PREPARED 475 QUALIFIED MINISTRY TRAINERS THROUGH A TWO-YEAR CAPACITY BUILDING PROCESS.

"Before our teachers enrolled in the PD trainings, I was just a listener in the classroom; we were sitting there like statues. After they participated in the trainings, we became more engaged and took a leadership role in our classes."

10th grade student, Al Adaseyeh secondary school for girls, Na'our

The strength of ERSP in addressing these challenges was remaining in dialogue with the Ministry and being as flexible as possible with teachers and field directorates in finding solutions. ERSP built relationships with the field directorate teams coordinating the program and worked in close collaboration with the master trainers and principals to ensure cooperation in problem solving. We engaged all stakeholders earnestly, which allowed for growing trust, commitment and consensus on how to best implement the program.

Schools praised the program, especially the benefits of the school projects in supporting their plans for improvement as well as the pedagogical approaches, such as interactive learning, group work, the mind map, the publisher, learning by doing and lesson planning. While the program was lauded by most engaged schools, there were a few schools that considered it a burden. The schools that persevered into Phase 2 tended to have stronger leadership. By the second half of the second phase, results became visible in the schools and classrooms and thus attitudes became more positive. Starting in Year 3, recognition events, graduation ceremonies and school achievement awards became more prominent, giving further incentive to the achieving schools and teachers, enhancing motivation of participants as well as increasing awareness of the program within field directorates. In Year 3 and subsequent years schools began to ask to be part of the program as the Ministry expanded the number of participating field directorates and schools. Unfortunately most of those asking were from female schools.

An emerging trend starting in the early years that persisted through the project is the level of interest and achievement of female versus male schools in the In-service and Leadership professional development programming. Female schools were often nominated by field directorates over male schools given greater ease in collaborating with them despite the greater need of male

schools for improvement. Approximately 66% of all participating schools applying and selected to engage in these programs were female, though the project sought gender parity. Gender disaggregated participant data from the Ministry roll-out was not made available to us, but ERSP's population consisted of 73% female teachers and 75% female principals who passed the program. In a study conducted in 2012 the five highest performing schools participating were female schools and three of the five lowest performing schools were males. And, analysis of achievement results shows a higher average score for females than males who participated. Jordan is facing a growing discrepancy in quality of schooling between the genders. The Ministry ought to consider a direct focus and mandate for male school engagement in professional and school development rather than making it an optional application process and enforce engagement through performance appraisal or teacher ranking and promotion systems.

Professional development support to principals and supervisors through training, mentoring and onsite schools visits was an essential part of the in-service model. These activities helped to garner the talents of leaders at the field and school level to catalyze the change process. ERSP worked with the principals and assistant principals of each selected participating school as well as with field directorate staff nurturing their leadership skills by helping them embrace their role in transforming their school or schools. While many principals and supervisors assumed with confidence their administrative leadership function, ERSP sought to hone their skills in instructional leadership and leadership for change. ERSP supported the Ministry goal of shifting the mentality of supervisors from inspectors assessing classroom performance in summative terms to mentors and coaches guiding and growing teacher capacity.

In Year 3 the Ministry began its first independent roll-out of the in-service and leadership programs, as part of the sustainability plan. Since the quality of training depends in large part on the quality of the trainer, ERSP's model for building sustainable Ministry capacity included developing a cadre of Ministry master trainers. We had selected exceptional participants from the first year training implementation and in the second year provided them with training of trainers (TOT), accompanied by shadowing during training implementation with the ERSP master trainers, and, in the third year they received coaching during their independent delivery. With each year a new batch of Ministry trainers was initiated through this process. Such extensive trainer preparation had not been experienced by the Ministry until ERSP and they were pleased with the resulting performance of their own personnel. Further to the sustainability plan were rehearsal sessions conducted with field directorate program managers and trainers in preparation for their implementation, in which trainers planned and practiced the upcoming training sessions. These rehearsals served an important function in not only preparing the trainers and increasing training consistency across trainers; it also served to establish peer-to-peer professional communities that were able to provide each other with constructive criticism to improve performance.

Optimism for sustainability increased in Year 4 due to a couple of factors. The second batch of Ministry trainers were excelling in the intensive two year cycle of trainer preparation. The best of the trainees had been selected, trained as trainers and shadowed a master trainer, and then been mentored by a master trainer in their implementation of training. With confidence the Ministry could claim a growing cadre of qualified trainers. Field directorate management in implementing the program, managing the trainers, and collecting data was becoming more fluid and anticipatory of needs on the horizon. The skill sets gained by these Ministry TOTs were expected

to extend beyond implementing the In-service training program, as training skills could be applied to any professional development program.

Teacher professionalism was at the heart of ERSP's approach to PD. In our final year, several ERSP teachers were awarded the Queen Rania Award for Excellence in 2013, a national recognition for the highest performing teachers in the country. ERSP was known by the Ministry as a program focused on high standards of performance. The ETC adopted our model for assessment of endorsed training programs that went beyond participation and included examinations and practical demonstrations of knowledge and skills. The locus of capacity to continue the program was centered at the field directorates. As a result of the training, schools' ability to address their own development needs had increased. Furthermore, ERSP expounded the critical function of onsite support in turning attitudes, knowledge and skills into observable, applied practice in schools and classrooms. Our intention was that a critical mass of schools within a field directorate was adopting the transformative approach and stimulating other schools towards positive change, offering a demonstration of the power of committed leadership and school teams in achieving change. A total of 599 schools across the Kingdom were reached through the ERSP and Ministry delivery of the in-service program. At the close of ERSP, the Ministry plan is to expand the program in the next academic year to an additional 120 schools in Jordan, using the trained Ministry trainers.

The in-service program encouraged both personal and professional growth in school leaders and teachers. They came to realize that while they may have been motivated for their own professional advancement, the results emerging in their schools displayed their capacity to work as a team, embrace a sense of empowerment and see evidence that they were making a difference in their classrooms, schools and communities. At the

Ministry level the program is an ideal complement to the School and District Development Program that results in a school improvement plan, where the In-service program was effective to mobilize the teacher population to work as a team and act on improvement plans.

Objective 3.4. Enhancing Institutional Capacity to Deliver PD Programs (Ministry Reform)

ERSP started a year before the launch of ERfKE 2. During the five years the project had to contend with Ministry leadership in a constant state of flux: ten changes in Ministers, six changes of Secretary Generals, several changes in Directors of Managing Directorates critical to our function, and numerous reshufflings of field directorate managers. Additionally, the political and economic turmoil in the region took its toll on Jordan, as outlined in the Context section. As would be expected, the major elements of the Ministry Reform agenda suffered in this challenging climate. However, ERSP persevered and progressed in its aims across all components, and the Ministry Reform efforts made great strides.

The primary objective of ERSP's Ministry Reform effort was to improve professional development, which involved clarifying professional expectations for performance and addressing capacity building policies and regulations, models and systems. The first year was slow to start; building trust within the Ministry was our priority as newcomers to the ERfKE forum. The presiding Minister resigned within days of our orientation presentation, which was particularly significant as he had been the negotiating Minister for the second phase of ERfKE support with USAID. A team building retreat with our Ministry counterparts conducted in November 2009 helped break the ice and develop common purpose between the ERSP team and Ministry personnel.

A real breakthrough came with the hiring of a Ministry-contracted consultant tasked with establishing a teacher professional development framework in 2010. This offered an opportunity for ERSP to demonstrate its potential for contribution and become (in the eyes of the Ministry) a trusted team of professionals who were willing to work hard, contribute to product development, and offer sound quality technical expertise. The endorsed Teacher Professional Development Policy Framework and its supporting elements became the guiding document for ERSP technical support. Given the rotation of ministers during the course of the five years we chose to be opportunistic in our approach, in pursuing portions of the framework that were most appealing to presiding leadership, while strategically planning for longer term pursuit of those relevant, but not politically viable at a given time.

The third Minister advanced efforts on the framework as well as championed the development of a six month pre-service teacher preparation program that would engage universities. Once again, ERSP was at the table and fully engaged in product development. With the departure of this Minister the political will to partner with universities and have teachers pay for their own preparation dissipated. However, this document provided inputs into future induction program planning.

In February 2011 the first Minister re-assumed the post, offering another significant turning point for the project. With this change came the vision, leadership and authority to shift the perception of ERSP from a project input of activities to a partner engaged in national program development. Significant changes witnessed at this time included: 1) Programs were perceived as the Ministry's own; 2) Cost sharing responsibility for transitioning and ownership was endorsed; and 3) Ministry personnel began acting as engaged partners in developing, adapting and implementing programs.

ERSP embraced the opportunity and picked up pace with developing a clearly articulated transition plan. This effort was initiated in July 2011 through a participatory workshop with Ministry counterparts and concluded with an endorsed transition plan covering all components that would guide us over the remaining three years. The plan outlined the goals, objectives, activities, transference rate and sustainability elements required including policy, capacity development needs, and resources and materials needs.

During Year 3, in response to sustainability concerns about the transition, ERSP launched significant reform initiatives including: mapping leadership programs, drafting professional standards for leaders (supervisors and principals); drafting an operational plan to put the professional development framework to practice; developing a single national induction program; and drafting policy notes stimulating dialogue on issues influencing the implementation of the professional development framework. Further, the Ministry requested ERSP support in the ERfKE donor mission reviews undertaken every six months.

In the spring of 2012 the Department of Training, Qualifications and Supervision (DTQS) was officially changed to the Education Training Center (ETC). Unfortunately the initial focus of the transition to ETC was on the acquisition of a new building rather than the adoption of a new mandate. However, in subsequent years the ETC sought to transform themselves in earnest, though challenges persisted in the unstable environment at the Ministry. A major impediment for them was their vast and perhaps unrealistic scope given capacity and available funds, as noted in each subsequent donor mission review meeting.

In Year 4 confusion over whether the Ministry would hire a new cadre of teachers disrupted the development of Induction program materials. The effort was being guided by the "pre-service"

program outline that ERSP and other committee members had developed in earlier years. The limited time for development, due to the delayed start, had a negative impact on the readiness of the materials and quality of the orientation of the training teams. This was apparent while conducting observation visits to both Induction training programs. ERSP supported site visits with senior ETC management to identify needs for future remodeling or revisions to be made and a discussion paper was drafted to help guide decision making.

In the 2012-2013 school year a new Minister was appointed from within the ranks of the Ministry. The internal politics actually resulted in some positive outcomes for the program. The Managing Directors became more confident in their own power as decision makers and leaders of their programs. This confidence carried through under the next Minister, who sought guidance and leadership from the senior management, entrusting them to make decisions in the interest of the reform. It was at this time that the Ministry focused on the Education Management Information System (EMIS), forming a technical committee with a well-qualified professional to chair.

In November 2012, ERSP held the second retreat on the transition with Ministry counterparts. It was highly productive, with four managing directors and numerous key technical staff in attendance for a day and a half intensive working session. This retreat resulted in a deepened understanding and commitment by the Ministry personnel for these programs as national endeavors and resulted in further customization of the transition plan to enhance potential for institutionalization.

The transition retreat revitalized the focus on the larger sustainability issues. In response to the meeting during this year, ERSP revised and reissued the operation plan for actualizing the Teacher Professional Development Policy Framework from

which the ETC determined their priorities and customized the plan to meet these. Attention re-focused on enhancing and finalizing the draft of the professional standards for leaders (supervisors and principals) that were aligned with the roles and responsibilities being adopted internationally and promoted through the national SDDP program. These standards clearly articulated professional performance expectations for entry-level, intermediate and advanced professionals. The standards development process was extensive and labor intensive to achieve the final quality product that met with consensus. ERSP was proud of the level of reflective engagement by our team, the Ministry counterparts, QRTA and SDDP teams.

With the end of the project nearing and with our working relationships with the Ministry stronger than ever, our engagement intensified significantly to entertain several proposals prior to ERSP close out. These included: 1) Complementing the leadership standards with a continuous professional development framework for leaders; 2) Revising further the supervisor and principal roles and responsibilities, and creating tools to guide effective coaching and mentoring engagement between leaders; 3) Developing tools that can be used to promote understanding and application of the standards by leaders and support a professional growth model for engagement of leaders building their capacity to improve their schools and ultimately student achievement; 4) Publishing, printing and distributing the approved leadership standards; 5) Developing a strategy guiding the quality assurance and monitoring and evaluation for professional development programs; and, 6) Supporting the development of two sub-systems to be integrated into the general OpenEMIS development plan of the Ministry.

Complementing the work on standards and assisting the Ministry in eliminating training program redundancy and identifying training

gaps, ERSP developed a Continuous Professional Development for Leaders (CPDL) Framework to lead them in developing their future programming agenda. The development of a CPDL was conducted in full collaboration with ETC, SDDP/SDIP, and QRTA, and resulted in a sound product that outlined the professional development content and learning outcomes for entry-level, intermediate and advanced principals and supervisors. Building on the standards and CPDL, ERSP in its final quarter also agreed to provide consultant support to further revise the supervisor and principal job descriptions in line with the standards and the roles and responsibilities of supervisors as defined through the national SDDP program.

Following this exercise the Ministry requested further support from the same consultant to revise again the supervisor roles and responsibilities. This consultancy, while expected to result in the tools for guiding supervisor engagement with principals, actually led to a much deeper discussion on a revised supervisory structure that may more effectively serve the Ministry. Resulting from this assignment was a draft restructuring plan that is undergoing further revision based on subsequent discussion between the Minister, ETC, SDDP, SDIP and another senior international consultant supporting the development of a Ministry accountability system. The proposed structure is being tweaked to respect the needs of establishing a coaching and mentoring culture in the system and recognizing means for accountability through alternative strategies.

A third and final team of consultants arrived in May 2014 to develop a draft set of professional growth tools that are to be used to first of all promote understanding and application of the Leadership Standards and applying these standards as the means for structure, productive and trust building engagement between leaders in the system. The tools are to result in professional growth plans for principals, subject teaching specialists and general school supervisors promoting a culture of mutual responsibility for success in improving student achievement.

In April of 2014 the Leadership Standards were approved by the Minister as a first step to their use for hiring criteria, determination of professional development needs, developing professional growth measures and to be applied in the ranking and promotion policy. The standards were published and disseminated throughout the educational system (all schools, all field directorates, and all managing directorates) and shared with donors and stakeholders. Even prior to this and in the final draft form the standards were being applied or aligned with programming offered through the ETC, the national SDDP program and with professional development providers such as QRTA. The Ministry should be proud of these quality products from which future programs are able to be identified and build.

ERSP provided a quality assurance, monitoring and evaluation strategy for PD programs with on-the-job support to the relevant members of the ETC team, despite facing leadership changes. This strategy offered the ETC Quality Assurance Monitoring and Evaluation (QAME) team a practical guide for how to build their skills and to initiate an operational plan to undertake their duties and identify priorities for immediate action.

Finally, two major sub-systems were produced for the Ministry in the final phase of the project. The first launched under the Ministry's newly endorsed EMIS development plan. With USAID and ERSP sitting on the Ministry EMIS Committee it was agreed that ERSP would fund the development of data sub-systems for the national ECE Quality Assurance System and a Professional Development Tracking System. The data sub-system for ECE served to institutionalize the ECE Quality Assurance system into the EMIS and increase transparency

about kindergarten quality through data availability to stakeholders and beneficiaries. The PD tracking was a critical element to further support the professional development framework and the future direction of ETC professional development programming. This system allowed ETC to catalogue available training, and record teacher participation and achievement in PD activities whether provided centrally, by field directorates or by schools. The system offered means to provide essential data that ETC must communicate to the Human Resources Directorate as teachers accumulate requirements according to the promotion and ranking scheme. In general, ERSP's role on the EMIS committee was critical to maintaining a focus in the forward planning on increasing access, transparency and, ultimately, usage of data.

At the end of ERSP, the Ministry acknowledged that the technical expertise provided through ERSP had resulted in significant achievements and outcomes they intended to build upon. Some of the products achieved include:

- A national Induction program that had become a requirement for newly appointed teachers.

- A model for professional development that extended beyond participation to evidence of learning and applied practice on the job.

- A renewed perspective on the importance of trainer quality and trainer qualifications to enhance overall effectiveness of training delivered by the Ministry.

- A professional development program approval and accreditation process, with clarified procedures and processes in developing and implementing this programming, supported by the PD Tracking EMIS sub-system.

- The Early Childhood Education EMIS sub-system for Quality Assurance.

- Leadership Standards, a Continuous Professional Development for Leaders, and Professional Growth Tools for Leaders Framework from which to build upon and apply to the hiring criteria, professional development planning, professional performance review process, ranking and promotion schemes and communication strategies for job performance expectations of these professionals.

- A draft set of teacher standards.

- Familiar strategies provided that the ministry can use to map teacher professional development programming, which also considers alignment of programming to standards and competencies.

ERSP input to the ERfKE reform advanced capacity, policies, regulations, models, systems that serve to improve professional development. These inputs would meet not only current needs but also respond to future needs.

Objective 3.5. Professional Development for MoE Newly Constructed Schools (NCS) funded by USAID

While ERSP was underway, USAID was funding another education project aimed at school construction and renovation, called the Jordan Schools Project (JSP, 2006-2013). Through JSP, USAID had constructed 27 brand new schools across all three regions. These schools were designed based on modern education concepts, to support new methods of teaching and learning, including increased access to cutting-edge technology. The new schools provided needed classroom space to relieve overcrowding, and

offered improved facilities and learning spaces, such as computer and science labs, multi-purpose halls, gyms, outdoor play areas, and libraries. USAID intended that these schools would enhance student learning and encourage the engagement of parents and local community members in education.

However, USAID understood that simply building the new schools was insufficient to produce the kind of change in behavior they sought; additional support – in the form of training, coaching, and structured engagement – would be necessary to make sure that these schools were truly transformative centers of learning. Thus, in 2010 USAID approached ERSP to design and implement a comprehensive program to support the new schools.

The work began with an orientation session from the architectural firm that contributed to the conceptual design of JSP schools. This orientation helped the ERSP team to understand the unique model of the new schools and become familiar with the latest research on the link between improved educational environments and learning outcomes. After gaining this background, ERSP conducted a two-day needs assessment for each of the three schools targeting teachers and principals. This process resulted in a clear situational report on the schools themselves, their resources, their tools and their teachers.

In light of the findings of the needs assessments, ERSP designed and developed an innovative and flexible professional development program to support the school community members to make the most of the new schools' design. It focused on enabling student-centered learning, enhancing the sense of ownership and belonging of the community toward the school, developing 21st century skills (such as creativity, critical-thinking and problem-solving), applying modern teaching pedagogies, and increasing ICT utilization. USAID

and ERSP hoped that these schools would serve as role models to their neighboring schools, and ultimately raise Jordan's educational standards overall.

The professional development program comprised five modules: modern teaching pedagogies; leadership and management; students' discipline; utilization of school resources; and engagement of parents and local community. ERSP's approach was based on creating a culture of working in teams as a means to activate the new school model. Parallel to the five modules, the schools received intensive onsite support (on the job coaching) over a period of three semesters. The purpose of the onsite support was to build the capacity of school stakeholders to sustain emerging practices in the schools, encourage schools to continue the change journey they started during the program, and identify and overcome weaknesses and build on achievements. The onsite support approach assured sustainability of the new practices in all schools, by allocating the support of ERSP coaches intensively in the schools with a gradual withdrawal of their presence over time.

When ERSP started work in the three Aqaba schools, we discovered that the level of effort planned was not enough for the schools to function as well as desired. The schools faced many obstacles, including insufficient staffing, lack of provision of books, delays in receiving ICT tools and furniture, incomplete construction, necessary maintenance work, and school start-up budget constraints. Although ERSP's mandate was to implement a professional development program, the need to surmount urgent logistical and operational problems absorbed most of the team's time in the first two months. The team demonstrated a high level of flexibility, cooperation, quick reaction to deal with emergent issues and mobilize needed inputs to move forward. The situation stabilized at the end of the first academic semester and the activities gained

2,650

AROUND 2,650 EDUCATORS AND SCHOOL STAFF WERE ENGAGED IN THE DIFFERENT WHOLE-SCHOOL PROFESSIONAL DEVELOPMENT AND SUPPORT ACTIVITIES CARRIED OUT IN THE 27 USAID-FUNDED NEWLY CONSTRUCTED SCHOOLS; THUS, BENEFITTING MORE THAN 20,340 STUDENTS AND SUSTAINING POSITIVE CHANGE IN INDIVIDUALS AND LEARNING ENVIRONMENTS.

momentum: professional development workshops, onsite support activities for all aspects of school life, as well as one-to-one coaching sessions for principals to gain their commitment and ownership, involve them in the decision making processes, and empower them with the needed competencies to be able to enact their leadership roles in the schools.

By mid-2011, school community members understood the new school model and the rationale behind it. They understood the importance of a student-centered learning environment, and were empowered with the needed competencies to effectively utilize the new school model and its resources. ERSP achieved change at the school level by first working with small teams within the school. We promoted approaching challenges together, developing a shared vision, assuming responsibility for learning and developing oneself to improve the school. The school teams planned and implemented school improvement projects and provided essential support for teachers and school staff.

ERSP's support to the three new schools in Aqaba was highly praised by all stakeholders. In the summer of 2010 the program was expanded to another eleven newly constructed schools opening in the North, Center and South of Jordan.

ERSP undertook the expansion to these additional schools with the benefits of lessons learned from the initial work in Aqaba and adapted and improved our program in a variety of ways. For example, ERSP ensured that a committee was formed (headed by the Minister of Education and USAID) to plan for the complete readiness of schools to receive students before the beginning of the academic year. The committee involved field directorates in the schools' preparations, and liaison officers were assigned from FDs to follow up, communicate and coordinate for the Ministry on all matters related to the new schools.

20,340

In spite of the committee efforts, the second batch of schools were not ready to receive students on the assigned opening date due to late handover of the schools to the Ministry by the contractors, which delayed the furniture delivery and installation of equipment for more than two months. Two schools were delayed a semester. During that period, the committee played an important role in pushing the contractors to do their best to make the schools ready to receive their students. The committee also met with the persons in charge at the central Ministry and field directorates and discussed alternative plans and solutions to support the schools to overcome related challenges. ERSP provided constant follow up at the schools and relayed information to the committee about urgent problems that needed to be addressed.

ERSP also applied other lessons from the pilot phase to the expansion phase. We instituted new onsite support activities to meet the varying need of schools; used multiple approaches in building the capacity of teachers and staff; assigned more than one coach from different backgrounds and experiences in schools with special circumstances; enhanced the content of the workshops with real life educational examples; and developed and distributed a special guide for principals that included detailed information about their schools.

The expansion phase was also enhanced with Change Dissemination Events, which served as a platform for interaction with community and parents. These events were designed to engage staff in building commitment and loyalty in the community along with highlighting successes and achievements. The newly constructed schools each implemented two Change Dissemination Events. These events helped to build commitment and loyalty in the local community, reaching out to neighboring schools and sharing their expertise, facilities and equipment with them, and highlighting successes and achievements. ERSP

also organized bi-monthly principals' meetings aimed at establishing a community of practice, open lines of communication and collaboration among the leaders of the 27 schools. These meetings gave principals the opportunity to share experiences and lesson learned among themselves and with the newly hired principals. They encouraged principals to continue building on newfound skills in leadership and educational practices.

In June, 2012, ERSP and USAID agreed to add a new array of enhancement activities to the support plan for the newly constructed schools and in that month also began work with the third and final batch of schools. This decision was a result of in-depth discussions that were conducted with ERSP field coaches, based on their reflections from the field. Given the significant investment and high expectations, enriching the program was critical to ensuring optimal sustained utilization of the newly constructed schools, resulting in better student achievement.

The enhancement activities, targeting all 27 schools, focused on: improving schools' understanding and techniques in orchestrating the rotation system; extending teachers' knowledge and skills for the use of modern pedagogy and ICT in the classroom; developing teachers' understanding of differentiated learning and learner diversity; and creating key academic strengthening areas and practical activities to be used in the special needs resource rooms.

Moreover, feedback from field observations indicated that the speed of change was slower and the resistance to change higher in the male schools. Principals and teachers in male schools were more resistant to change and often lacked the motivation and belief in their contributions to the learning process in their schools. Violence and bullying were much more prevalent in male schools, among both students and staff. Therefore,

a customized professional development module, team building activities and applied initiatives were provided to male schools as part of the enhancement activities. These activities improved the progress of male schools and brought them closer to the female schools' level of achievement.

All professional development interventions in all schools went extremely well. By the end of 2013, all professional development activities were finished including the enhancement activities in most schools with a few exceptions that were shifted to 2014. A total of 2,532 teachers and administrative staff, 54 principals and assistants, and 20,345 students benefitted from the professional development program.

After four years of intensive work, ERSP was proud to leave schools with patterns of success. There was variability in the level of achievement among schools, taking into consideration the school gender, capacity of the leadership team, local community surrounding the school, field directorate ownership and school grade level. But overall, ERSP's support to the newly constructed schools achieved the following:

- Schools utilized more fully the modern facilities to improve the overall learning environment.

- Teachers improved their classroom management, lesson planning, strategic leadership, modern teaching pedagogies, differentiated learning strategies, rotation techniques, integration of ICT in the classroom, and conflict resolution skills.

- Schools endorsed a culture of teamwork in which all members of the school community work together, guided by a common vision.

- Principals adopted a participatory leadership approach and built a clear and consistent system that clarifies the expected roles and

responsibilities for each school member. Also, they promoted a culture of positive reinforcement, recognition of distinctive jobs and celebration of successes.

- Schools developed the capacity to reflect on their current status and identify their future needs.

- Schools built long-term partnerships with local community members and engaged them in school activities.

- Central Ministry and FD personnel came to see the new schools as central locations to conduct their training, meetings, forums, conferences because of the infrastructure and available resources. They also recognized the new schools as role model schools and a source for promoting improved practice.

COMPONENT AREA 4:
SCHOOL BASED MANAGEMENT IMPROVED THROUGH DECISION MAKING

ERSP strengthened the capacity of principals, supervisors and other Ministry officials to access and analyze performance against specific Key Performance Indicators (KPIs). The ERSP team alongside the Ministry explored challenges to data integration at the central level which were inhibiting productive use of data to inform decision making. ERSP worked at the school level to support principals in their use of KPI data with their teachers and local stakeholders to provide pedagogical leadership and improve instruction, resulting in increased student achievement. The team helped field directorate planners support principals in the analysis and decision making process in addition to strengthening their own capacity in this regard.

The "School Based Management Improved through Decision Making" component, referred to by the project and Ministry as "Data Use for Decision Making" was the most difficult component to initiate for the project. As initial negotiations were underway with project start-up and work-plan development it became clear that extensive dialogue would be needed to bridge the gap between the proposed approach responding to the program's objectives and the desired Ministry objectives. The designated Ministry counterpart was the ICT Directorate, soon to be merged with the Queen Rania Center. Understandably, the ICT Directorate focus was on technology and their desire for improved hardware, while the objectives of this activity should have been placed under the purview of the Planning Directorate. It took twelve months of dialogue to separate the ICT needs from the data usage demands, to develop a program plan within the parameters of the ERSP scope of work.

The ICT Directorate had a vision of a comprehensive integrated data system, while facing the reality of a broad range of data storage systems established across the Ministry with different operating platforms and supporting software. To aid their efforts, in February 2011 ERSP engaged a consultant to investigate and outline in detail the status of the current data systems and the opportunities and challenges of their integration to inform Ministry dialogue on potential solutions. The consultant surveyed several Ministry departments and developed a report that was considered part of the Ministry's ICT Framework. The report listed the main causes of inability to integrate data sources, mostly related to the database programming language and the Arabic coding used. The report also listed the challenges facing data integration within the Ministry and data integration with external parties. This report was well-received by the Ministry and UNESCO and served as a foundational study prompting the Ministry to take steps towards a system restructuring.

Simultaneously, ERSP worked towards consensus on an activity plan that would result in improved access to and use of data. The original plan for data usage proposed by an ERSP partner did not meet the particular demands of the Ministry and would have created a parallel data system and imposed further data collection burdens on school personnel. Thus, ERSP management released the partner and through negotiations with the Ministry designed a plan that would draw data already existing within the current EMIS system, highlighting seven Key Performance Indicators (KPIs) that were most relevant to school based decision making. The selected KPIs included Student Dropout, Student Repetition, Student Absenteeism, Teacher Absenteeism, Student Discipline, Student Achievement and Student-Teacher Ratio. ERSP invested in the development of a data-querying system accessible through the EduWave Education Management Information System (EMIS). This data-querying system allowed all schools and field directorates across the Kingdom to extract data submitted through the system in summary analyzable form. It also offered field directorate and national averages on KPIs for comparative perspective on status.

The process of directing this work in partnership with the Ministry's EMIS personnel and the contracted company was painstaking, and finally concluded in November 2011, months later than anticipated. However, the rewards were gratifying in that for the very first time schools and field directorates were able to draw data reports from the EMIS system by the second semester of the 2011-2012 academic year. This was a major success and a major step towards exposing schools to the potential of education data in EMIS to help them understand their status and see evidence of priority areas of need for development.

During the process of query development, the limitations to the current EMIS system became apparent as well as issues with the established

data definitions and desired ability to create report presentation templates. The system seemed an able data storage system, but had structural barriers in serving as an adequate data retrieval system, especially if data retrieval was to open up to greater decentralized access and use. The exercise of query development was a powerful activity in bringing the Ministry to a greater conceptualization for functionality desired of an EMIS system. The query development and pilot was the catalyst that led to the Ministry's growing advocacy and commitment to data accessibility for increased transparency and use at all levels to inform stakeholders and beneficiaries alike of the status of education. It was following the pilot and during the national roll-out of the data use program that the Ministry seriously embarked on an OpenEMIS system development with numerous donors around the table and ERSP helping to determine the path.

Once data reports became accessible, in Year 3 ERSP piloted the use of the queries to build capacity in the use of data as a routine practice in decision making and improved planning. ERSP designed and developed a professional development program specific to schools, field directorates and central Ministry. The program not only offered training, but provided on-the-job practice through onsite support activities.

The program aimed to equip participants with positive attitudes, skills and knowledge to utilize the queries available through the EMIS to assess their performance comparatively; and identify priorities and corrective actions required to improve educational services, based on sound data. The ERSP Data Use training was preceded by a data entry training program that was developed and implemented by the Ministry to enable participants to adequately follow proper data entry procedures for the EMIS. Participants in the training included decision makers, administrative support personnel, as well as technical representatives at

the school, field directorate and central levels to build teams able to enter data accurately, analyze findings, endorse solutions and promote actions.

The pilot phase conducted in early 2012 included 18 schools: five schools from each of three field directorates, one military school, one private school and one UNRWA school (these last three schools were included at the request of the Ministry). The pilot phase provided valuable insights and lessons learned that ERSP applied in the implementation strategy for the national roll-out. For example, the technical training provided by the Ministry was shortened and focused on quality of data entry to avoid mistakes; and participating field directorates should include leadership from across divisions and not only the EMIS division. Making these changes after the pilot improved the quality of the roll-out implementation.

During the 2012-2013 academic year, ERSP rolled out the Data Use PD program on a large scale, reaching 550 schools in 39 field directorates. It began with practical workshops that taught school personnel how to run the queries in the EMIS and helped them understand how to interpret the data to respond to meaningful questions about school performance. It also provided schools with five decision making tools to facilitate the engagement of larger teams in the decision making and to structure its process in steps that guaranteed relying on data and indicators in making decisions and measuring their impact. The field directorate training enabled field directorate personnel to understand the value of use of data by schools and the role the field directorates can play in supporting school personnel to apply data to make necessary improvements.

After training concluded, ERSP offered onsite support activities to schools and field directorates. The onsite support was designed following a specific customized plan based on the decisions at the school and field directorates and their

expected role in the educational process, and on the progress achieved by the participants. It aimed to provide schools and field directorates with realistic solutions to address emergent problems and ensure that the training would be applied on the ground. As an outcome of the program, schools and field directorates were requested to work on long-term action plans to overcome a specific challenge identified through the EMIS data.

ERSP, in collaboration with the Directorate of Planning, selected a number of exceptional teachers from the trained schools, and provided them with two extra days of training to build their capacity on both data usage content and instructional expertise. In September 2013, a total of 303 trainer teachers, principals and supervisors were prepared to take on the responsibility of rolling-out the program to all of the remaining public schools in Jordan.

During the roll-out phase, a number of orientation meetings were conducted with field directorate leaders. These meetings served to elicit greater support in implementing the program activities within their directorates, encouraging these leaders to become advocates of accurate data entry, and to build consensus on their roles and responsibilities for the EMIS system.

ERSP purposefully engaged the central Ministry staff in all phases from the development of the queries and throughout the pilot and roll-out phases. As a result the Planning Directorate included a team of individuals that could speak on behalf of this initiative from a technical and managerial perspective. In the 2012-2013 academic year, the Ministry assumed responsibility for the national roll-out of the Data Use program to over 7,800 school staff from 2,998 schools. In the 2013-2014 academic year the Ministry had rolled-out to an additional 565 schools for a cumulative total of 3,563 schools across 42 FDs, with only one directorate remaining.

Every school in the Kingdom received a wall calendar which listed reminders of when critical steps in the EMIS cycle should be completed. ERSP developed the Data Use professional development manual for all FDs to guide the national roll-out. The manual was used by the individuals conducting training and would be used by the field directorates and core training teams for any future data use training. User manuals were also presented as self-instructional guides to all participants and available for use by others in acquiring knowledge and skill on data usage for decision making. The user manuals included information about all the queries and correlations between them, the policies related to them, decision making tools and techniques, and background reading on educational topics.

Another element of ERSP's approach to the Data Use component was to foster dialogue at the national level about effective use of education data. Two data dialogue events were conducted with the participation of representatives of all levels of the education system. These events stimulated discussion and thoughtful consideration of challenges in the education system as revealed by the EMIS.

At the end of ERSP, promising signs were seen of a change in the culture of data use at all levels of the Ministry. We observed school level, field directorates and central ministry staff prioritizing the use of data in decision making and "habitualizing" the practice.

- Central ministry staff demonstrated an increased awareness and commitment to their role in promoting the use of data at all levels, understanding major factors that influence the usability of data and measures needed to improve the data so that it may be transformed into meaningful information.

- Field directorate personnel were capable of accessing data, understanding and using

it, and considering the factors within their control that influence quality of educational services offered. FD personnel were remarkably active in increasing accessibility of data and supporting principals in the analysis and decision making process.

- School personnel were able to access and understand data, identify their strengths and weaknesses, and make decisions to improve the teaching and learning process inside their schools and generate a healthier educational environment.

10,360

MORE THAN 10,360 STAFF MEMBERS IN

3,566

3,566 SCHOOLS AND

431

431 FIELD DIRECTORATE EMPLOYEES IN

42

42 FIELD DIRECTORATES ARE ABLE TO ACCESS AND USE DATA FOR BETTER DECISION MAKING.

The following section presents selected themes of ERSP – elements of our strategy and approach to the project that cut across components and activities. These common strategies and approaches guided us in accomplishing the many varied objectives of the project. For each of the six themes presented below, we have provided examples from across components of how we put these strategies and approaches into practice. They reflect some of our best practices of ERSP implementation.

III. OVERALL THEMES OF THE PROGRAM

PROGRAM THEME 1: INSTITUTIONALIZING STRUCTURES, SYSTEMS AND RESOURCES

ERSP was designed in such a way that all the program's activities would be gradually institutionalized within the Ministry's structures, systems and resources during the course of the five year program. ERSP approached this institutionalization process through the creation of a **Transition Plan**, beginning in July 2011. The Transition Plan was designed in collaboration with the Ministry counterparts for each component, and outlined the actions and resources required from the Ministry as they assumed ownership of the activities. The transition strategy also identified overarching policy issues to be addressed in aiding the progress of program transitioning. As a result of ERSP's approach to the transition, at the end of the project the Ministry was equipped with the human capacity, structures, systems, and resources to continue the program. Following are some examples of how ERSP successfully institutionalized:

In the **ECE Component**, ERSP's collaboration with ETC was particularly successful. ETC was involved from the beginning in developing the kindergarten teachers' comprehensive training program and the G1-3 teachers' training program. Two technical committees of Ministry staff were formulated to design the framework for both training programs, and were paid incentives from the Ministry's own budget. The same committees developed the content of the training materials and the corresponding evaluation tests. ETC nominated the core training team members that would then implement the program wholly under the Ministry's purview. This full engagement in the entire process helped to build the capacity of ETC staff and put them in a position of being fully responsible for the program. At the end of ERSP, the ETC was left with kindergarten and G1-3 training materials that they had developed, experienced trainers, and functional delivery systems in place, which resulted in training programs that they believed in and to which they were committed.

In the **PD Component**, ERSP prepared and certified a substantial cadre of professional Ministry trainers by working in partnership with field directorates. The preparation process of these trainers was conducted over a three year period. In collaboration with ERSP, the Ministry established the trainer selection criteria, chose high performing participants using these criteria, set high performance expectations against which trainers were measured, and monitored the

quality of the trainers' implementation. These trained trainers conducted the roll-out of the in-service and leadership programs, working as professional teams at the field directorate level in rehearsing and critiquing each other's practice in preparation of training delivery. At the end of ERSP, the Ministry was left with a cadre of well qualified trainers who could be called upon to deliver the ERSP training or any other professional development training in the future.

In the **DU Component**, ERSP established a report access system which provided information on Key Performance Indicators (KPIs) to school, field directorate and central ministry personnel. Building on the existing EMIS, comparable data was retrievable within the EduWave system for the first time ever. Through training combined with applied practice, ERSP was able to build the foundational skills for all levels to review and understand the data, make a determination of status against the KPIs, identify areas of high performance, prioritize challenges, and develop and act upon action plans to address performance issues. With ERSP support, data entry monitoring and validation procedures were enhanced, practices were established for use of data during practical decision making at all levels, and standard operating procedures for data entry and data use in planning were refined. The Minister proudly proclaimed the Ministry's commitment to create a culture of data use, making it a habit of daily practice.

PROGRAM THEME 2:
PROMOTING DECENTRALIZATION

Increased decentralization was a key objective of ERfKE II to build capacity closer to the schools and decrease dependency on the central Ministry while encouraging local ownership and action. ERSP supported this objective by engaging field directorates whenever possible in the implementation of activities, building their capacity to operate independently and set their own priorities and pursue them. Following are some examples of ERSP's efforts to promote decentralization through engagement of field directorates:

In the **ECE Component** ERSP engaged FDs through Regional Working Groups, which proved to be a more flexible, dynamic and innovative mechanism than the central Ministry's formal structures. The Regional Working Groups were able to build partnerships with local communities and activate the role of field directorates in finding more locations for new KGs in schools. Field directorate counterparts also participated in all the phases of the renovation and furnishing of kindergartens. This included the nomination of potential classrooms to be refurbished, joint site assessment visits, follow up visits to monitor progress, and engagement in the taking over process when the kindergartens were completed.

In the **YTC Component** ERSP was able to build the capacity of a national Core Training Team (CTT) for both the School to Career and Life Skills through Sports programs. These CTTs were responsible for managing, monitoring, and supporting the Directorate-level expansion of STC and LSTS activities. The Directorate-level expansion was led by Directorate Training Teams (DTTs) who served as lead trainers. These individuals were selected from the trainee population (of counselors and coaches) who were the most talented and motivated. Often, field directorates and schools took the lead in the implementation of activities, even when there was minimal follow up or encouragement from the central Ministry.

In the **PD Component** ERSP built the capacity within each of the 42 field directorates to better support school development. ERSP equipped them with the capacity to plan, manage, implement and monitor professional development programming underway within their directorates. Responsibility for the accredited in-service and leadership programs were fully transitioned to the Ministry and, through the years, administration devolved to a decentralized management structure within each field directorate. Management strategies and tools were applied to strengthen field directorate capacity to not only maintain roll-out activities, but also to communicate and coordinate with schools and central Ministry to resolve implementation issues. Field directorate teams were also equipped with monitoring tools that enabled them to track and report on participant progress. Participant progress could then be accurately recorded and transmitted to central personnel files, better serving teachers seeking recognition in the professional ranking process.

In the **DU Component** ERSP promoted a culture of decentralization and devolving data use functions to field directorates and schools. Field directorates were remarkably engaged in all aspects of implementation and they autonomously regulated certain data use activities: they issued formal letters periodically to ensure the schools were entering the data in a timely fashion; they conducted follow-up visits to schools to monitor the process of data utilization; they held regular meetings with schools to solve challenges; they established a system that included data from the previous academic year as well as all action plans developed by schools. Overall, the DU Component decentralized access to data for the whole country.

PROGRAM THEME 3:
FOSTERING FULL PARTICIPATION IN POLICY DIALOGUE

A national reform effort requires full participation from all stakeholders in decision making about policies that affect everyone. Prior to ERSP, the Ministry had an uneven track record of offering open forums for transparent discussion about policy priorities. When ERSP encountered policy issues in need of resolution, we sought to raise those issues to the attention of the Ministry leadership and encourage broad-scale policy dialogue. Following are some examples of ERSP's promotion of full participation in policy dialogue:

In the **ECE Component** ERSP's advocacy effort for increased kindergarten enrollment was focused on engaging the widest possible range of stakeholders. In the first year of the project a kindergarten policy review was conducted, led by ERSP in collaboration with the Ministry, which engaged through forums, meetings and document review process important stakeholders, including: UNICEF, National Council for Family Affairs, universities with specialized early childhood programs, kindergarten teachers and supervisors, etc. This review resulted in a number of recommended policy changes to increase kindergarten enrollment and to increase the quality of kindergartens. The review results and recommendations were presented to the Board of Education and approved. Accordingly, ERSP supported the ECD Directorate to develop an action plan to put the recommendations into action. One of the suggested activities was to launch a national campaign to support kindergarten enrollment. This campaign was supported by the Minister of Education and brought together a number of partners.

With the **Ministry Reform** ERSP reinforced a culture of participatory engagement in policy dialogue. ERSP's approach was to present position papers to stimulate reflection and discussion with the Ministry and stakeholders to increase productive engagement and ensure core context and considerations were documented to focus attention. ERSP position papers covered several important policy and program topics. These included: an operation plan and policy paper to advance the application of the teacher professional development framework and help orient stakeholders; a position paper identifying gaps in the proposed teacher

promotion policy and alternative considerations that would support several major professional development programs and the needs of future programming; and, an Induction model concept paper to guide discussion on the improvement of the National Induction Program and support structures to be funded through other donors. These documents were important to deepen thinking around policy decisions, broaden stakeholder engagement in an effective manner, and advance the decision making process.

In the **DU Component** ERSP offered the unique opportunity for school and field personnel to provide direct and documented feedback on legislation and regulations supporting or impeding the ability to address issues identified through the data report findings. Policies regulating absenteeism, system definitions for drop-out, and procedural practices for assessing student achievement and student behavior were examples of issues raised in an initial Data Dialogue supported by ERSP. In the final months of ERSP a second Data Dialogue engaged school, field directorate and central Ministry staff to discuss the critical importance of monitoring absenteeism (both teacher and student) and student behavior, and their relationship to student achievement. With fewer participants in the second dialogue, while maintaining diversity in representation, the discussion deepened and resulted in a number of clear recommendations for improving data quality, applying better data use practices to support educational achievement, revisiting the means by which some KPIs are defined and measured, and improved monitoring of the use of data in decision making.

PROGRAM THEME 4:
ENGAGING SCHOOLS AND THEIR COMMUNITIES

A central element of ERSP's approach to all its activities was to purposefully engage schools and their communities in making positive change. In a Ministry Reform project, it would be easy to neglect the school level – the teachers, principals, parents and students who are the heart of the education system. But ERSP recognized that the only lasting change happens through gaining ownership and self-direction from those individuals. Following are some examples of ERSP's work engaging schools and their communities in efforts to reform the education system:

In the **YTC Component** ERSP consistently engaged the community to promote its objectives in the School to Career program. Since jobs in the local market depend on the community surrounding the school, the obvious approach to linking students to job opportunities began by engaging the community. STC organized trips for students to visit local businesses, and invited representatives of a range of sectors into schools for "Career Days". Parents were engaged in their children's career planning by attending events at counseling centers, which served as a hub of counseling support for neighboring schools, and a small number of students participated in workplace internships in their communities.

Similarly, in the Life Skills through Sports program, ERSP engaged schools and their communities to support students in the sports program. At the end of the semester, the participating schools would compete with nearby schools in sports leagues (like play-offs). This allowed the broader school population to attend the games and cheer on their classmates. After the leagues were completed, the finalist schools competed in games held at a community festival, with the schools' students, parents, siblings and other community members in attendance. These events were a huge hit; with a fun atmosphere of music and camaraderie, they promoted community engagement in the life of the school.

In the **PD Component** the power of engagement of schools in enabling change from within was evident. The whole school development model applied and supported by extensive onsite support provided the knowledge, skills and, most importantly, a positive outlook on the ability of school personnel in making a tangible and positive difference in improving their schools. The program brought school leaders and teachers together around a vision and plan, with a sense of commitment and responsibility to bring about a healthier learning environment and positive productive classroom practice to nurture student development and achievement. They learned to mobilize resources as they applied a school project model with a participatory teaming approach, which reached across the school population and out into the community in identifying school priorities, improving practice and solving challenges.

Similarly, in the newly constructed schools, ERSP conducted dozens of change dissemination events aimed at engaging the school and its community in positive change. These events were a platform for interaction with the community and were designed to engage staff in building commitment to the school and encouraging loyalty in the community, along with displaying successes and achievements. ERSP formed a community engagement taskforce at each of the 27 schools, encouraging communities to participate in all facets of their children's education. These taskforces worked on training the youth, families and local community members, engaging them in various aspects of school life, and creating a sense of ownership and responsibility among them within the new school model. Through the taskforce, community resources were mobilized, some establishing partnerships with businesses, civic organizations, neighboring schools, and other community groups to promote adult participation and garner resources to support learning. Through these activities, students increased their awareness and involvement in addressing community problems and building solutions contributing to more stable and secure environments surrounding the schools.

PROGRAM THEME 5:
MAKING MONITORING, EVALUATION AND REFLECTION A HABITUAL PRACTICE

ERSP infused all its activities with monitoring and evaluation elements, and treated these not only as data for external agencies but as habitual practices of (1) assessing the situation as the basis for intelligent planning and (2) individual and group reflection on what has been learned and its implications for improvement in the future. Each component conducted rigorous evaluations throughout the life of ERSP, and the results of those evaluations were used to provide feedback to the program team and the Ministry about progress and areas for improvement. Following are some examples of how ERSP used monitoring, evaluation and reflection for improvement:

As part of its **management structure** ERSP and USAID established a routine of semi-annual Component Review Meetings. The purpose of these meetings was for the component teams to meet directly with USAID to present progress achieved, challenges encountered, and next steps. The presentations were followed by questions and open dialogue, which allowed for continual feedback and course corrections when necessary. As a management tool, these meetings were an essential supplement to the reporting process because they promoted transparent dialogue and a spirit of collaborative problem-solving between USAID and the project. Each of these Component Review Meetings provided an opportunity to reflect on progress and make improvements.

In the **ECE Component**, after implementing the Parent-Child Packages initiative for the first time, ERSP sought to measure the impact of the intervention on participating children. An assessment was conducted to compare three groups of children in the first grade: PCP children, children who had attended a year of kindergarten, and children who had never received any preschool services. The results showed that PCP children had better results than those who did not receive any preschool services, and these findings encouraged USAID and the Ministry to continue supporting the program. Another finding was that the social and emotional skills of participating children were not improved by the program; ERSP developed an enrichment manual

of activities for children and mothers focusing on strengthening social and emotional skills. ERSP used that enrichment manual in the second round of implementation the following year.

In the **PD Component** ERSP continually reflected on program practices in the field, taking into consideration lessons learned to enhance implementation. For example, the specialized program for both induction and in-service training faced challenges when training sites were decentralized to the field directorates, reducing target numbers for certain subject areas below the number needed for a dynamic and cost-efficient training cadre. In response, ERSP combined these specialized training populations to increase numbers. This approach had the added benefit of exposing newly appointed teachers to more experienced teachers, resulting in healthier trainee engagement. Another example is from the Induction Mentoring program where observation and feedback indicated that a change was needed. Mentors who were assigned from other schools faced resistance in entering their mentees' schools. Also there were logistical complications associated with the travel between schools, and limited face-time for mentoring. In response, ERSP transitioned to a school-based model where mentors were selected from within the same schools as the mentees, building internal capacity of a school to mentor newly appointed teachers, reducing logistical challenges and increasing contact time between mentor and mentee.

Similarly, in the newly constructed schools ERSP evaluated the impact of the interventions, and found that boys' schools were struggling in comparison to girls' and that a few other areas needed strengthening. As a result of these findings, we developed a series of enhancement workshops. For the boys' schools, we provided activities to increase students' sense of responsibility to their schools and to motivate teachers and gain greater commitment from them. Also in all schools there was limited use of the resource rooms, with students in need of additional academic support often left to unproductive activities like drawing or coloring pictures. ERSP trained school committees in all schools on the use of resource rooms for students with special needs, with particular attention to activities and strategies that would enhance learning outcomes. Based on feedback from schools, ERSP also increased onsite support in the third semester to address turnover in teachers and school leaders and allow a more effective and sustained transition to independence.

"The DU program is one of the greatest programs the Ministry has adopted; it has had tremendous impact on school staff in terms of efficient planning based on valid data as well as improving their teaching and learning processes."

Head of the Planning Division,
Central Badeya FD

PROGRAM THEME 6: COLLABORATING WITH OTHER STAKEHOLDERS

The education sector in Jordan is replete with diverse actors and stakeholders; close collaboration with those individuals, organizations and agencies was essential to ERSP's success. ERSP sought to build on the work of others, reduce redundancy and leverage resources to maximize impact through collaboration. Following are some examples of ERSP's collaboration with other education sector stakeholders:

In the **PD Component** ERSP collaborated with two other USAID-funded projects on supporting the newly constructed schools: the Community Mobilization Project (CMP), and the Jordan Schools Project (JSP). The Community Mobilization Project was focused on supporting the communities around schools to better engage with these schools, while the Jordan Schools Project was charged with the design and construction of 27 new schools to create model learning environments. ERSP's responsibility in this partnership was to mobilize and equip the school community with the capacity to make full use of the schools' innovative design and resources. Thus ERSP's work depended upon close collaboration with the JSP and CMP teams to clarify concepts behind the design and resources and to bridge the efforts in community mobilization with those of school outreach. Despite some hiccups, this was an excellent collaboration with other stakeholders, building on each other's achievements to develop dynamic community-school partnerships that contributed to school success.

With the **Ministry Reform** ERSP reinforced a culture of participatory engagement. ERSP fostered multi-stakeholder collaboration in the development of all its major reform efforts, among them: designing a national induction program; developing teacher, principal and supervisor standards; and creating a professional development framework for leaders. The ERSP approach enabled walls to come down between programs and creation of a more comprehensive vision to take the Ministry forward. ERSP advocated the use of Ministry committees that consistently included representatives from ERSP

alongside Queen Rania Teachers' Academy and the School and District Development Program (funded by DFADT). Through the extensive collaborative efforts of these major parties supporting the ETC, the Ministry received complimentary and reinforced support to achieve its aims. When objectives were aligned, various other stakeholders were engaged, including Queen Rania's Award for Educational Excellence, Madrasati, British Council, UNRWA and Jordan Education Initiative. Beneficiaries were also engaged to provide input at critical stages in the development and revision processes.

In the **DU Component** ERSP advanced the Ministry's work on transitioning to an OpenEMIS platform through its transparent and participatory approach. As the Ministry embarked with UNESCO, on the development of the new EMIS system, ERSP provided orientation and a full range of supporting documentation from which they could build. These included a comprehensive analysis of the Ministry's data systems, preparedness for integration, and analysis of the systems' strengths and weaknesses (as identified by ERSP through its work with KPI data). ERSP also provided a full description of our Data Use program to be considered in the design of reports in the new system. ERSP was an active member of the Ministry OpenEMIS committee and the first to initiate work on the Ministry's plan for OpenEMIS. As the European Union considered taking over the funding of the new EMIS system development, ERSP brought the donor representative to the field to witness work underway on the ground as well as orient to the existing system and future needs.

IV. WAY FORWARD

The following section outlines the vision of the ERSP team for the way forward for the education sector in Jordan, particularly for the Ministry of Education and for donors interested in further support of the ongoing reform.

NEXT STEPS FOR
THE MINISTRY OF EDUCATION

At the close of ERSP, the Ministry of Education was at a crossroads. After ten years of hard work and millions of dollars invested in two phases of the Education Reform for a Knowledge Economy initiative, the Ministry needed to take stock and determine its future strategic direction. Some key questions needed to be answered: Were the ERfKE reforms a success? If it fell short of its goals, why? Would a continuation of efforts toward the same goals still make sense in the current national and international climate? The Ministry needed to conduct a thorough evaluation of the ERfKE era. In the view of ERSP, that evaluation should be conducted by the Ministry itself in an internal collective thinking process. It should not be outsourced to an external donor, implementer, or consultant team. The Ministry must take full ownership of the review, considering all education reform issues from both technical and administrative perspectives. The outcomes of that process would be to diagnose all areas for improvement and identify the best ways to achieve those improvements. It would result in a new strategic paradigm to guide all Ministry actions in the coming years. In this way, the Ministry would be leading its own development agenda, rather than waiting to respond to what donors propose.

Following are a few specific next steps for the Ministry under each component:

In the **ECE Component**, the Ministry is in a prime position to capitalize on its success and keep making strides while the momentum is high. Key steps include:

- Increasing efforts to engage parents in their children's early education, particularly in grades 1-3.

- Involving local communities, NGOs, the national private sector and national donors to support increased kindergarten access. In order to do this, the Ministry must finally address its byzantine regulations on fundraising and accepting donations. (This issue also affects the broader set of Ministry programs.)

- Developing a national plan to achieve 100% kindergarten enrollment.

- Investing further in grades 1-3, particularly in the training of these early grade teachers.

- Prioritizing care for younger children, from birth to 5 years old, based on mounting international evidence about the importance of early stimulation to long-term academic success.

- Institutionalizing the use of the ECE QA data system in the application of the future ECE QA process.

In the **YTC Component**, the priority for the Ministry is to find ways to sustain School to Career and Life Skills through Sports so that more students can benefit from these programs. Key steps include:

- Revising policies on public-private partnerships to provide procedures on how financial or in-kind contributions should be processed at all levels of the system.

- Continuing the STC program with the currently participating field directorates, including allocation of resources to provide materials for career centers and session toolkits.

- Formulating a comprehensive counseling policy framework, to enhance the comprehensive set of counseling services that are provided to students.

- Staffing the Career Counseling Division with qualified professionals.

- Continuing the LSTS program with the currently participating field directorates, including allocation of resources to provide materials for sports leagues and festivals.

- Endorsing the revised policy for use of schools' sports areas by teachers, students, parents and community after school hours.

In the **PD Component**, the Ministry has a backbone of a professional development framework that can shape the future of professional development. They now need to build upon that framework to guide future plans, relying upon the skills and experience of those individuals who have been engaged from the beginning of ERSP. Key steps include:

- Endorsing policy changes related to the framework, such as eliminating the requirement of 160 training hours of a single accredited training program, recognizing the need for school-based, demand-driven professional development, and linking PD professional development with human resource policies.

- Revising the teacher promotion and ranking policy to require continuous professional development and to be informed by the performance appraisal process. The performance appraisal process should be revised to align with professional standards.

- Ensuring the Leadership Standards have been received by intended recipients, continue dissemination to new professionals as well as new stakeholders engaged in professional development of Ministry leaders. Apply the Leadership Standards in the hiring criteria for principals, general school supervisors, and subject teaching specialists; determining professional development needs; promoting

professional growth and accountability; and informing the ranking and promotion scheme.

- Applying the Continuous Professional Development Framework for Leaders (CPDL) in identifying and designing future training programs and in negotiating further donor or program support.

- Finalizing the drafted teacher standards and creating corresponding performance levels.

- Aligning teacher training programs with standards and creating a continuous professional development framework for teachers. The process undertaken for Leaders and ECE and Grade 1-3 should serve as a model. This mapping exercise should be used to inform relevant directorates as well as donors and programs of Ministry training priorities and needs. The teachers standards should then be applied to the quality assurance and monitoring and evaluation schemes for professional development programs.

- Conducting a thorough content review and implementation evaluation of the national induction program for further revisions and improvements in content, model and trainer preparation.

- Strengthening the link between the National Induction Program and a national supervisory system to support mentoring of new school teachers in all public schools.

- Enacting a professional growth cycle for leaders, applying the professional growth tools in support of the supervisors' transition to the new role, while also addressing separate alternatives for serving accountability needs.

- Considering the newly constructed schools as role model schools, demonstrating excellence

and innovation from which other schools in the system can learn. To retain consistency in vision and mission for the NCS school communities make use of the online E-modules for orientation of school personnel to the newly constructed schools as well as using these E-modules as the next tranche of new schools are constructed and opened.

- Populating the Professional Development Tracking data subsystem and improving standard operating procedures around its use in the process of endorsing professional development programming and tracking participant engagement and achievement.

In the **DU Component**, the Ministry has assumed responsibility for the program and considers it their own. As they move forward with it, key steps include:

- Continuing to apply a routine review process of field directorate reports to ensure data quality, and leading regional meetings with the field directorates to emphasize their role in decision making and expectation of applying data to do so.

- Ensuring that EMIS Division members in field directorates continue monitoring schools' use of data in decision making and developing related action plans and enacting solutions that are improving results.

- Continuing the evolution towards the new EMIS which is under development and expanding access to information for all stakeholders in the education system.

NEXT STEPS FOR DONORS

As USAID and other donors consider their next steps, they should build upon the accomplishments of previous investments. USAID and the Ministry should maintain their commitment to the programs that have successfully transitioned, particularly Data Use, PD In-service and ECE teacher training programs. Future efforts of any donor engaged in professional development can benefit from the progress made on critical policies and programs needed to advance the professionalism of teachers and leaders, including the standards, professional development frameworks, the national induction program, and teacher promotion and ranking policies.

Capacity and tools are in place; the critical elements in the future will be resources and political will. In particular a few key steps include:

- Continuing the capacity building process of Ministry middle management employees, enhancing their leadership, communication, critical-thinking and accountability skills to be able to meet the needs of the Ministry.

- Developing a resource portal that supports the Ministry and makes accessible all products (training materials, policy documents, research and evaluation reports, etc.) resulting from USAID and other donor support, including those developed under ERSP.

- Seeking to engage the private sector and other external stakeholders in support for the education sector, and improve upon existing regulations that currently hinder the receipt of Corporate Social Responsibility (CSR) contributions to the Ministry and more specifically to schools.

- Aligning new ECE-related programming (such as EGRA and EGMA) with the existing comprehensive training program and other support programs established under ERfKE and institutionalized during our project period.

- Building upon the Leadership Standards and the Continuous Professional Development Framework for Leaders when designing future

professional development programs for these professionals. And, following this model, develop national standards for teachers to be accompanied by a national professional development framework for teachers.

- Making use of the newly constructed schools as model schools supporting capacity development in the next tranche of new schools. This would serve to continue providing them with recognition and motivation for their efforts, while also continuing to build their capacity as well as the capacity of the forthcoming new schools.

- Ensuring that data use, thus decentralized access to data, and transparency of data remain at the forefront of the OpenEMIS development efforts. Give attention to improving the measures to ensure heightened data quality and that standard operating procedures set by the Planning directorate reinforce the use of data in practice. These will serve the Ministry to enhance the functionality of the new EMIS.

V. ANNEXES

ANNEX 1: QUARTERLY UPDATES (APRIL 1 TO MAY 31, 2014)

This Annex outlines significant program activities that took place during the period of April through June 2014, the final period of technical engagement which transitioned to full focus on administrative close-out.

During this quarter ERSP distributed the full array of developed training materials to the Ministry according to a distribution plan. Central Managing Directorates received their relevant materials, and field directorates received a complete set of ERSP training materials that are implemented at a decentralized level. Complete sets of all documentation were distributed to USAID, the Development Coordination Unit and the Education Training Center.

1. Program Component Area 1: Early Childhood Education

A. **Objective 1.1 Strengthened Capacity of Ministry ECE Staff**
During the final quarter the Rationales for KG expansion was finalized. The minister's office provided an introductory essay. ERSP printed the document for distribution to all stake holders. This Rational document was shared with Aqaba Field Directorate who is applying the information in coordinating with corporate sponsors who are funding construction activities for new KGs in the South, such as the Hilton Double Tree Hotel who announced a donation during this quarter.

B. **Objective 1.2 Improved and Sustained Early Childhood Facilities**
ERSP completed the refurbishment for all 76 kindergartens in Cluster 8, distributed in North, Middle and South Regions. These kindergartens were officially handed over to the Ministry. During this quarter 36 support visits were conducted by the technical team

in support of new kindergartens. Furthering the Ministry ownership of these new kindergartens, ERSP supported all Ministry Field Directorates in conducting an ECD day to celebrate the new kindergartens and promote universal kindergarten access and awareness of the importance of this stage of education.

C. **Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel**
During April, the teachers trained in the KG CTP attended the online exam, with 73% of teachers passing the test. Also during this quarter, G1-3 teachers who did not attend the test the first time or failed to pass the first time were invited to attend a makeup exam, and 80% of these teachers passed the exam (details in the ERSP PMR report).

D. **Objective 1.4 Increased Parental Involvement and Peer Support in ECE**
ERSP printed the PCP manuals and provided them to the Ministry. The ECD directorate is conducting the PCP program in 20 locations in June.

E. **Objective 1.5 Improved Quality of Overall KG Experience for Children**
The QA directorate conducted the QA audit during May for the third time over the past three years. The process went very smoothly and the Ministry depended on internal resources to carry out the whole process. ERSP supported a pilot to test the ECE QA system and coordinated with UNESCO to ensure the linkage between the ECE QA system and OpenEMIS.

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

A. Objective 2.1 MIS Online
There are no updates to report.

B. Objective 2.2 Institutionalized School to Career Program
During the last quarter the YTC component team was able to complete the STC activities with the 58 schools. The final set of activities was implementing the career day for students in which 505 professions were engaged and interacting with an estimated 17,798 students. The students participated in the selection of professionals and during the career day prepared questions to ask in assisting them plan their future careers.

The STC team followed up with counselors in eleven schools implementing the YLM post survey with students, to collect the tools to be used in responding to an indicator in the Performance Monitoring Report. Also, Career day activity M&E tools were collected.

ERSP conducted a ceremony in honor of the Counselors participating in STC recognizing the commitments and achievements of participating counselors implementing the program during year four and five of ERSP. This ceremony included the fifty counselors that were engaged in the STC activities under the Ministry's purview.

C. Objective 2.3 Improved Life Skills Education
ERSP completed the Life Skills through Sports festivals. Two festivals were conducted. A festival for female students was conducted in the Salt Directorate with the full participation of eight girls' schools and approximately 400 students from the central region. Another festival was held for male schools in Eastern Badia with three male schools participating

with approximately 140 students from the North region. Both festivals were held on sports playgrounds renovated by ERSP, and both of the festivals were opened under the patronage of the Field Director at that Educational Directorate.

A festival for females was to take place in North Mazar for females in the northern region but was canceled due to lack of coordination and planning between the field directorate and the schools. In lieu of the festival the PE teacher did a sports activity day with students and ERSP distributed the medals to all participants.

The team followed up on the installation at selected school sites of heavy sports equipment donated by Bank of Jordan, Zain Company and Arab Bank.

3. Program Component Area 3: Professional Development and Credentialing

A. Objective 3.1. Development and Implementation of an Induction Program for Teachers
Fifty-six teachers took the Induction make-up exam held at the beginning of April. This make up exam was held for teachers who achieved the required attendance rate of 90% and had acceptable excuses for missing the original exam or those who failed the exam taken. Forty-one of these teachers (73.2%) attended the Induction make-up exam and 28 of these teachers passed. ERSP issued certificates for the teachers who passed the exam. In the South region, there were difficulties related to connectivity, therefore, a hardcopy of the exam was used in these field directorates.

The mentoring program continued to face some challenges. Again in April, reported

mentoring visits only came in from 65 out of 337 (19.3%) schools, with field directorates receiving only 85 monthly progress reports from the mentors. The Mentorship program does not grant the participants a participation certificate and they receive no financial compensation for the mentoring duties. This caused the mentors to refuse to mentor the newly hired teachers in Sahab and Al Muwaqqar FDs.

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

The 7th and final follow-up visit took place for each of the 116 schools that participated in the In-service program during Year 4. During the 7th follow-up visit, the schools' teams submitted 19 new project plans and started implementing 43 new projects. These projects mainly focused on improving the schools' learning environment, increasing the use of ICT tools and new pedagogies among the teachers and working more with the parents and the local community. During the 7th follow-up visit, the Master Trainers attended 134 class visits in 90 out of 116 (77.6%) schools. In 117 (87.3%) of these class visits the teachers showed good competencies in using modern learning and teaching pedagogies, evaluation strategies and tools and integrating ICT in teaching and learning. Interestingly, there is still some resistance to classroom visits (approximately 14% of the schools), with teachers reticent to have others observe their lessons.

The Ministry trainers implemented the Ministry In-service Specialized program in 120 schools from 32 FDs. The Master Trainers held two rehearsal sessions for the Ministry trainers from the 32 FDs during the program. During the rehearsal sessions, the Master Trainers followed up with the MOE trainers and the Heads of Supervision for the documentation process. Some field directorates showed high

coordination in the evaluation process and collection of the data base such as in Deir Alla, Al Karak, Al Koura and Ain Al Basha FDs. The Master Trainers visited the Ministry trainers in 210 visits for mentoring and coaching purposes during the program.

In coordination with the ETC, some schools in some FDs took the In-service Specialized Program intensively and finished the program earlier than scheduled such as in Theeban, Aqaba, Ajloun, Al Taybeh-Al Westeyyeh and Ain Al Basha FDs and this did not cause any problem for the TOT shadowing. This required the Master Trainers to conduct coaching and mentoring visits in April instead of May to make sure that the visits were conducted and that the FDs did not make any changes in the schedules without informing the PD team.

The database was finalized for all trainees who attended the In-service program in order to prepare the exam list for the participants who attended 80% or more.

C. Objective 3.3 Change Leadership Training for Principals and Supervisors

The Ministry trainers implemented the Ministry Supervisors Specialized Program in 16 FDs. The Master Trainers held one rehearsal session for the MOE trainers from the 32 FDs. They conducted 30 visits to the Ministry trainers for mentoring and coaching purposes.

The Ministry trainers implemented the MOE Principals Specialized Program in 32 FDs. The Master Trainers held two rehearsal sessions for the MOE trainers from 32 FDs. During the rehearsal sessions, the Heads of Supervision coordinated the process of data base submission for the principals who were attending in other FDs to make sure not to lose any data. The Master Trainers visited the MOE trainers in 54 visits for mentoring and coaching

purposes during the Supervisors specialized program.

D. **Objective 3.4: Enhancing Institutional Capacity to Deliver PD Programs (MoE Reform)**
The Standards were approved, published and disseminated in this final quarter. The Continuous Professional Development Framework for Leaders was completed and printed for the Ministry. A new organization structure for the Supervisory system was drafted. The roles and responsibilities of supervisors and principals were revised further. And, a professional growth model and tools were drafted and presented to the Ministry to guide interaction of leaders in the process of their professional growth and through the coaching and mentoring process.

The QAME strategy was provided by consultants following their field work and translated and presented to the Ministry for their use.

During this quarter, ERSP facilitated piloting the newly developed ECE QA and PD Tracking subsystems as part of the OpenEMIS plan. The reporting capacity of these solutions still needs some work. The ERSP and UNESCO team are coordinating on any follow-up items that need support beyond the life of ERSP.

E. **Objective 3.5: School Professional Development for MoE Newly Constructed Schools (NCS) funded by USAID**
The final 37 onsite support activities were conducted following a customized plan that is different from one school to another with a critical focus on their specific needs and work priorities. Also the final 24 classroom visits were conducted, supporting school teachers from the different subject matters.

The final 11 change dissemination events were conducted highlighting achievements in the schools, promoting the change culture in the neighboring schools, and engaging the local community members in school life. Also, the last three team-building activities specifically implemented in male schools to build communication channels between the teachers themselves and between them and the administrative staff were implemented.

During this period, the Secretary General of the Ministry of Education and the Deputy of Head of Mission of USAID in Jordan inaugurated Um Al Summaq Al Janoubi School. This event was a huge success, all attendees showed their gratitude for this event and the activities conducted in it, and there was a high level participation from the local community.

During this period, the final meeting for the principals of the newly constructed schools was conducted, celebrating their successes and wishing them well as they move forward with their schools.

4. Program Component Area 4: School Based Management improved through Decision-Making

A. **Objective 4.1 Improved Capacity at the School Level**
There are no updates to report.

B. **Objective 4.2 Improved Capacity at the Central and Field Directorate Levels**
The Data Use Dialogue concluded with three primary recommendations: 1) Take measures to improve the quality of data entered into the system to better inform decisions; 2) Revise regulations around teacher absenteeism; and, 3) Improve the definition and rubric used to report on student discipline. As a result of

the Data Use Dialogue and the concluding recommendations, the Ministry's Planning Directorate followed up immediately to take action on the first two recommendations before the end of ERSP.

This quarter the Planning Directorate in collaboration with ERSP conducted five regional data quality workshops to emphasize the importance of field directorate EMIS follow-up and auditing activities. The aim was to reach a common understanding and agreement between all data users about the importance of having quality and accurate data entry. These sessions were also an occasion to present the results of the Data Use program. During these sessions participants from the 42 FDs developed their own FD Data Quality follow-up plans and committed to implementing them and reporting on their progress to the Planning Directorate. Field directorate EMIS division members were given the chance to share their ongoing work-related challenges with the central Ministry (Planning and QRC) and their field directorate managers in order to help them to overcome these challenges.

To address the second Data Use Dialogue, the Planning Directorate is currently working with the Human Resources Directorate to review the new teacher absenteeism regulations developed by the Civil Service Bureau as not all regulations support effective school-based solutions and minimize destructive repercussions for the schooling process. Additionally, the Planning Directorate is working with the Examinations Directorate on developing new student achievement and absenteeism regulations that will better support school solutions for addressing issues of both student repetition and drop-out rates and applying regulations that promote higher student achievement goals.

C. Objective 4.3 Support to Jordan Education Initiative
There are no updates to report as these activities closed out last quarter.

ANNEX 2: ERSP DASHBOARD
SUMMARY OF TARGETS VS ACTUALS
AS OF 30 JUNE 2014

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS	NUMBER OF FEMALES
Cross Component: Renovation and Furnishing				
Early Childhood Education (ECE)				
No. of KG classrooms renovated, furnished and handed over to MoE; subsets include:	Count of KG classrooms in public schools that are renovated and furnished; divided as follows:	370	440	NA
Sites receiving full renovation and procurement services	Count of KG classrooms established in existing sites in public schools that receive full renovation and procurement services and are actively receiving children	--	393	NA
Sites receiving only partial services	Count of KG classrooms established in sites newly constructed by MoE in public schools that receive only partial services and are actively receiving children	--	47[1]	NA
No. of KG classrooms in rented facilities provided with materials and supplies	Count of KG classrooms in rented facilities that receive educational materials and supplies	Up to 85 KGs[2]	72	NA
No. of KG students enrolled in newly renovated and furnished classrooms	Estimated count of students enrolled in KG classrooms receiving renovation and/or furnishing services	7,400[3]	10,427	5,333[4]
No. of ECE training centers established and handed over to MoE	Count of ECE training centers that are renovated and furnished	4	4	NA
No. of KG classrooms in NCS provided with materials and supplies	Count of KG classrooms in NCS that receive educational materials and supplies	Up to 32 KGs	32[5]	NA
School to Career (STC)				
No. of career counseling centers established	Count of career centers in the targeted STC schools that are renovated and furnished	18[6]	18	14
No. of counselors' offices refurbished	Count of counselors' offices in the targeted STC schools that are renovated and furnished	312	307[7]	165
Life Skills through Sports (LStS)				
No. of sports areas receiving renovations and sports equipment	Count of sports areas in a subset of the targeted LStS schools that are renovated and provided with sports equipment	36	35[8]	17
No. of schools receiving sports kits	Count of targeted LStS schools that receive sports kits	100	100	58

1. These sites did not require renovation as they were newly constructed by the MoE (42 KGs) and the Royal Court (5 KGs).
2. The actual number of KGs identified by the MoE was 72 which was less than the anticipated estimate of 85.
3. Estimated at an average of 20 children per KG classroom.
4. The estimated count of female students comes from an estimated calculation of 50-52% of the total number of KG students benefitting from KGs refurbished by ERSP; including the ones receiving full services, partial services, and those in rented facilities.
5. Responding to MoE demand, one of the KGs in the Year 3 schools was fully furnished in addition to receiving educational materials and supplies.
6. In agreement with USAID, ERSP discontinued the renovation and furnishing of Career Centers. As of Year 3, the program had completed 18 out of the original target of 30. It was decided that the investment in the remaining balance of 12 would be transferred to refurbishing Counselor Offices.
7. One counselor office from Cluster 1 was dropped because the school could not provide space; another counselor office was dropped from Cluster 2 as the counselor transferred out of the public system; four counselor offices from Cluster 3 were dropped because one school could not provide a suitable space and three are NCS; and, one school had two rooms for two trained counselors so two offices were refurbished in that school.
8. The Sports Area in Al Zahra Secondary School in Al Ramtha Directorate was partially completed. The Ministry evacuated the school deeming it a security hazard for the students, and will not complete the comprehensive renovation works in this school before the conclusion of ERSP. So, ERSP will not continue the renovations or the installation of the sports equipment.

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS	NUMBER OF FEMALES
Component 1: Early Childhood Education (ECE)				
No. of KG opening ceremonies sponsored by ERSP	Count of opening ceremonies for KG classrooms renovated and furnished by ERSP	370	319[9]	NA
No. of ECE Division staff and supervisors trained on planning, management, leadership, M&E and stakeholder participation	Count of individuals who attend at least one of the 7 training courses	23	47	24
No. of ECE Division staff within central MoE trained on M&E specific to ECE	Count of individuals (ECE Division staff) assuming the role of M&E focal person for ECE activities	1	1	1
No. of ECE e-modules developed	Count of e-modules developed and approved by MoE	1	1	NA
No. of training programs/modules for KG teachers developed and included in the CTP	Count of training courses for KG teachers developed and approved by MoE	5	5	NA
No. of training programs/modules for G1-3 teachers developed	Count of training modules for G1-3 teachers developed and approved by MoE	6	6	NA
No. of training programs/modules for principals developed	Count of training courses for principals developed and approved by MoE	2	2	NA
No. of training programs/modules for supervisors developed	Count of training courses for supervisors developed and approved by MoE	1	1	NA
No. of educators trained on the ToT for KGs	Count of individuals (KG supervisors and teachers) who attended at least one out of 5 sessions of the ToT	45	44[10]	40
No. of CTT members trained to train and mentor KG teachers	Count of selected individuals (KG Supervisors, Supervisors for Special Needs, QA Members) attending one or more of the 5 sessions of the KG CTP ToT	29	29	19
No. of KG teachers trained on the PE module	Count of KG teachers attending at least one of the 4 sessions of the PE module	840[11]	538[12]	538
No. of KG PICs trained	Count of individuals (KG supervisors, members of the supervision and general education departments within FDs) who are trained as coordinators for the PI program	78	78	37
No. of parents engaged in KG activities	Estimated count of parents attending at least one KG activity	3,500	22,688[13]	NA
No. of CTT members trained to train and mentor G1-3 teachers	Count of selected supervisors attending one or more of the 3 ToT session for the G1-3 CTP	119	110[14]	41
No. of grade 1-3 teachers trained on the PI module	Count of G1-3 teachers attending at least one session of the PI module for G1-3	3,330	1,300[15]	1,300

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9.   It was decided that the opening ceremonies for the remaining KGs would be integrated into the regional working group activities and will be carried out in clusters within the same FDs rather than individually.

10. ERSP fell short of the overall target by one due to the insufficient number of KG supervisors when the training took place. The CTT was selected out of the 44 who received the ToT.

11. Reached through direct ERSP training, MoE training on the National Interactive Curriculum and the eventually integrated into the KG CTP roll-out managed by the MoE. For those trained by the CTT; the MoE provided ERSP with copies of attendance sheets to support reported numbers.

12. The cumulative actual is far below the overall 5-year target because when targets were set at the start, ERSP planned to train all KG teachers in the Kingdom. However, the training of KG teachers was integrated into the phased roll-out of the KG CTP managed by the MoE who prioritized the training of new KG teachers based on their need for fiscal conservatism.

13. The MoE ECD Division compiled the counts of parents engaged throughout the academic year, as noted in the PICs' reports received from the field. The numbers were then reported to ERSP verbally and totals counts were confirmed via email.

14. ERSP targeted all 119 G1-3 supervisors but 9 retired or left the country and replacements were not hired by the time the training took place.

15. These were trained through ERSP delivery of training on PI as well as the MoE-led delivery of training on the G1-3 CTP. ERSP continued to support the G1-3 teachers to conduct PI activities but without providing formal training. The Ministry integrated the PI module into the CTP for G1-3 teachers delivered through the PICs who were trained by ERSP. So, because of the shift in implementation strategy, the cumulative actuals reported fell far below the overall 5-year target.

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS	NUMBER OF FEMALES
No. of grades 1-3 PICs trained	Count of G1-3 supervisors attending at least one of the two days to become trainers	116	116	39
No. of parents engaged in G1-3 activities	Estimated count of parents attending at least one G1-3 activity	13,000	13,944[16]	NA
No. of principals for schools with grades K-3 trained on PI	Count of principals attending the one-day session on the PI module	550	355[17]	355
No. of principals trained on the Principals' Package	Count of principals attending the one-day training session for Principals	750	858[18]	858
No. of KG supervisors trained	Count of KG supervisors attending at least one of the 5 training sessions	20	21	17
No. of ECD activity home packages (Parent-Child-Packages: PCPs) developed and distributed[19]	Count of child packages and classroom activity boxes provided during the implementation of the PCP activities	4,425 child packages; 230 KG classroom activity boxes[20][21]	3,140 child packages; 143 KG classroom activity boxes	NA
No. of KG newsletters produced and distributed	Count of KG newsletters printed	8 editions; @3,000 copies for 24,000	4 editions, a total of 16,000 copies	NA
No. of QA packages, comprising the improved system and tools, produced and distributed to schools	Count of QA packages provided to schools with KGs	2,000	3,550	NA
No. of principals trained on the improved QA system, tools and processes	Count of principals attending at least one session of the QA training on the system and tools	550	786	786
No. of KG teachers trained on the improved QA system, tools and processes	Count of KG teachers attending at least one session of the QA training on the system and tools	840	1,056	1,056
No. of directorate staff trained on and conducting QA audits using the improved QA system, tools and processes	Count of directorate staff attending at least one session of the QA training on the system and tools	78	268	39[22]
No. of central MoE staff trained on and conducting QA audits using the improved QA system, tools and processes	Count of MoE staff attending at least one session on the QA training on the system and tools	8	8	3
No. of KGs undergoing QA audits using the improved QA system, tools and processes	Count of KGs audited by MoE	700	970	NA
Percentage of KGs meeting minimum quality standards	Percentage of audited KGs scoring a total of at least 85% on the QA Audit	-- [23]	79.15%[24][25]	NA

16. The MoE ECD Division compiled the counts of parents engaged throughout the academic year, as noted in the PICs' reports received from the field. The numbers were then reported to ERSP verbally and totals counts were confirmed via email.
17. The reported actuals fell below the overall target because the national roll out of the transitioned PI program, managed by the MoE, was phased per approved budgets and availability of adequate funds. Also, the PI training module for principals was integrated into the Principal's package and the training of all principals in schools with K-3 has been completed.
18. Training in Year 5 was led by the MoE, per the approved budget and availability of adequate funds.
19. ERSP only covered the cost of producing the PCP kits (the child packages, and the classroom activity boxes) for this activity which is now managed by the MoE.
20. Due to revisions made to the activity design and approach, the number of packages was reduced from 11,000.
21. Annual targets were not made available; they were determined each year based on MoE plans to roll out the PCP initiative. The next round of MoE-led implementation is planned for August 2014.
22. The count of females is very low compared to the total because they are extremely underrepresented in the FD-based QA Divisions which are male dominated.
23. Targets were not pre-defined, but the annual actuals were reported, when made available.
24. The 2013 QA audit results (79.15%) showed an improvement compared to the 2012 QA audit results (65.4%).
25. MoE will undertake another national audit in Year 5 but results will be available after ERSP closes.

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS	NUMBER OF FEMALES
Component 2: Youth, Technology & Careers (YTC)				
Support to MIS[26]				
No. of schools participating in the MIS-Online program	Count of schools offering the MIS stream that implement the MIS-Online program	374 (national roll-out)	136	105
No. of educators participating in the ToT program training	Count of individuals who attend one or more of the 4 sessions of the ToT program	75	61	44
No. of CTT members training MIS teachers on the MIS-Online program	Count of selected individuals who are deployed by the MoE to train on the MIS-Online program	60	46[27]	32
No. of MoE master trainers managing the MIS-Online program	Count of individuals from central MoE who plan and implement MIS activities and roll-out	5	7	1
No. of MIS teachers trained on MIS-Online	Count of MIS teachers who attend one or more of the 4 sessions of the MIS-Online training program	1,122[28] (national roll-out)	369	282
No. of supervisors trained on MIS-Online	Count of MIS supervisors who attend one or more of the 4 sessions of the MIS-Online training program	18	15	5
No. of students in grade 11 benefitting from their participation in MIS-Online	Estimated count of students in grade 11 provided with the opportunity to participate in the MIS-Online program	27,000 (national roll-out)	4,755 (estimated)	3,670 (estimated)
No. of completed MIS-Online student projects	Estimated count of completed student projects showcased at MIS-Online exhibitions	4,500 (national roll-out)	224	NA
No. of MIS-Online student project exhibitions held	Count of MIS-Online exhibitions (events) showcasing student projects	2 exhibitions per region per year (North, Center, South)	22	NA
No. of MoE/QRC staff engaged in identifying hard spots (HS)	Count of individuals who attended committee meetings and analyzed HS identification tools	7	7	1
No. of priority HS identified	Count of identified hard spots that rank the highest on the priority list	6	6	NA
No. of HS solutions/objects digitized	Count of products	3[29]	--	NA

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26. ERSP is no longer tracking or reporting on data pertaining to MIS-Online as the Ministry has assumed responsibility for managing and implementing the program, and later decided to halt it. ERSP shifted focus under this sub-component; and, Seward was engaged to provide capacity building and training to QRC staff.
27. 61 trainers were certified, but only 46 were deployed.
28. Estimated at an average of 3 participants per school.
29. The activity was cancelled; its purpose and approach were revised.

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS	NUMBER OF FEMALES
Component 2: Youth, Technology & Careers (YTC)				
MoE/QRC Capacity Building				
No. of capacity building workshops delivered by Seward within the "e-learning Design and Development" course	Count of training workshops offered	6	6	NA
No. of MoE staff participating in the "Establishing the Foundation" workshop	Count of individuals (from QRC, Curricula, ETC and DCU) who attend at least 80% of the 5 sessions	26[30]	26	16
No. of MoE staff participating in the "Designing e-Learning" workshop	Count of individuals (from QRC, Curricula, ETC and DCU) who attend at least 80% of the 5 sessions	26	26	16
No. of MoE staff participating in the "Producing Media Assets" workshop	Count of individuals (from QRC, Curricula, ETC and DCU) who attend at least 80% of the 5 sessions	25[31]	25	15
No. of MoE staff participating in the "Development, Testing and Promotion" workshop	Count of individuals (from QRC, Curricula, ETC and DCU) who attend at least 80% of the 5 sessions	25	25	15
No. of MoE staff participating in the "Educational Technologies" workshop	Count of individuals (from QRC, Curricula, ETC and DCU) who attend at least 80% of the 5 sessions	25	25	15
No. of MoE staff participating in the "Implementation and Support" workshop	Count of individuals (from QRC, Curricula, ETC and DCU) who attend at least 80% of the 5 sessions	25	25	15
No. of MoE staff completing the "e-learning Design and Development" course	Count of individuals (from QRC, Curricula, ETC and DCU) who have marked attendance in all 6 workshops offered	25	25	15
No. of e-learning lessons produced	Count of e-learning products completed	10[32]	10	NA

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30. 19 participants from QRC, 3 participants from Curricula, 3 participants from ETC and 1 participant from DCU.
31. 18 participants from QRC, 3 participants from Curricula, 3 participants from ETC and 1 participant from DCU.
32. The participants in the training courses applied their cumulative learning from each of the 6 courses onto 10 e-learning lessons; the final products were the end results of the 6 courses.

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS	NUMBER OF FEMALES
Component 2: Youth, Technology & Careers (YTC)				
School to Career (STC) program				
No. of schools that completed the STC program	Count of schools that complete all 3 modules of the STC program	330	330	179
No. of agreements signed for private funds and/or in-kind contributions leveraged in support of the STC program	Count of sponsorship agreements signed with private sector contributors	5	2[33]	NA
No. of CTT members trained to mentor counselors	Count of individuals who attend at least 80% of the training sessions to become mentors for counselors	39[34]	41	11[35]
No. of DTT members trained to train counselors	Count of individuals who attend at least 80% of the training sessions to become trainers	39	41	19
No. of Central MoE staff engaged in developing an M&E plan for the STC program	Count of individuals from central MoE who work on the M&E plan for the STC program	8	10	6
No. of career counselors trained on the Pathways to the Future module	Count of individual counselors who attend at least 80% of the training sessions on the Pathways to the Future module	330	330	179
No. of students in grades 8-11 offered the Pathways to the Future module	Estimated count of students provided with the opportunity to participate in the Pathways to the Future module	130,000[36]	102,755[37]	49,147
No. of Career Counselors trained on the Counselors' Internship module	Count of individual counselors who attend the training session on the Counselors' Internship module	330	269[38]	153
No. of career counselors participating in exploring workplace internships	Count of individual counselors who are offered the opportunity to participate in workplace internships	330	269[39]	153
No. of internship placements/local businesses hosting STC career counselors as interns	Count of individual local businesses that agree to host counselors as interns	80[40]	108	NA
No. of career counselors trained on the Youth Livelihoods Mapping (YLM) module	Count of individual counselors who attend at least 80% of the training sessions on YLM module	330	327[41]	177
No. of students in grades 8-11 offered the Youth Livelihoods Mapping (YLM) module	Estimated count of students provided with the opportunity to participate in the Youth Livelihoods Mapping (YLM) module	130,000[42]	102,755[43]	49,147
No. of career counselors trained on Career Days module	Count of individual counselors who attend at least 80% of the training sessions on Career Days module	330	320[44]	172

33. ERSP focused efforts on leveraging sponsorship contributions for the LStS program, as STC sites had sufficient resources available to support renovation and furnishing as well as activity implementation.
34. Estimated at one trainer per directorate in 39 FDs.
35. South Mazar FD had 2 CTT members, the Head of Counseling and a division member were following up on program implementation.
36. The target was over estimated due to an error in assumptions and the consequent calculation.
37. The overall cumulative actual fell short of the target due to the small numbers of students in some governorates, especially in the South region.
38. This activity was halted in Year 5 due to delays and the otherwise involvement of MoE staff and counselors in the Tawjihi exam. If ERSP were to reschedule this activity to a later time, it would have caused a delay in the implementation of the YLM activities with students.
39. Even though the activity was cancelled in Year 5, the counselors were exposed to some aspect of the internship experience through the YLM visits.
40. Target could not be estimated, but the actual was reported when available.
41. The overall cumulative actual fell short of the target because there were counselors on maternity and sick leaves (as reported each quarter/year).
42. The target was over estimated due to an error in assumptions and the consequent calculation.
43. The overall cumulative actual fell short of the target due to the small numbers of students in some governorates, especially in the South region.
44. The overall cumulative actual fell short of the target because there were counselors on maternity and sick leaves (as reported each quarter/year).

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS	NUMBER OF FEMALES
No. of schools hosting Career Days	Count of schools that hold at least one Career Day for 80% students (8-11) grades	330	320[45]	177
No. of professional careers hosted/ represented at STC schools during Career Days	Count of individuals or companies that offer representation at the Career Days	1,650	1,847	NA
No. of students in grades 8-11 offered the Career Days module	Estimated count of students provided with the opportunity to participate in the Career Days	130,000[46]	102,755[47]	49,147
No. of career counselors trained on Students' Internship module[48]	Count of individual counselors who attend at least 80% of the training sessions on Student Internships module	200	130	86
No. of internship placements/local businesses hosting STC student interns	Count of individual local businesses that agree to host student interns	200	108	NA
No. of select students in grade 11 offered the Workplace Internships module[49]	Estimated count of students provided with the opportunity to participate in the workplace Internships module	1,600	806	572
No. of career counselors who receive STC tool kits	Count of trained counselors who receive the STC activities tool kit	330	330	179
No. of principals participating in STC Orientation session	Count of individual principals who attend the STC orientation session	330	283[50]	98
No. of parents and/or community members involved in STC activities	Estimated count of individual parents and/or community members who attend at least one STC activity (Orientation, CC sessions, Career Day)	8,250	4,813[51][52]	NA

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45. In four of the schools where the counselors did not attend the training on the Career Days module, a counselor from a neighboring school implemented the Career Day activity in that school.
46. The target was over estimated due to an error in assumptions and the consequent calculation.
47. The overall cumulative actual fell short of the target due to the small numbers of students in some governorates, especially in the South region.
48. Only counselors in schools with grade 11 participated in this training.
49. Only students in grade 11 participated in this activity.
50. The reported actuals fall below the overall target because not all principals attended the orientation sessions which took place on the first day of the Counselors' training on Pathways.
51. In general, the estimated actual was calculated at 10 parents/community members per school attended the orientation session, and 10 parents per school attended the implementation sessions at the schools.
52. The overall cumulative actual fell short of the target. The original plan was to reach out to 3 neighboring schools per targeted school; however, the implementation strategy changed and this called for a reduction in the number of community participants. Additionally, the shortfall is attributed to the smaller number of students in some governorates, especially in the South region.

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS	NUMBER OF FEMALES
Component 2: Youth, Technology & Careers (YTC)				
Life Skills through Sports (LStS) program[53]				
No. of schools participating in the LStS program	Count of schools that implement the 24 LStS sessions	100	100	59
No. of agreements signed for private funds and/or in-kind contributions leveraged in support of the LStS program	Count of sponsorship agreements signed with the private sector contributors	5	8	NA
No. of Central MoE staff engaged in developing an M&E plan for the LStS program	Count of individuals from central MoE who work on the M&E plan for the LStS program	11[54]	11	3
No. of CTT members trained to mentor PE teachers	Count of individuals who attend at least 80% of the training sessions to become mentors for PE teachers	12	40[55]	9
No. of DTT members trained to train PE teachers	Count of individuals who attend at least 80% of the training sessions to become trainers	18	18	3
No. of PE teachers trained on the LStS modules	Count of individual PE teachers who attend at least 80% of the training sessions on the LStS modules	100	116	66
No. of PE teachers implementing the LStS program	Count of individual PE teachers who carry out at least 6 LStS sessions with students	100	106	62
No. of students in grades 8-11 participating in the LStS program implemented by ERSP	Estimated count of students provided with the opportunity to participate in the LStS sessions rolled out by ERSP	13,520	10,518[56]	2,533
No. of students in grades 8-11 participating in the LStS program implemented by MoE	Estimated count of students provided with the opportunity to participate in the LStS sessions rolled out by the MoE	8,300	12,240[57]	6,000
No. of community sport activities conducted (e.g. orientation sessions with parents, sports leagues and festivals)[58]	Count of directorate-based sports activities implemented	200	130[59]	NA

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53. LStS targets were modified (refer to official request and justification approved by USAID in September 2012).
54. Target was revised because the Ministry changed the MoE/LStS staffing structure and number.
55. The actual trained exceeded the targeted to ensure adequate mentoring and support for PE teachers in all the targeted FDs.
56. The overall cumulative actual fell short of the target due to the smaller number of students in some governorates, especially in the South region.
57. The actual far exceeded the target. In Year 5, the MoE implemented the LStS activities with 80 students in each of the targeted 105 schools.
58. This includes 21 orientation sessions (one per school), 6 leagues (2 per region) and 6 festivals (2 per region).
59. The reported actuals fall below the overall targets because no festivals and leagues were implemented in the first year; and then, per the original plan, FD-based leagues and festivals were to be conducted. However, with the revised implementation strategy, leagues and festivals are now held on the regional level. Also, due to the initial delay in launching the LStS program, only a few schools in Year 1 held orientation sessions.

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS	NUMBER OF FEMALES[60]
Component 3: Professional Development (PD)				
No. of Induction training courses/ modules/materials developed for new teachers	Count of training courses for new teachers developed and approved by MoE	3	3	NA
No. of newly-hired teachers participating in the Induction Foundation training[61]	Count of new teachers who attend one or more of the four sessions of the induction foundation course	3,090	2,321	1,461
No. of newly-hired teachers participating in the Induction General training	Count of new teachers who attend one or more of the 20 sessions of the induction general course	3,090	2,976	2,193
No. of newly-hired teachers participating in the Induction Specialized training	Count of new teachers who attend one or more of the 12 sessions of the induction specialized course	2,190	1,499	1,153
No. of newly-hired teachers who complete the Induction PD program	Count of individual new teachers who have marked attendance in all 3 courses within the Induction PD program	3,090	2,347[62]	948
No. of resources for mentors developed	Count of resource materials for mentors developed and approved by MoE	1	1	NA
No. of mentors trained to support newly-hired teachers	Count of mentors who attend one or more of the 3 sessions of the mentoring for teachers training course	2,954[63]	2,172	1,622
No. of In-Service training courses/ modules/materials developed for teachers	Count of training courses for in-service teachers developed and approved by MoE	3	3	NA
No. of schools completing the In-service PD program	Count of schools that complete the In-service training through the Specialized course that is rolled out/implemented by ERSP	390	382[64]	246
No. of school staff participating in the In-Service Foundation training	Count of individuals (excluding principals) who attend one or more of the 4 sessions of the in-service foundation course	7,524	6,678[65]	3,786
No. of principals participating in the In-Service Foundation training	Count of individual principals who attend one or more of the 4 sessions of the in-service foundation course	390	325[66]	210
No. of school staff participating in the In-Service General training	Count of individuals (excluding principals) who attend one or more of the 12 sessions of the in-service general course	5,942	4,891[67]	3,132

60. For Induction, the cumulative count of females covered Years 3, 4 and 5 only; gender disaggregation data is not available for Years 1 and 2. For In-service and Leadership, the cumulative count of females covered Years 2, 3 and 4 only; gender disaggregation data is not available for Year 1.
61. Based on the new implementation model for the Induction program, in Year 5, the Foundation and General courses were merged into one (24 workshops, 5 hours each).
62. The reported cumulative total fell below the overall target due to a couple of reasons. First, the assumption was that all new teachers who participate in the Induction program will successfully complete it (i.e. will have marked attendance in all three Induction courses, but this was not the case. Second, the pool of potential new teachers varied each year.
63. Number depended on the distribution of teachers to schools as mentor assignment was determined based on the number of schools and not the number of trainees.
64. During the life of ERSP, 8 schools dropped out of the PD program (4 in Year 2 and 4 in Year 3).
65. The target was calculated at an average of 18-20 participants per school. However, the actual average available population at each school was around 12 because of the variances in school size. So, the actuals reported were below target but directly proportionate to school size and average participant enrollment in the program.
66. The reported actuals fell below the overall target because some principals chose not to participate in the In-service PD program with the teachers in their schools. Even though they were invited, per official letters, and urged to attend, they opted not to show up.
67. The target was calculated at an average of 18-20 participants per school. However, the actual average available population at each school was around 12 because of the variances in school size. So, the actuals reported were below target but directly proportionate to school size and average participant enrollment in the program.

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS	NUMBER OF FEMALES
No. of principals participating in the In-Service General training	Count of individual principals who attend one or more of the 12 sessions of the in-service general course	390	307[68]	199
No. of school staff participating in the In-Service Specialized training	Count of individuals (excluding principals) who attend one or more of the 12 sessions of the in-service specialized course for teachers	6,744	4,254[69]	2,643
No. of certified teachers	Count of teachers who complete the in-service PD program and achieve at least 70% on the various assessments and accordingly receive the accreditation certificate	6,394	3,726[70]	3,202
No. of school staff who complete the In-service PD Program	Count of individual school staff (excluding principals) who have marked attendance in all 3 courses within the In-Service PD program	7,174	3,589[71]	2,465
No. of Leadership training courses/ modules/materials developed for leaders (principals and supervisors)	Count of training courses for leaders (principals and supervisors) developed and approved by MoE	4	4	NA
No. of supervisors participating in the Leadership Foundation training	Count of individual supervisors who attend one or more of the 4 sessions of the leadership foundation course	700	868	224
No. of FD staff participating in the Leadership Foundation training	Count of individuals (department heads from the FDs) who attend one or more of the 4 sessions of the leadership foundation course	350	291[72]	44
No. of principals participating in the Leadership General training	Count of individual principals who attend one or more of the 6 sessions of leadership general course	390	291[73]	190
No. of supervisors participating in the Leadership General training	Count of individual supervisors who attend one or more of the 6 sessions of the leadership general course	700	858	224
No. of principals participating in the Specialized for Principals training	Count of individual principals who attend one or more of the 12 sessions of the leadership specialized course for principals	390	292[74]	192
No. of supervisors participating in the Specialized for Supervisors training	Count of individual supervisors who attend one or more of the 5 sessions of the leadership specialized course for supervisors	1,400	854[75]	219

68. The reported actuals fell below the overall target because some principals chose not to participate in the In-service PD program with the teachers in their schools. Even though they were invited, per official letters, and urged to attend, they opted not to show up.
69. The reported actuals fell below the overall target because the actual average available population at each school varied; and in direct proportion with the school size, the average participant enrollment in the program also varied.
70. This represents the confirmed cumulative number of graduates trained by ERSP and the MoE during Years 1, 2, 3 and 4 who satisfied the 75% minimum accreditation requirement for Year 1, and 70% minimum accreditation requirement for Years 2, 3, and 4. Year 5 numbers will be available after the life of ERSP.
71. In Year 4, the re-calculation of the actuals based on the revised indicator definition caused the low reported number.
72. The actual fell below target because the number of available untrained FD staff turned out to be less than the estimated at the beginning of the project. Also, the reported number only included the subset of trainees who participated in the direct ERSP training. In some cases where there was no critical mass in a certain FD, the participants joined the MoE-delivered training sessions.
73. The actual fell below target as the Year 4 reported numbers only included the subset of participants who were engaged in the ERSP-led training sessions as well as those from the ERSP-targeted schools who participated in the parallel MoE training.
74. The actual fell below target as the Year 4 reported numbers only included the subset of participants (Principals and Assistant Principals) who were engaged in the ERSP-led training sessions as well as those from the ERSP-targeted schools who participated in the parallel MoE training.
75. The actual fell below target because the number of available untrained supervisors turned out to be less than the estimated at the beginning of the project. Also, the reported number only included the subset of participants who participated in the direct ERSP training; and not supervisors participating in the MoE training. Other reasons were explained in the Year 4 quarterly narratives.

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS	NUMBER OF FEMALES
No. of principals who complete the Leadership program	Count of individual principals who have marked attendance in 2 courses (General and Specialized) within the Leadership PD program[76]	390	264[77]	173
No. of certified principals	Count of principals who have participated in the in-service PD program (Foundation and General) and the Leadership PD program (General and Specialized) and achieve at least 70% on the various assessments and accordingly receive the accreditation certificate	390	213[78]	134
No. of supervisors who complete the Leadership program	Count of individual supervisors who have marked attendance in all 3 courses within the Leadership PD program	1,790	780[79]	192
No. of educators selected to participate in the ToT program	Count of individuals selected from the pool of interested and eligible schools' and FDs' staff (Principals, deputy principals, lab supervisors, teachers, FD departments Heads and supervisors) to participate in the ToT program	444	505	239
No. of educators participating in the ToT program training sessions	Count of individuals who attend one or more of 20 face-to-face training sessions of the ToT program	444	502	239
No. of educators participating in the ToT program shadowing phase	Count of individuals who attend one or more of the 16 shadowing sessions of the ToT program	444	487	235
No. of educators participating in the ToT program mentoring phase	Count of individuals who are deployed by the ministry to train on the In-service and Leadership programs	444[80]	335	172
No. of educators who successfully complete the ToT program (certified trainers)	Count of individual supervisors who have marked attendance in the first 2 phases of the ToT program	444[81]	477	233
No. of FDs reached by MoE trainers	Count of FDs that enter the In-service and Leadership PD programs that are rolled out/implemented by the MoE	32[82]	32	NA
No. of schools reached by MoE trainers	Count of schools that enter the In-service PD program implemented by the MoE	220[83]	217	146
No. of educators trained by MoE trainers	Estimated count of educators (teachers, lab technician, principal assistant and principals) who enter the In-service PD program rolled out/implemented by the MoE	10,290[84]	2,907[85]	NA
No. of distinguished in-service teachers awarded Higher Education Diploma (HED) scholarships to participate in CADER's "ICT in Education" program	Count of individual educators selected from each school that participated in the PD programs to receive the HED scholarship	390[86]	382	250

76. Principals attended the Foundation training within the In-service program.
77. The actual fell below target as the Year 4 reported numbers only included the subset of participants (Principals and Assistant Principals) who were engaged in the ERSP-led training sessions as well as those from the ERSP-targeted schools who participated in the parallel MoE training.
78. This represents the confirmed cumulative number of graduates trained by ERSP and the MoE during Years 1, 2, 3 and 4 who satisfied the 75% minimum accreditation requirement for Year 1, and 70% minimum accreditation requirement for Years 2, 3, and 4. Year 5 numbers will be available after the life of ERSP.
79. The total reported actual fell below target due to several reasons. First, the available population of supervisors and therefore the number enrolled in the Leadership PD program turned out to be less than the estimated target at the beginning of the project. Second, the reported number only included the subset of trainees who participated in the direct ERSP training; as some supervisors joined the MoE-led training. Third, in Year 4, the re-calculation of the actuals based on the revised indicator definition caused a drop in the reported numbers. Other reasons were explained the Year 4 quarterly narratives.
80. ERSP mistakenly noted the overall target as 444 instead of 324. The mentoring phase for the 120 MoE trainers engaged in the F-F sessions and shadowing phase of the ToT program in Year 5 will not happen until the academic year following the closing of ERSP; however, it is part of the Ministry's transition roll-out plan.
81. Ibid.
82. In Year 5, ERSP prepared additional trainers who joined the existing pool of MoE trainers, so the MoE will be able to roll-out the PD programs in all FDs in the academic year 2014-2015.
83. In Year 5, ERSP prepared additional trainers who joined the existing pool of MoE trainers who will continue to roll-out the PD programs in the academic year 2014-2015. It is anticipated that the ministry will continue the trend of targeting 4 schools per FD. Also, taking into consideration internal capacity and financial resources available, the ministry decided to match the ERSP roll-out model whereby targeting 4 schools per FD rather than adopting an expanded model proposed by ERSP which presumed that the MoE will target 6-7 schools in each of FD.
84. There is a discrepancy between the target and actual because the Ministry decided to adopt the ERSP model for its roll out (i.e. 21 participants from each of the 220 schools = 4,620), and this differed from the estimated target originally proposed by ERSP (i.e. 10,290).
85. The reported actuals were based on counts received from the MoE.
86. The overall target was reduced from 400 to 390 (one recipient per school participating in the ERSP-led PD program implementation). The additional 10 were supposed to be selected from the schools where the MoE rolls out the program; however, these were dropped so as not to cause any turbulence with the MoE-targeted schools.

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)[87]	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS[88]	NUMBER OF FEMALES
Component 3: Professional Development				
Support to the MoE Newly Constructed Schools (NCS) funded by USAID				
No. of Support to NCS training modules developed	Count of training modules targeting NCS school staff developed and approved by MoE	5	6	NA
No. of resources for NCS principals developed	Count of resource handbooks for NCS principals developed and approved by MoE	1 handbook	1 handbook	NA
No. of schools participating in the NCS Support program	Count of newly constructed schools that enter the NCS support program	28	27[89]	18
No. of online modules for NCS principals developed[90]	Count of digitized training modules for NCS principals developed and approved by MoE	1	2	NA
No. of school staff participating in the training on block 1	Count of individual school staff in NCS schools who attend one or more of the 3 sessions of the training on block 1	1,120	1,001[91]	734
No. of school staff participating in the training on block 2	Count of individual school staff in NCS schools who attend one or more of the 4 sessions of the training on block 2	1,120	1,017[92]	753
No. of school staff participating in the training on block 3	Count of individual school staff in NCS schools who attend one or more sessions of block 3 and implement school projects	1,120	1,045[93]	735
No. of school staff participating in the training on block 4	Count of individual school staff in NCS schools who attend one or more sessions of the training on block 4	1,120	967	684
No. of educators and school staff participating in the training on the enhancement activities	Count of individual educators and school staff in NCS schools who attend one or more sessions of the training on enhancement activities	2,950	2,649	1,643
No. of on-site support visits conducted by ERSP to newly constructed schools[94]	Count of on-site support visits conducted by the ERSP coaches/trainers to all NCS to provide mentoring and coaching	3,629[95]	3,804	NA
No. of NCS principals and assistants receiving on-site mentoring and coaching support	Count of individual NCS principals and assistant principals who receive on-site coaching at least once by the ERSP coach/trainer	56	54	36
No. of students in NCS participating in the orientation workshops	Estimated count of NCS students who attend at least one orientation workshop	21,264	20,345	13,072
No. of targeted male students in the NCS participating in the enhancement workshops	Count of NCS male students who attend at least one enhancement workshop	675[96]	675	NA
No. team building activities for male teachers	Count of team building activities implemented that target male educators	36	33	NA
No. of distinguished NCS teachers awarded Higher Education Diploma (HED) scholarships to participate in CADER's "ICT in Education" program	Count of individual educators selected from each NCS to receive the HED scholarship	84	81	54
No. of Change Dissemination events conducted	Count of events implemented in NCS to increase awareness and disseminate information on the new schools, their purpose, structure, functions, and services	56	42	NA

87. All targets were affected by the drop in number of targeted NCS from 28 to 27.
88. All reported cumulative actuals were affected by the drop in the number of participating NCS (27 rather than 28 schools).
89. ERSP implemented the program in 27 out of 28 schools as the construction of one school was not completed.
90. The online modules serve all educators and school staff, not only the principals.
91. The actual available population at each school was less than 60, as was anticipated, especially in the schools targeted in Year 4 that were smaller in size. So, reported actuals are directly proportionate to the actual school size.
92. Ibid.
93. Ibid.
94. During the DQA conducted on 24 April 2013, it was agreed to introduce this activity indicator to replace the one that previously read "No. of NCS school staff receiving on-site mentoring and coaching support".
95. Re-calculation rendered the overall 5-year target 3,629 instead of 3,700.
96. Re-calculation rendered the 5-year target 675 instead of 7,303 as these activities target 75 students from each male school (75 * 9 = 675), and not all students.

ACTIVITY INDICATORS	DEFINITIONS	5-YEAR TARGETS (EOP)	CUMULATIVE ACTUALS AGAINST THE 5-YEAR TARGETS	NUMBER OF FEMALES
Component 4: Data Use for Decision Making (DU)				
No. of queries developed	Count of queries developed and functioning on EduWave	7	7	NA
No. of correlations developed	Count of correlations developed and functioning on EduWave	7	5[97]	NA
No. of central MoE staff trained by ERSP on data use for decision making	Count of central MoE staff who attend one or more of the 6 sessions of the DU training	6	6	0[98]
No. of FDs reached by ERSP	Count of FDs that enter the DU training conducted by ERSP	42	42	NA
No. of FD staff trained by ERSP on data use for decision making	Count of individuals from FDs who attend one or more of the 6 sessions of the DU training	288	431[99]	107
No. of schools reached through direct ERSP training and support	Count of schools that enter the DU training conducted by ERSP	568	568	341
No. of school staff trained by ERSP on data use for decision making	Count of individual school staff who attend one or more of the 5 sessions of the DU training delivered by ERSP	2,840	2,547	1,583
No. of educators participating in the ToT program training sessions	Count of individuals who attend one or both of the face-to-face training sessions of the DU ToT program	250	303[100]	156
No. of schools reached through MoE training and support	Estimated count of schools that enter the DU training conducted by MoE, as per Ministry records/reports	2,927	2,998	NA
No. of school staff trained by MoE on data use for decision making	Estimated count of individual school staff who attend one or more of the 5 sessions of the DU training delivered by MoE, as per Ministry records/reports	11,100[101]	7,487	NA
No. of NCS principals and assistants receiving on-site mentoring and coaching support	Count of individual NCS principals and assistant principals who receive on-site coaching at least once by the ERSP coach/trainer	56	54	36
No. of students in NCS participating in the orientation workshops	Estimated count of NCS students who attend at least one orientation workshop	21,264	20,345	13,072

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97. Five correlations were developed; two were combined in a compound function.
98. Females were extremely underrepresented in the Planning Directorate, on the central and the FD levels.
99. In Year 5, ERSP conducted four onsite support visits to each of the 42 FDs.
100. This represents the number trained, but 296 were actually deployed (information from official letter).
101. The original target was estimated at 3 to 4 trainees from each school. The actual target was reduced due to MoE budget reductions.

ANNEX 3: KEY IMPORTANT DATES

MAY 13, 2009: ERSP contract awarded

ERSP management team arrives in Jordan

JUNE 2009: Orientation presentation for Minister

Change of Minister of Education

JULY 2010: Change of Minister of Education

FEBRUARY 2011: Change of Minister of Education

MARCH 2011: Month of teacher strikes to form the Teacher Union

JUNE 2011: Change in Secretary Generals

New appointment for Head of Training within DTQS

2009

DECEMBER 2009: Change of Minister of Education

2011

NOVEMBER 2009: First retreat with Ministry of Education

JULY 2011: Appointment of new Activities Department Head

Transition Strategy retreat with Ministry Technical Committees

OCTOBER 2011:
Change of Minister
of Education

Change in Managing
Director of DTQS

Ministry structure
changed to a single
Secretary General

APRIL 2012:
Change of Minister of
Education

Change of Activities
Department Head

Establishment of Festivals
Department (transfer of
LSTS program)

FEBRUARY 2012:
Teacher
strikes over
restructuring
civil servant
salaries

DECEMBER 2011:
Another change
in Managing
Director of DTQS

MAY 2012:
DTQS was officially
changed to ETC

Three key sub-
Directorates
formed under ETC
and positions filled

2012

SEPTEMBER 2011:
Teacher Union
authorized to form

Minister officially appoints
ERSP Transition Planning
Committee members

MARCH 2102:
Teacher Union
elections
conducted

OCTOBER 2012:
Change of Minister
of Education

Influx of the Syrian
refugees into
Jordanian schools

ETC returned from
QRC to original
location

AUGUST 2013:
Change of Minister
of Education

Change of Activities
Department Head

JUNE 2012:
Establishment
of Counseling
Directorate
(transfer of STC
program to
Career Counseling
Division)

NOVEMBER 2012:
Transition follow-
up retreat with
Ministry Technical
Committees

MARCH 2013:
Change of
Minister of
Education

2013

JULY 2013:
Change in Managing
Director of ETC

SEPTEMBER 2012:
ETC moved
location to QRC

NOVEMBER 2013:
Parliament
Education Reform
conference held

Change in Managing
Director of General
Education Directorate

APRIL 2014:
Change in Secretary
Generals

Change of Activities
Department Head

A second ETC Sub-
Directorate Head
retired

**DECEMBER 2013 –
JANUARY 2014:**
New protocols
enacted for
administering
Tawjihi exam

JUNE 2014:
ERSP Closing
Ceremony

**JULY 31,
2014:**
ERSP contract
concluded

2014

FEBRUARY 2014:
One ETC Sub-
Directorate Head
retired

MAY 2014:
The third ETC
Sub-Directorate
Head retired

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