



Jordan ER/KE Support Project

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Table of Contents

BACKGROUND:	4
INFRASTRUCTURE AND ORGANIZATION:	5
PROJECT COORDINATION, COLLABORATION AND COMMUNICATIONS:	6
COMPONENT I: EARLY CHILDHOOD EDUCATION	6
ECE TRAINING:	6
REFURBISHMENT OF ECE CLASSROOMS:	7
MOE AND STAKEHOLDER CAPACITY BUILDING:	8
ECE ACTIVITIES BEHIND SCHEDULE:	8
PROBLEMS ENCOUNTERED, SOLUTIONS PROPOSED	9
ACTIONS PLANNED FOR JANUARY TO MARCH, 2005	9
COMPONENT II: YOUTH, TECHNOLOGY, AND CAREERS (YTC)	11
EMERGENCY TEACHER TRAINING (ETT)PROGRAM	12
MIS TEXTBOOK ENHANCEMENT ACTIVITY:	13
DEVELOPMENT OF E-LEARNING MODULES:	14
SCHOOL TO WORK PILOT ACTIVITY:	15
COMPUTER ON WHEELS PILOT ACTIVITY:	17
THE DISCOVERY SCHOOL PILOT ACTIVITY:	17
STUDENT SUPPORT TECHNICIAN (SST) PILOT ACTIVITY:	20
ESP WEBSITE DEVELOPMENT:	20

ACTIVITIES BEHIND SCHEDULE	20
PROBLEMS ENCOUNTERED, SOLUTIONS PROPOSED	20
ACTIONS PLANNED FOR JANUARY TO MARCH, 2005.....	21
CLOSING NOTE:.....	22



Background:

The ERFKE Support Project (ESP) began officially on July 1, 2004. It is a USAID funded project in support of Government of Jordan reforms in education. The project has been assigned for management to the Academy for Educational Development (AED) under the EQUIP 2 cooperative assistance mechanism. AED is implementing the project with the American Institutes for Research (AIR) and the Research Triangle Institute (RTI).

It is important to note that the project is to be managed in the most cooperative and collaborative way possible with the Government of Jordan and other parties e.g. the Development Coordination Unit of the MOE ERFKE project. ESP project personnel work through established Ministry of Education Offices and committees as well as through the ERFKE committee system and with the DCU office. The project is consistent in design with the Government of Jordan knowledge economy thrust, the ERFKE framework and management process, the behaviors and creative problem solving skills that the Ministry of Education wishes its young people, beginning in kindergarten, to develop, with activity based learning to reinforce knowledge by integrating it with practical experiences and with the interactive e-learning enhanced instruction that is being promoted.

The ERFKE Support Project is an integrated set of support and capacity building activities that support two major components of the Government of Jordan's (GoJ) ERFKE initiative:

1. **Improve and Expand Early Childhood Education:** The goal of this component is to improve the physical appearance and readiness of early childhood education (ECE) facilities; modernize and update the ECE curriculum; strengthen the skills of ECE professionals; and promote high quality ECE.
2. **Youth, Technology and Careers (YTC) :** The goal of this component is to enhance the curriculum for the new Management and Information Stream (MIS) in grades 11 and 12 to better prepare youth for the workforce; integrate the use of Information and Communication Technologies (ICTs) into teaching and learning in the MIS program; develop e-Learning curriculum elements¹ to support teaching and learning; strengthen teacher training capacity for the MIS program; help train MIS teachers; and develop a pilot school to work (STW) transition program in grades 9 through 12.

¹ e-Learning Curriculum Elements will consist of ICT-based learning modules covering select aspects of the MIS curriculum that will support the teaching and learning of the MIS content. These e-Learning modules will use a mix of technologies to accelerate learning, stimulate student critical thinking skills, and provide a consistent pedagogical approach and high quality instructional content for all teachers and students in the MIS program.

This report is the second quarterly report for the ESP project. It covers the period from October 1 to December 31, 2004.

Infrastructure and Organization:

Staffing: The chief of party (COP), Donovan Russel resigned his position in mid-December 2005. An interim chief of party, William Darnell, will take up responsibilities in early January; as well as a three week consultancy in January by Eric Rusten, senior technical advisor for component two. A permanent COP will be selected in collaboration with USAID in early 2005. Discussions about strengthening project management and technical areas, especially ICT, will also take place in early 2005.

In December, The EQUIP2 Director, John Gillies, and Deputy Director, Audrey Moore, visited Amman to address organizational concerns and to initiate development of the Monitoring and Evaluation (M&E) framework for ESP. Nassima Briggs, AED Finance Officer also held a week-long financial training with the ESP Administrative/Finance officer Mutayyam Al'Oran. The focus of the training included QuickBooks, review of AED policies and procedures for imprest submission, development of clear financial guidelines and filing systems, and development of ESP financial projections. Consultant Tom Lent worked with the ESP staff on team building and human resource issue. John Middleton, Director the AED Global Education Center, also visited Amman during December for discussions with USAID, MOE and the ESP team.

The ESP project has identified a need to hire additional support as certain work activity such as Discovery Schools expands. USAID/Jordan may also add additional ICT support functions and a Sesame Street activity. A strategic staff analysis for ESP will be initiated in the first quarter of 2005. The focus of the staffing analysis will be to determine qualifications of the current staffing in comparison to the project needs; determine additional staffing requirements for accelerating work on ESP activities; and aligning salaries to the FSN scale.

Facilities Location: During this quarter the ESP settled into its office space in the Seventh Circle area of Amman. With projections of significant staff increases in early 2005, the possibility of finding a new office location with more space will be considered as soon as there is a reasonable estimate projections of how many new staff might be added.

Furnishings and office Equipment: Furnishings are adequate but still being improved. Vehicles were ordered and expected to arrive Jordan by late January 2005.

Personnel Benefits and Obligations: Arrangements with staff and local government offices on social security, income tax and health insurance are running smoothly. It has established policies and practices on types and amount of leave, holiday schedules and office hours and work rules. It is important to point out that even though project personnel are employees of three different organizations i.e. AED, AIR and RTI, employment recruitment, conditions of employment, work regulations, policies and procedures have been harmonized. In response to discussions with ESP staff, personnel and administrative manual is being updated to better clarify certain sections

Project Coordination, Collaboration and Communications:

USAID and ESP Project team: Certain agreements have been made that should improve project implementation: The USAID CTO is Maha al-Shaer. Her primary point of contact is with the ESP COP on all matters concerning project implementation. During project implementation it may be decided by the CTO and COP that direct communication with others at USAID or on the ESP team will lead to smoother implementation of a task or activity. In these instances direct communication will be encouraged with the understanding that the CTO and the COP are copied on all communications.

With the Ministry of Education: All communication of the ESP project with the Minister of Education must include the USAID CTO. Communication with the Secretary General is to include the ESP COP. Once the Secretary General and/or the DCU are informed and approve an action, the ESP team can proceed to work with the concerned MOE officials.

Component I: Early Childhood Education

Year One Results Sought:

- **Complete the renovation of 4 pilot kindergarten classrooms for February Inauguration**
- **Begin renovation of additional 96 classrooms and 20 resource centers**
- **Train 300 teachers**
- **Train 225 principals and 11 ECE Supervisors**
- **Complete assessment of Curriculum implementation for the MoE**
- **Develop a draft accreditation framework**
- **Collect data on parental involvement that leads to the development of strategic plan for increased parental involvement in ECE Education**

During the past quarter, the ECE team has made significant progress in the areas of teacher training and classroom refurbishment.

ECE Training:

ECE Teacher Training: The primary objectives of the broader ERfKE Initiative, Component 4 relate to the establishment of a comprehensive training system for ECE teachers. The goals of the component are to develop flexible and accessible pre-service and in-service training courses; assess and certify worker performance at all levels of the ECD delivery system; and equip enlarged cadres of supervisory personnel to support new trainees within a structured system of assessment. The EQUIP2 ERfKE support project has been working closely with the MoE and DCU to develop and implement a training program that supports the broader needs of the initiative.

This past quarter, the ECE team has made significant progress towards the development of a long term in-service training program. In October and November, the ECE team evaluated thirty kindergarten classrooms. Data was collected related to the physical appearance of the classrooms that contributed to the identification of refurbishment needs. While visiting the classrooms, the team also observed teacher interactions with students, completing various assessments and data collection forms. In addition to classroom observations, needs assessment workshops were held with 225 teachers this past quarter. The purpose of the workshops was to identify the pedagogical needs of teachers in delivering ECE education to children. The results of both the classroom visits and workshops led to the development of a training plan for ECE teachers.

The ECE teacher training program will be conducted from February 8-24, 2005 and will be supported by eight training centers throughout Jordan. The purpose of the training is to assist kindergarten teachers in acquiring the necessary skills to effectively implement the national interactive curriculum. The expected outcome of this teacher training is to build teacher capacity to implement the national curriculum and child centered teaching-learning practices.

Supervisor Training: Teacher supervisors provide teachers with support to implementing curriculum in the classrooms. It is important for these supervisors to also receive training in participatory training methodologies, new standards and the revised curriculum. To ensure that supervisors in Jordan are receiving the appropriate training, the ECE team also completed preparations for a supervisor needs assessment workshop that will be held on the 31st of January.

Expected outcomes of the workshop is to provide the ECE ESP team with information regarding supervisor level of knowledge about early childhood education and their needs to further understand the philosophy and implementation methods of the national curriculum. The workshop will also provide baseline information to assist in developing materials for the ECE supervisor training program to be held February 27- March 3. Supervisor training will contribute to the long term goal of MoE capacity building through creating a team of knowledgeable ECE supervisors who can later contribute to training other supervisors as they are appointed and mentor ECE teachers.

Refurbishment of ECE Classrooms:

To support the ERfKE Initiative's goal of expanding quality ECE education to all Jordanian children, ESP has initiated the renovation and refurbishment of 100 ECE classrooms in Jordan. In the past quarter, 4 pilot classrooms were identified to model the renovations for the MoE. The ECE procurement team completed the purchasing of all furniture and materials for these pilot classrooms, and ordered the outdoor playground materials for the same. All renovations to the four pilot classrooms were completed and the team is on schedule for the inauguration of the four model KGs, which will take place in March. Following the inauguration, renovations on the remaining 96 classrooms will begin.

In addition to completing renovations and ensuring that all equipment was procured for the pilot schools, the ECE team completed training for teachers at the pilot KGs. Pilot kindergarten teachers participated in a workshop that assisted them in learning how to prepare classroom

material, learning aids, children's name charts, label cards. The goal was to assist teachers in creating a physically comprehensive learning environment before the inauguration.

MOE and Stakeholder Capacity Building:

Needs Assessment of the MOE ECE Department: The study reviewed the organizational structure and job descriptions for staff of the department. The main purpose of the study was to comply to the MOEs request to assess the professional needs of the ECE Department staff in order to have a base document that can be used by the Ministry to build capacity through training in various issues such as strategic planning, effective communications with the field; i.e. Teachers, trainers, principals, area directors, supervisors. The study found that most of the staff is involved in licensing activities only. Also, the staff had minimal knowledge on how to proceed with developing short term and long term plans for the tremendous activities that are to promote the ECE field. The study also found that an organizational structure with clear roles, positions, and job descriptions for the department is needed to facilitate the tremendous amount of effort needed to achieve the ECE outcomes. The results of the study will be used by the Ministry as a base document to review staff credential and needs in order to facilitate their professional development.

Local Resource Centers: The ECE team met with local stakeholders to begin to develop a proposal clarifying the functions and uses of the 20 resource centers. The purpose of this effort was to: 1. Increase collaboration with the local stakeholders, 2. Clarify ESP's role in the centers (identify, renovate, furnish), 3. Encourage stakeholders to provide funding to further develop the centers and the educational programs. The Secretary General has requested the proposal by the end of March.

Child Progress Report: The ESP ECE team worked with counterparts in MOE to develop a child progress report. This report allows teachers to evaluate the developing skills of her kindergarten children. The report will be distributed to all of the kindergarten teachers, filled out by her and sent to parents at the end of each semester.

ECE Activities Behind Schedule:

Accreditation: To support the ERfKE Initiative, ESP is to develop a set of minimum standards and guidelines for licensing requirements for ECE teachers. The standards and guidelines should align with the new curricula framework, and be the basis for an institutionalized training program for ECE teachers in Jordan. Contributing to the development of those standards, it is expected that the team will conduct an examination of best practices both regionally and in the world. To date, this activity is behind schedule.

In the original workplan, it was expected that by the end of this quarter, the ECE team would have hired an accreditation specialist, completed the international literature assessment and developed a framework/strategic plan for establishment of the accreditation system. To date, the team has identified the accreditation coordinator, who will be hired in early 2005. The activities related to the accreditation activity will begin during the first quarter of 2005 and every effort will be made to close the gap in the activity schedule.

Parental and Community Awareness Activity: Early childhood education is new to many parts of Jordan, particularly in the rural and peri-urban areas. As a result, there is a need to make parents aware of its benefits and encourage their involvement in and support for their children's schools. Community awareness activities, designed at the community level and entailing practical responsibilities have been successful in other Middle East efforts by encouraging enrollments among the rural and disadvantaged populations.

Diane Lusk, ECE Senior Technical Advisor traveled to Jordan this past quarter to work with the ECE team to develop a framework and plan for the parental and community awareness activity. The plan was to be initiated this quarter; however, due to other project priorities, this activity has not been fully initiated. A draft parent questionnaire will be completed in January. It has been proposed by the Ministry that this activity proceed in collaboration with the local stakeholder activity because UNICEF, for example, has also been working on parent awareness activities. This is expected to be complete by the end of this school year.

Problems Encountered, Solutions Proposed

Materials and Renovations: Procurement of ECE materials for the four pilot classrooms has taken longer than expected. Local staff was unfamiliar with USAID procurement rules and regulations, and delays occurred in obtaining specifications and bids from local vendors. During the consultancy of Dr. Audrey Moore and John Gillies, training was provided to the ESP procurement team and together with home office support, all necessary procurements were processed and the activity was accelerated to meet USAID's inauguration plans. The procurement and renovation activity is now on target.

Teacher Training: In December, it was noted by the MoE EC Department that only 147 of the 300 KG teachers had participated in ESP training activities. The MoE requested that all teachers be trained and that the project provide the required training for the remaining teachers as soon as possible. The ECE team has subsequently developed a training schedule for provided training to approximately 140 teachers in the first quarter of 2005.

Actions Planned for January to March, 2005

Teacher Training:

- Conduct ECE Teacher Training Program in February.
- Conduct ECE Supervisor Training in February.

ECE Classroom Renovations

- Complete refurbishment and renovations in four pilot classrooms.
- Inauguration of four pilot schools in March.
- Development of plan for completing additional 96 classrooms.
- Initiation of procurement for renovation of remaining classrooms.
- Locate and finalize 20 resource Centers for renovation.
- Begin procurement for 20 Resource Centers.

Accreditation

- Initiate and complete literature review of best practices in accreditation.
- Establish an Accreditation Board
- Begin drafting the Accreditation Framework.

Parental and Community Awareness Activity

- Conduct parental needs assessment.
- Analyze and report data.
- Begin Development of Community Awareness materials.

Component II: Youth, Technology, and Careers (YTC)

Year One Results Sought:²

- **Develop a framework for improving the development of MIS textbooks by the MoE.**
- **In partnership with the MoE, strengthen the subject-matter and pedagogical capacity to MIS teachers to teach the different MIS subjects.**
- **Design a capacity building program for the Curriculum Division to enable them to gain the skills to manage the development of e-Learning content.**
- **With the MoE, create a framework to develop at least eight e-Learning modules.**
- **Introduce the e-Portfolios of Achievement to teachers in at least 12 MIS schools and work with ITG/EduWave to implement this feature of the YTC component.**
- **Design a pilot activity for two Discovery Schools, in partnership with the two schools, the MOE and JEI to test alternative approaches to deploying ICTs in Jordanian schools to improve teaching and learning and to improve student-centered instruction.**
- **Procure equipment for the Discovery School Pilot.**
- **Design and develop a Computer-on-Wheels (COW) cart design for a pilot activity to test ways to improve student and teacher access to computers and to improve the ways that students and teachers use ICT in classrooms.**
- **In partnership with the MOE create an teacher training program to improve the subject matter content and pedagogical skills of MIS teachers.**
- **Support new initiatives that assist ERfKE to meet its educational objectives.**
- **In partnership with the MOE finalize the design of the School-to-Work pilot program in at least 12 schools and collaborate with Jordanian organizations (e.g. INJAZ, INT@J, YEA) to implement this pilot.**
- **In partnership with Microsoft and the MoE, finalize the design of the Student Support Technician (SST) pilot activity to test a strategy to improve technical support capacity at schools.**

The overarching goal of the YTC component of ESP is to strengthen and build the capacity of the MoE, schools and teachers to prepare effectively youth enrolled in the Management of Information (MI) Stream for the world of work and Jordan's emerging knowledge economy. To achieve this, the YTC team is using a mix of technical committees, study tours, pilot projects, and intense result-oriented training workshops. The YTC team is specifically collaborating with MoE staff to strengthen local capacity to assess, revise and maintain the new MI Stream curriculum. Pilot projects are enabling the MoE and schools to explore different approaches to integrating ICTs into education to improve teaching and learning and to align the MI Stream with the evolving needs of the ICT labor market.

In the past quarter, the following progress was made by the YTC team in meeting the Year-One objectives presented above.

² Many of these year-one goals will continue for the life of the project.

Emergency Teacher Training (ETT) Program

At the start of Quarter, the MoE requested assistance in designing and implementing an emergency teacher training (ETT) program to quickly build the capacity of teachers to prepare 12th grade students in the MI Stream for the *Tawjihi* exam.³ Because the *Tawjihi* exam is given in January, there was very little time available to provide all 400 MI Stream teachers across Jordan with an intense mix of subject-matter and pedagogical skills needed to prepare 12th grade students for the exam. All six subjects in the MI Stream (three required and three optional) are new and except for providing new textbooks, the MIS teachers had not received training or support to teach these new courses. Furthermore, the ETT program could only be carried out on weekends since teachers were actively teaching during the week.

One of the most important criteria in designing the ETT was to ensure that the training would support the longer-term goals of the ESP/YTC MI Stream teacher training program. Specifically, the YTC and the MoE team did not want the lack of time available for the ETT to sacrifice the long-term need to build teachers' effective pedagogical skills. Because the MoE made this request with only a few months before the end of the 12th grade semester, the YTC team had to complete the design, identify 75 trainers and start the ETT in less than two weeks.

In the first phase of the teacher training, seventy-five perspective trainers were identified. This group included MoE Supervisors, exceptional MIS teachers and graduate students from Jordanian universities offering ICT courses. The YTC team developed and implemented a Training of Trainers (TOT) program for these 75 perspective trainers. At the end of the TOT, the perspective trainers were evaluated for a mix of subject matter and pedagogical skills. Out of the original 75 perspective trainers, 50 were selected to carry out the ETT in eleven training centers in the three regions of the country.

With support from a core team from YTC and MoE, the 50 trainers provided emergency teacher training to 400 teachers every Saturday for 9 weeks from September until December in 11 centers. Each MIS teacher participated in training in at least three of the six MIS courses. Over the 9 weeks, 46 different courses were taught. The training courses included a mix of lecture and hands-on practices. The number of teachers trained in each MIS course varied among the six courses as did the number of training days per course. The three core courses, management (9 days), MIS (6 days) and accounting (6 days) had the greatest level of participation with 163, 160 and 180 teachers respectively. For the 3 elective courses, business statistics (8 days), e-commerce (9 days) and computer programming (8 days), 78, 30, and 99 teachers were trained respectively. This training made it possible for teachers to prepare the 12th grade students for the national exam.

In addition to helping the MIS teachers prepare 12th grade students for the MIS *Tawjihi* exam, the ETT also provided the following benefits:

- During the TOT and the teacher training activities, the team identified a variety of errors and problems with the new MIS program and textbooks. For example, the ETT program

³ This would be the first year that the *Tawjihi* exam would be held for the new Management of Information Stream.

discovered that the MoE's software application for the Computerized Accounting course had several errors that prevented it from working. Similarly, the ETT discovered that the Computer Programming textbook had multiple errors. These and other discoveries have enabled the MoE to start a series of activities to fix and revise all the MIS textbooks.

- The TOT program created a pool of qualified MIS teacher trainers that are available to MoE and ESP in the longer-term MIS teacher-training program. Additional capacity building is needed to prepare these trainers fully for the more comprehensive teacher-training program.
- The ETT contributed to the teams effort to understand the MIS program and start the process of identifying elements of the program that would likely benefit from e-Learning content.
- The YTC team learned that the current Computer Programming course focused on Microsoft's Visual Basic 6.0, an out-of-date language, rather than Visual Basic .Net (the language that is now dominating the Jordanian market).
- The ETT emphasized the importance of have access to the Internet to teach the e-Commerce course.
- The ETT also exposed the critical need for providing MIS students greater access to computers especially for the Computerized Accounting and Computer Programming courses.

Monitoring and Evaluation of the ETT: In November 2004, a monitoring and evaluation workshop for the ETT was held in Ajloun, Jordan. The 50 MIS trainers from the three regions attended this event. The objective of the workshop was to evaluate the progress of the teacher-training program and highlight some of the content, technical and logistic challenges faced in the MIS ETT. The evaluation activity also identified several critical challenges that MIS teachers face in implementing the new MIS program. The result of the workshop included a set of recommendations to the MoE presented in an ETT evaluation report submitted to the MoE's General Secretary. The results of the training program and the evaluation will contribute to improving the overall MIS program and future ESP/YTC activities. Ultimately, this will lead to better Tawjihi results for future academic years and secondary school graduates who have skills that will be better aligned with the ICT market.

Recommendations that are of specific importance to YTC include:

- Future MIS teacher training activities need to focus on pedagogy with a specific emphasis on project-based and student-centered teaching methods.
- Future MIS teacher training should also focus on strengthening teachers' classroom management skills.

MIS Textbook Enhancement Activity:

As part of the larger ERfKE initiative, MIS curriculum and textbook consultants from Canada visited Jordan to work with MoE staff to review the MIS curriculum and textbooks. The results of this assessment along with the results from the ESP's ETT program caused the MoE to implement an effort to revise and improve the MIS curriculum and rewrite the MIS textbooks. During the start of this process, the YTC team in collaboration with staff from the Curriculum Directorate (CD) held a series of meetings with the Curriculum Enhancement Committee. An

early meeting with this Committee exposed a critical gap in the understanding and skills of the teams who were developing the revised MIS textbooks. In response to this gap, the YTC team organized a series of Textbook Enhancement workshops.

As part of this process, the YTC and CD teams created a textbook review committee to review the MIS textbooks to ensure their accuracy, pedagogical quality, consistency among the textbooks and their alignment to ERfKE goals. The workshop participants created a framework for the MIS textbooks to guide the authors. This framework, which was approved by the CD, ensures that each unit in the textbooks includes the following key elements:

- A clearly defined set of learning outcomes presented at the start of each unit.
- All technical terms are clearly defined with examples in the margin of the text near where the term initially appears.
- Case studies illustrating critical concepts are presented using Jordanian examples where possible.
- Suggested exercises and activities are provided to students and teachers to extend learning.

To support this effort, the YTC team involved workshop participants in an activity to identify the different content strands in each MIS textbook and course.

The development of the textbook enhancement framework along with the extraction the content strands contributed to effort by the YTC and CD teams to identify common themes on which e-Learning modules could be developed (see below). These themes, along with more effective textbooks will assist efforts to build the capacity among MIS teachers to adopt more student centered approaches in their teaching.

Development of E-Learning Modules:

The YTC team worked with the MIS Curriculum Directorate team to identify discreet elements of the MIS curriculum that would benefit from the development of e-Learning modules. These MIS e-Learning modules will be designed reinforce the ERfKE framework, strengthen student ICT skills, make learning the MIS curriculum practical and hands-on, enhance the learning of complex concepts, reinforce problem-solving and critical-thinking skills, support new project-based pedagogical practices, and strengthen teachers' subject matter skills.

In the past quarter, the YTC, in collaboration with the MoE, established the e-Learning Steering Committee to ensure that all stakeholders have a say in the process of designing and developing the MIS e-Learning modules. This Committee formulated e-Learning objectives and will identify the themes that will be used to focus the development of the e-Learning modules.

These themes will enable the e-Learning modules to link across MIS subjects and topics to present a realistic understanding of the how ICTs and MIS are to be integrated in companies. To help youth link the MIS content to the world of work, a business metaphor will form the core of the e-Learning modules. Because there are different sized companies and the size of a business effects the way that basic MIS concepts are articulated in reality, the company metaphor will use

three different sized companies: a large enterprise, a medium sized company and a small business or startup.

This process is the first step towards preparing an RFQ and selecting the company that will collaborate with ESP for the production of the e-Learning modules and supplemental material to enhance the MIS curriculum. The YTC team also interviewed six Jordanian companies with experience developing e-Learning content and with the potential of developing the MIS e-Learning content. Each of these companies were provided with background material and details to prepare a demonstration introductory e-Learning module as part of the selection process. The demonstration modules were schedule for presentation to the ESP team in mid-January.

School to Work Pilot Activity:

The ER/KE Support Project (ESP), funded by the USAID/Jordan is working to contribute to the Ministry of Education's (MoE) efforts to achieve this vision by piloting a School-to-Work (STW) initiative as part of ESP's Youth, Technology and Career (YTC) component. The STW pilot is being planned and carried out in collaboration with the MoE staff, schools, local NGOs and businesses in the community.

Preparation for the supply side: This past quarter, the STW/YTC team, working in coordination with the DCU and the MoE, visited 18 schools in the three regions of Jordan. Questionnaires were distributed to principals and teachers in order to identify schools and candidate teachers that fit the defined selection criteria for participation in the STW pilot. The 18 schools are distributed across Jordan's 3 region; north, center and the south. All of the schools in the North and Center regions are offering the MIS curriculum. Schools in the South are vocational schools with an emphasis on the tourism and hospitality sector. All 18 of these schools are running the INJ@Z program and the teachers have taken professional development courses including the ICDL, Intel Teach to the Future or World Links. The schools were expected to have established links to the surrounding business community.

After the questionnaires were completed and the field visits were finished, the final selection of 12 schools and 31 teachers was carried out. The following challenges were identified as a result of the school visits:

1. The selection criteria decreased the number of schools that could participate in the initiative.
2. The lack of material incentives for teachers in exchange for their participation in the pilot inhibited teachers from agreeing to participate.
3. Schools in Amman have small numbers of teachers who heavy work loads and therefore they have little time to participate in extra projects or other activities such as the STW pilot.

Schools in Amman are overloaded with work related to many new initiatives including JEI, ERfKE, World Links, Intel, Microsoft, etc. As a result, principals and teachers are hesitant to become involved in yet another new initiative. In addition, some teachers and principals

reported that some new projects have not delivered much benefit to the school, teachers or students while increasing their workload and difficulty at the school.

Preparation for Demand Side Activities: During this quarter, the ESP team prepared a terms of reference for a national ICT employment demand study is being carried out by the NHCRD to assess the number and nature of ICT jobs that exists in the Jordan, the growth of this sector, and the number of students being trained for ICT jobs by universities, community colleges and NGOs. The demand study, which will be completed in the January-March 2005 quarter, will seek to identify gaps in training to meet job demands and gaps in the skills youth are gaining during the different training programs with respect to what employers need.

Private Sector Participation: Meetings were held with representatives from 16 private companies in the three regions of Jordan after identifying the three STW industry clusters, ICTs in the North, entrepreneurship in the Centre, and tourism in the South. A questionnaire was distributed to these companies to help select the companies that could host teachers from the STW partner schools for a 7-10-day internship activity. ESP will create agreements with private sector companies in order to clarify roles and responsibilities regarding the upcoming teacher internships and future student internships.

Private companies along with representatives from INJAZ, YEA, JABA, INT@J and other stakeholders, will be candidates for the Core STW Working Group that will be established to ensure that lessons learned from the STW pilot can help decision makers plan how STW activities might be scaled-up in other schools across Jordan.

The following challenges were identified according to the results of the field visits:

- The North Region: Internet café's and computer companies, although local, are still small businesses and their relatively small size created two obstacles:
- Businesses are often run by only two to three employees, making it very difficult for them to host both teacher and student interns. Also, since there are so many of these small companies offering the same services, the business climate is not robust and the business owners cannot afford to take on tasks that will not contribute to their capacity to earn a profit.
- The management of these businesses is weak and the work environment is very unprofessional. Therefore, many of the businesses did not seem to provide an appropriate working and learning environment for teachers or students.

The South Region: Tourism in Wadi Mousa after September 11th 2001 and the war in Iraq have suffered drastically. Most of the hotels are either closed or barely occupied. The high season in Wadi Mousa is during the spring and summer when schools are closed. The combination of these factors will make it difficult to find suitable internships.

Teacher Internships: An internship activity for teachers will be carried out from 27th January 2005 to February 3rd 2005. Each of the 31 teachers participating in the STW pilot will be hosted by a local business. The teachers will be given a series of tasks and activities to carry out during their internship. In partnership with the STW project team; these teachers will use their internships experience and results from other training activities to produce a STW curriculum.

Agreements with local organizations: ESP is establishing partnerships with local organizations such as INJAZ, INT@J and YEA to implement different part of the STW pilot project.

Computer on Wheels Pilot Activity:

The Computers on Wheels (COW) pilot activity seeks to test an alternative to using computer labs in schools as a way of providing teachers and students' access to computer technologies and Internet access. In addition to testing ways to increase the amount of time that students and teachers have access to computers, the COW pilot seeks to improve the quality of access by testing different pedagogical approaches to integrating computers and Internet access into routine teaching and learning. Basically, the COW activity consists of designing and building rolling cart with laptops, a WiFi system, peripherals, and classroom control software. Rather than having students move from their classroom to the lab to use computers, the COW brings the computers to the classroom. One objective of the COW pilot is to explore if this system will enable teachers to more completely integrate the use of technology into their lessons.

The YTC team has accelerated progress on this activity in the past quarter. A school selection criteria was prepared for the COW schools and four schools were selected to implement the COW activity. One of the schools is part of the Discovery School program and the other three are located in different regions of the country.

During this quarter, ESP orchestrated a private sector partnership with Intel Corporation to participate in the design and implement the COW pilot activity. Under this partnership, Intel will contribute funds and engineering expertise. During the October 2004 JEI update meeting, YTC staff met with Intel representative to discuss the partnership for the pilot and define the roles and responsibilities of the different parties.

Also during the quarter, Intel and YTC staff discussed the COW pilot activity with possible computer companies to see if the partnership could be expanded. Meetings with Hewlett-Packard staff were held to discussion the possibility of their involvement in the pilot.

The selected schools for the COW pilot activity are currently awaiting approval from the MoE. The University of Jordan was contacted and requested to help develop a concept design for the COW. However, concerns about the pilot project were raised when the University and indicated that involving may cause the pilot to take longer to implement than desired. As a result, it may not be possible to collaborate with the University.

The Discovery School Pilot Activity:

The Discovery School program is an special school technology initiative being carried out through a partnership between the Jordan Education Initiative (JEI)⁴, the MoICT (Ministry of Information and Communications Technology) and the MoE. Under this initiative, 100 schools in and around Amman have been selected to receive an infusion of computer technologies,

⁴ JEI is an initiative of the World Economic Forum that seeks to demonstrate the power of public private partnerships to improving education as well as to understand how ICTs can empower better education.

multiple teacher training activities and broadband connectivity. The Discovery Schools will also have access to e-Learning content being developed for math, English as a foreign language, science, and Arabic.

Under the JEI school technology model, subject-matter teachers are being provided with laptop computers and an LCD projector (presently only math teachers in some Discovery Schools have been provided with laptops and projectors). To enable the laptops to be connected to the Internet and e-Learning content, a WiFi network is established in the schools. In addition, subject-specific computer labs with about 20 computers are being established. Presently, most Discovery Schools have an ICT Lab (established under an earlier MoE program) and a few have e-Math Computer Labs. The Discovery Schools are also scheduled to be connected to the MoE's Data Center by broadband fiber optic links. However, presently, only some Discovery Schools have ASDL connections to the Queen Rania Data Center where all e-Learning content is hosted and where access to the Internet can be enabled.

During the October JEI meeting in Amman, several members expressed concern about the technology model being promoted by JEI in the Discovery School. Some members were concerned about the long-term financial and technical sustainability of providing all teachers with laptops and LCD projectors.⁵ Others were concerned that e-Learning content could not be effectively used with only one teacher-controlled computer in the classroom. Others also felt that the teacher-laptop model could perpetuate teacher-centered instruction. For these and other reasons, the MoE and USAID/Jordan wanted to explore alternative approaches to providing access to computer technology in public schools and to improve the integration of ICTs in education. To achieve this objective, USAID/Jordan asked the ERfKE Support Project to design and carry out a pilot activity in two Discovery Schools that test alternative approaches to both deploying ICTs in schools and using these resources to improve teaching and learning.

To help the MoE understand the impact of using different approaches to using ITC in schools and classrooms, the ESP in collaboration with JEI and the MoE will test different approaches. During this quarter, the ESP/YCT team worked with JEI and MoE staff to discuss different possible options that could be tested in two Discovery Schools (one boys' and one girls' school). The following is a summary of the options being considered for this pilot activity during this quarter.

- *Alternative approach to using data show projectors* – Under the JEI strategy, each teacher would be provided with a laptop computer and LCD projector that they would carry from classroom to classrooms to use with the e-Learning content. This teacher-centered approach limits the amount of interaction that students can have with the computer and e-Learning content. In addition to JEI's data show approach, YTC in collaboration with the ICT department at the MoE will test and evaluate the use of alternative display technologies that may include the use of large flat screen computer monitors, standard TVs and flat-screen TVs fixed in one to three locations in the classroom. In addition to evaluating the different technologies and the possible differences in costs for implementing and maintaining this equipment, the YTC team in collaboration with the

⁵ The bulbs for LCD projects cost between \$400 and \$500 to replace and it is estimated that these will need to be replaced each year under the conditions present in public schools. With only 35 teachers per school, this could cost \$1,400,000 per year for the 100 Discovery Schools.

MoE will also work with teachers to develop more student-centered and project-based learning approaches to integrating the teacher's laptop computer into learning activities

- *Alternative approach to deploying computers in the school* – Under the JEI strategy, the only way for nearly all students to directly use computers is in subject-specific computer labs. Because there are relatively few computer labs per school, the amount of access time per student is quite low. In an attempt to address this challenge, YTC is proposing to install four computers or more in some classroom where space and class size allows (the teacher would also have his or her laptops). These computers would be connected to the teacher's laptop via the school's LAN. By using Classroom Control Software, the teacher would be able to control what is displayed on the monitors of the four classroom computers and therefore manage the instructional process. At the same time, the teacher would be able to release control so that clusters of students at each of the computers (including the teachers) would be able to engage in group learning activities. This would enable the teacher to engage in more student-centered teaching and make more effective use of project-based learning activities.
- *Open-use Computer Labs* – Under the JEI model, computer labs are subject-specific. This model may limit the more flexible use of expensive computing facilities. The YTC and MoE are considering the possibility, where space allows, establishing open-use computer labs that would allow students and teachers from a variety of subjects to use the computers when needed regardless of the subject.

Upon completion of the pilot and subsequent evaluation, the YTC with the MoE/ICT team will provide recommendations to the most effective model for integrating ICT into the curriculum.

With help from the MoE and JEI, the YTC team selected the following five Discovery Schools in Amman for this pilot project.

- 1- Dirar Bin Al-Azwar comprehensive secondary school for boys.
- 2- Ahmed Tokan secondary school for boys.
- 3- Nuzha secondary school for girls.
- 4- Sameer Refaie secondary school for girls.
- 5- Khansa School for girls

YTC staff visited and surveyed these five schools and collected the following information so that the two pilot schools could be identified.

Assessment Items:	Dirar Bin Al-Azwar Boys	Ahmed Tokan Boys	Nuzha Girls	Sameer Refaie Girls	Khansa School Girls
No. of classes/school	37	37	22	7	26
No. of students/school	810	1386	603	208	928
No. of students/class	37	35	27	30	38
Grades in school	4-11, 12	10,11, 12	11, 12	9- 12	1-11,12
No. of MIS classes	4, 4	--, 3, 3	4, 4	2, 2	--,1 , 1
No. of MIS students	227	239	227	56	58
MIS students/class	34	35	24	27	30

Enthusiasm for project	High	High	High	High	Medium
Compatibility of School (Technically)	Medium	High	High	Medium	High
School Type	Comprehensive	Comprehensive	Comprehensive	No	Comprehensive

Based on this assessment, the YTC and MoE team selected Ahmed Tokan Secondary School for boys and Khansa'a School for Girls, for the pilot project.

After this, the ESP procurement personnel prepared an Invitation To Bid (ITB) document based on the specifications provided by JEI and the MoE. Seven Jordanian companies were identified and a similar tendering process was conducted in the US to comply with USAID regulations. Based on the results of the vendor bids, the ESP home office staff submitted a waiver request from the US source and origin requirements of the EPS contract with USAID.

Student Support Technician (SST) Pilot Activity:

In partnership with Microsoft, the ESP will design and carryout the SST pilot. During the last quarter, Microsoft and YTC staff refined the design of the pilot. Under this pilot activity, teams of up to 12 youth in grades 9 and 11 will be selected along with one or two teachers who will act as SST Champions. The teachers and students will receive basic technical support training and gain skills in accessing and using the Microsoft/MoE Help Desk System at the Queen Rania Center. This is designed to help school keep their computer systems running effectively and help teachers optimize the use of the valuable resources. This pilot is designed to be self-sustaining by having the teams of youth when they are in grades 10 and 12 respectively train new teams in grades 9 and 11.

ESP Website Development:

The YTC web technology staff finalized the design for the ESP website and began to add content to the WebPages. The website will be an opportunity for the project to showcase activities and outcomes of the project as well as link the EQUIP website to reach an even broader audience. The website will be officially published at the end of February.

Activities Behind Schedule

- E-portfolio pilot is slightly behind schedule. However, e-learning will be accelerated in next quarter and the expected results for the year should be met.
- Accreditation activities for the MIS are delayed, Active recruitment of a coordinator is in progress.

Problems Encountered, Solutions Proposed

As previously discussed, the ESP project will be hiring additional staff in the first quarter of the new year to support both the YTC and ECE components. The staffing analysis, which will be

completed in February 2005, is not unusual for projects at this stage of development. The staffing analysis will assist the team to better determine human resource and support needs.

In November, 2004 USAID/Jordan raised concerns about the performance of RTI – a subcontractor responsible for the design and implementation of the STW activity. The mission indicated that activities were behind schedule and that the quality of the work plan was not addressing the needs of Jordanians. Following several attempts to support RTI, the decision was made to terminate their contract.

At the end of January 2005, a team of three STW consultants will join the ESP team over a three-week period. This team will assist the ESP project in finalizing the design for the STW pilot project. The consulting team includes:

- Dr. John Middleton, Director, Global Education Center, AED;
- Dr. Keith MacAllum, Sr. Study Director, National Institute for Work and Learning, AED; and
- Dr. Catherine Oleksiw, Sr. Research and Evaluation Officer, National Institute for Work and Learning, AED.

The specific objectives for this visit include:

- a. Developing a comprehensive strategy for the STW pilot in consultation with the MoE.
- b. Determining, in consultation with the MoE, the objectives and outcomes for the STW pilot.
- c. Developing a comprehensive monitoring and evaluation strategy that links the activity to the USAID PMP plan, the broader ESP M&E plan and the MoE's ER/KE initiative.
- d. Establishing formal partnerships with local organizations such as INJAZ, INT@J, and YEA.

The expected outcomes from this visit include:

- a. Completing the STW pilot work plan that illustrates the programmatic strategy, objectives, and outcomes.
- b. Completing the monitoring and evaluation (M&E) plan for the STW pilot and link it to overall ESP M&E plan.
- c. Where appropriate, developing new partnerships with local organizations and businesses.
- d. Examining the staffing requirements for the STW pilot.

Actions Planned for January to March, 2005

Enhancement of ICT Curriculum

- Complete revision of MIS textbooks to ensure compliance with ER/KE goals and objectives.

E-Learning Modules

- Prepare and send out RFPs for E-learning module development.
- Begin development of the first two e-learning modules.
- Identify four subsequent modules to be completed.

JEI Schools Pilot Project

- Complete procurement of equipment for the two JEI schools.

- Develop and implement teacher training for the pilot activity.
- Identify a local organization to conduct pre and post assessment/evaluation of methodologies.

Computer on Wheels

- Design and fabricate COWS
- Implement COWS in one school

Teacher Training

- Hire a Senior Teacher Training Specialist
- Design institutional plan for MIS teacher training with objective of having a draft framework completed by the end of the next quarter.
- Design and implement the needs assessment to determine prospect of developing a virtual community for teachers.
- Based on results of assessment, begin development of the content for the virtual community.
- Conduct a needs assessment workshop for Principals
- Conduct an informational workshop for the MoE that leads to the development of an incentive plan for the training activity

New Initiatives

- Conduct and finalize the IT Sector Demand Study. Phase I completed by March 2005. Phase two initiated during the next quarter.

Accreditation

- Recruit and hire a YTC accreditation coordinator
- Conduct a literature review of best practices.

Closing Note:

The EQUIP2 and ESP team recognizes that the management challenges faced by ESP are significant and require dedicated time and people to resolving the challenges. In January, EQUIP2 will field interim CoP William Darnell and Senior Technical Advisor Eric Rusten. Their leadership and strong management skills will provide the needed guidance to the ESP field team to accelerate activities and move the project towards its broad objectives. By the end of the next quarter, activities that are currently behind schedule will have made significant progress and full staffing of all key project positions will be completed.



Jordan ER/KE Support Project

**Quarterly Report
January-March 2005**

(Revised 11th May 2005)

Submitted to USAID Jordan

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Table of Contents

TABLE OF CONTENTS	2
BACKGROUND:	3
PROGRAM MANAGEMENT AND ADMINISTRATION:	4
PROJECT COORDINATION, COLLABORATION AND COMMUNICATIONS:	5
COMPONENT I: EARLY CHILDHOOD EDUCATION	5
CAPACITY BUILDING OF ECE TEACHERS THROUGH TRAINING:.....	6
REFURBISHMENT OF ECE CLASSROOMS:.....	7
ACTIONS SET AGAINST ACHIEVEMENTS (PLANNED FOR JANUARY TO MARCH, 2005).....	8
COMPONENT II: YOUTH, TECHNOLOGY, AND CAREERS (YTC).....	10
COMPUTER ON WHEELS (COW) PILOT ACTIVITY:.....	17
THE DISCOVERY SCHOOL PILOT ACTIVITY:	17
STUDENT SUPPORT TECHNICIAN (SST) PILOT ACTIVITY:	17
ACTIVITIES BEHIND SCHEDULE.....	18
PROBLEMS ENCOUNTERED, SOLUTIONS PROPOSED.....	18
ACTIONS PLANNED AGAINST ACHIEVEMENTS FOR JANUARY TO MARCH, 2005	18
SUMMARY OF PLANNED ACTIVITIES FOR NEXT QUARTERLY PERIOD (APRIL-JUNE 2005)	20



Background:

The ERFKE Support Project (ESP) is a USAID funded project in support of Government of Jordan reforms in education that began officially on July 1, 2004. The Academy for Educational Development (AED) manages the project under the EQUIP 2 cooperative assistance mechanism. AED is implementing the project with the American Institutes for Research (AIR).

ESP is managed in the most cooperative and collaborative way possible with the Government of Jordan and other parties (e.g. the Development Coordination Unit of the Ministry of Education (MoE) ERFKE project). ESP project personnel work through established Ministry of Education Offices and committees as well as through the ERFKE committee system and with the DCU office. The project is consistent in design with the Government of Jordan knowledge economy thrust, the ERFKE framework and management process, the behaviors and creative problem-solving skills that the Ministry of Education wishes its young people, beginning in kindergarten, to develop, with activity-based learning to reinforce knowledge by integrating it with practical experiences and with the interactive e-learning enhanced instruction that is being promoted.

The ERFKE Support Project is an integrated set of support and capacity-building activities that support two major components of the Government of Jordan's (GoJ) ERFKE initiative:

1. **Improve and Expand Early Childhood Education:** The goal of this component is to improve the physical appearance and readiness of early childhood education (ECE) facilities; modernize and update the ECE curriculum; strengthen the skills of ECE professionals; and promote high-quality ECE.
2. **Youth, Technology and Careers (YTC) :** The goal of this component is to enhance the curriculum for the new Management and Information Stream (MIS) in grades 11 and 12 to better prepare youth for the workforce; integrate the use of Information and Communication Technologies (ICT's) into teaching and learning in the MIS program; develop e-learning curriculum elements¹ to support teaching and learning; strengthen teacher training capacity for the MIS program; help train

¹ E-Learning Curriculum Elements will consist of ICT-based learning modules covering select aspects of the MIS curriculum that will support the teaching and learning of the MIS content. These e-Learning modules will use a mix of technologies to accelerate learning, stimulate student critical thinking skills, and provide a consistent pedagogical approach and high quality instructional content for all teachers and students in the MIS program.

MIS teachers; and develop a pilot school to work (STC) transition program in grades 9 through 12.

This report is the third quarterly report for the ESP project. It covers the period from 1st January to March 31st, 2005.

Program Management and Administration:

Staffing: International

Dr. William Darnell took over responsibility for the program as interim Chief of Party (COP) in January 2005. Subsequently, Dr Darnell was confirmed as Chief of Party for ESP effective April 1st.

An extensive search for a Deputy Chief of Party (DCOP) was initiated in January 2005. Mr. Jeffrey Coupe was selected to be the DCOP effective April 20, 2005.

Staffing: National

Dr. Taghreed abu Hamden was selected as the accreditation specialist for the Early Childhood Education component. She began work March 15, 2005

Ms. Fatima Mughrabi was selected as the new teacher training coordinator for the Youth Technology and Careers program. She will begin work at ESP in May 2005.

Recruitment was also initiated through newspaper advertisement for the two positions of:
School to Careers Manager
Pilot Projects Coordinator for Discovery Schools

The search continues for a teacher trainer in the Early Childhood Component.

Terms of reference for a Monitoring and Evaluation Specialist are being prepared.

Consultancies

Mr. Eric Rusten visited Jordan twice during the quarter as Senior Technical Advisor for the Youth Technology and Careers component.

Dr. Keith MacAllum & Dr. Catherine Oleksiw visited Jordan during the period January 30 – February 17, 2005 to assist the ESP team with preparation of a plan for implementing the STC program. This consultancy was in response to the decision by the Research Triangle Institute to withdraw from participation in ESP.

Mr. David Benedetti visited Jordan 3rd-17th February to assist the ESP team in preparing the Work Plan for 2005.

Dr. Mona Habib arrived in Jordan for the period February 23-March 10 to work with the Ministry in training ECE supervisors and developing supervision tools.

Facility Location: During this quarter, the ESP initiated a search for expanded office facilities, given present and expected staff increases in early to mid-2005. New office space has been identified in the Fifth Circle area of Amman. The office is expected to relocate to the new premises by mid-May.

Furnishings and Office Equipment: Furnishings are adequate but still being improved. Vehicles, though in-country had not been delivered to the office by the end of the period covered by this report. With the increase in staffing, it is anticipated that the project will need to purchase one or two additional vehicles. The project is currently relying on rental vehicles to provide supplementary transport. This is an expensive alternative.

Personnel Benefits and Obligations: Arrangements with local government offices on social security, income tax and health insurance continue to run smoothly. ESP's policies and practices on human resource issues have been updated.

Project Coordination, Collaboration and Communications:

USAID and ESP Project team: The USAID CTO is Maha al-Shaer. Her primary point of contact is William Darnell, ESP COP, on all matters concerning project implementation. The working relationship with USAID has been very positive during the past quarter.

With the Ministry of Education: All communication of the ESP project with the Minister of Education must include the USAID CTO or Director SSO. Communication with the Secretary General is to include the ESP COP. Once the Secretary General and/or the DCU are informed and approve an action, the ESP team can proceed to work with the concerned MOE officials.

Component I: Early Childhood Education

During the past quarter, the ECE team has made significant progress in the areas of teacher training and classroom refurbishment.

Summary of Significant Achievements in the Last Quarter

- Collected data from teacher needs assessment workshops to strengthen the ECE teacher training program as part of the ESP quality assurance activities (PMP indicator 4).
- ECE team contributed to the development of an instrument for teachers to evaluate the curriculum content.
- ECE Training of Trainers workshop completed and delivered to MoE
- Completed the renovation and furnishing of four pilot kindergartens. The kindergartens are ready for the inauguration which is scheduled to take place on 8th of May, 2005.

- Completed an integrated MOE, ESP, NCFA, and UNICEF early childhood work plan.
- Hired an ECE accreditation specialist who assumed her position with ESP/ECE.

Capacity Building of ECE Teachers through Training:

During the first quarter of the year ESP undertook field studies in thirty kindergarten classrooms with the intention of assessing teacher training needs. The assessment consisted of group meetings with 225 teachers who identified areas of concern and interest for future workshop training. The results of the assessments were used in discussions with members of the Development Co-ordination Unit of the MoE in reviewing the needs of teachers and how they could be addressed in future teacher training workshops. At these meetings the results of previous teacher training initiatives were also discussed. Trainers were provided with a complete set of training materials for use in the workshops. These included Personal data forms, trainer self assessment forms, teacher assessment of trainer forms amongst others. 111 teachers attended the workshops in eight centers throughout the country.

ESP workshops in kindergarten teacher training began on the 8th February in a number of locations throughout Jordan. During the workshops the teachers received 42 hours of training, 4 hours per day. This training reflected the needs as identified in the assessment of teachers in the various kindergartens focusing on core areas within the National Curriculum. ESP/ECE field staff has been following up on the training through continuous field site visits. ECE/MOE supervisors also attended the training to enable them to carryout further training initiatives in the future.

The ESP/ECE team completed a needs assessment workshop for the MoE ECE supervisors at the beginning of the year. Supervisor needs were assessed through small group activities and discussion and by completion of needs assessment questionnaires. The information gathered was used as a basis for planning supervisor training workshops. The workshops took place in mid March, over 5 days.

Dr. Mona Habib, from the American Institute for Research (AIR), during her consultancy in Jordan, assisted ECE staff to improve the MoE teacher training capacity for ECE teachers and supervisors. She visited several training sites with the ESP staff. She also visited schools in several areas of the country including; Mafrak, Irbid, Salt and Jerash.

During the workshops supervisors were provided with information about the National Developmental Standards developed by NCFA. These standards serve as bench marks for physical, emotional and cognitive development of the child. The standards were used in the workshops to develop kindergarten objectives. Standards were then used to develop kindergarten supervisory forms to be used by the supervisors while contributing to the formative evaluation of kindergarten teachers. Several forms were developed; principal interview, teacher interview, classroom resources, instruction in KG classrooms, student engagement in learning tasks.

Refurbishing ECE Classrooms:

The four Kindergartens identified as the pilot for the refurbishment of 100 kindergartens throughout Jordan were completed at the beginning of March. All classroom materials have been delivered together with the outdoor play facilities. All equipment is now being used by children in these kindergartens.

The official opening was originally planned to take place at the end of March however this has been moved to 8th May. Of the four kindergartens completed within the pilot program, Manshiet Hisban School was chosen as the site for the inauguration by Queen Rania. This decision was based on the capacity of the building. Manshiet Hisban School has a large auditorium and wider than average corridors. The pilot kindergarten is ready for the inauguration. The ESP Program is also in the process of preparation of all necessary items for the inauguration, including the idea of a promotional video for the opening and information leaflets.

During the first months of the year ESP teams visited the four refurbished kindergartens several times to support teachers in the optimal use of the new facilities. Teacher assistance included support in the organization of the classroom and the location of learning materials.

The pilot program has helped to inform revision of the furniture needs of the other 96 kindergartens and has lead to a new set of criteria for the amount of furniture each new kindergarten will require. Engineers have also assessed the kindergartens which have yet to be refurbished and have broken the 96 identified schools down into clusters, which will be refurbished one cluster at a time between March 2005 and the end of May 2006.

In collaboration with local stakeholders a literary resource center proposal was developed for discussion with the MoE at the end of March. The proposal identified target groups who would benefit from the services offered by the proposed centers and the role of the stakeholders. The proposal also went into detail with regard to project phases, materials and services to be provided, success indicators and unit cost.

Enhancing the National Interactive ECE Curriculum

In January the Higher Committee for Monitoring and Evaluation of the National Curriculum, including ESP staff, met with His Excellency the Secretary General to layout a Monitoring and Evaluation plan. Two phases were identified for the evaluation process; Phase I, planned and implemented by the MoE and local consultants. Phase II, will be a collaborative approach between ESP, MoE, stakeholders and International Consultants. As part of Phase I a technical subcommittee which included ESP members was formed to develop curriculum evaluation tools.

Assisting MoE to Develop a Kindergarten Accreditation Framework

An Accreditation Specialist has been identified and hired by the program and began her work in the middle of March. The main role of the Accreditation Specialist is to review local and international licensing and accreditation documents. Part of this role will involve field visits to more than 20 Kindergartens around the kingdom.

Parent/Community Participation

A parent needs assessment questionnaire draft was developed for review by the MOE. This survey tool will be used to gain information from parents on their child rearing practices and to link families to kindergarten classrooms. ESP is currently exploring ways to collaborate with local organizations to carry out this activity. The launch of the parent needs assessment survey is scheduled for 2006.

Actions Set Against Achievements (Planned for January to March, 2005)

Teacher Training:

Conduct ECE Teacher Training Program in February.

Status: Completed

Conduct ECE Supervisor Training in March.

Status: Completed

ECE Classroom Renovations

Complete refurbishment and renovations in four pilot classrooms.

Status: Completed

Inauguration of four pilot schools in March.

Status: Now to be inaugurated by Her Majesty Queen Rania on the 8th May 2005

Developing plan for completion of the additional 96 classrooms.

Status: The refurbishment planning team separated the 96 kindergartens into clusters for staggered implementation.

Initiation of procurement for renovation of remaining classrooms.

Status: Process is ongoing; clusters 1&2 scheduled to begin May 2005

A resource centre concept paper was drafted by stakeholders for discussion with MoE. Resource centre will focus on parent participation in developing the children's literacy skills.

Status: The Literacy centre proposal has been finalized with stakeholders.

Begin procurement for 20 Resource Centers.
Status: Process is ongoing

Accreditation

Initiate and complete literature review of best practices in accreditation.
Status: Process is ongoing

Establish an Accreditation Board
Status: This is now planned for the next quarter of 2005

Begin drafting the Accreditation Framework.
Status: This is now planned for the next quarter of 2005

Parental and Community Awareness Activity

Strategy for working with parents and communities to be developed by August 2005

Summary of Planned Activities for Next Quarterly Period (April-June 2005)

Objective 1: Capacity Building of ECE Teachers through Training

Supervisors' follow-up workshop

1. Meeting with supervisors collecting their feedback on the pilot use of supervision forms.
2. Modify forms according to the pilot results

Objective 2: Renovating and Furnishing ECE Facilities

1. Identify pilot resource center
2. Renovate pilot center
3. Renovate and furnish 10 classrooms and playground areas in clusters 1 & 2.
4. Assess sites for clusters 3 and 4 (10 classrooms)

Objective 3: Enhancing the National Interactive ECE Curriculum

1. Planning for second phase of curriculum evaluation
2. Workshop for kindergarten teachers to improve the national curriculum

Objective 4: Assist MoE to Develop a Kindergarten Accreditation Framework

1. Assess the local documents regarding accreditation
2. Assess international literature on accreditation
3. Establish Accreditation Advisory Board

4. Begin the establishment of the accreditation framework

Objective 5: Parental/Community Participation

Plan in-service training for Fall 2005/2006 school year including a parent involvement component.

Component II: Youth, Technology, and Careers (YTC)

Summary of Significant Achievements in the Last Quarter

- 68 e-learning modules identified and agreed upon by the e-Learning Working Group.
- 6 selected e-learning companies presented a demonstration for e-MIS based on a scenario prepared by the Youth, Technology to Careers (YTC) team
- 12 MIS textbooks mapped and integrated themes and sub-themes developed as the foundation of the project based learning.
- 18 Communities of Practitioner's centers of training identified and master trainers and supervisors selected.
- Need assessment questionnaire developed and finalized for Management of Information Stream (MIS) teachers, principals, parents and students, to be distributed in the 18 training centers
- Technology committee for the discovery schools assigned and a vision for technology in the school has been developed.
- Technology mapped per floor in each of the discovery schools based on the recommendations of the technology committee
- Technology committee formulated in three Computers on Wheels (COW) schools and a vision for COW use in schools has been developed.
- School to Careers internships in private business carried out for 16 teachers in the north.
- Information and Communication Technology National Study has been finalized by the National Center for Human Resource Development and is being reviewed by AED
- Intel/AED agreement launched at the Ministry of Education to partner in the COW program

Objective One: Enhancing Management of Information Stream (MIS) Curriculum

The Ministry of Education's (MoE's) Management of Information (MI) Stream is a new field of study for high school students, that has been initiated as part of Ministry's vision of preparing youth for work in Jordan's emerging knowledge economy. This vision seeks to ensure that graduates from secondary schools have marketable skills for work in Jordan's growing information technology sector and other areas of the economy requiring use of ICT's. The new MI Stream is being implemented in grades 11 and 12 and replaces the Commercial Education stream that was part of Jordan's vocational education program. The MIS stream requires students to take three core courses: Computerized

Accounting; Management of Information Systems; and Basics of Management. Students can also select from three elective courses: Computer Programming, E-Commerce, and Business Statistics. A teacher's guide will also be developed for each of the six courses by December 2005.

The current grade 11 and 12 MI Stream curriculum consists of six textbooks, one for each subject, used by teachers and students. The textbooks were hurriedly developed as an interim solution for launching the new stream. MoE staff are now working to develop a comprehensive curriculum as part of ERfKE. The textbooks are also being reviewed against ERfKE's goals and subsequently being rewritten. Staff from the Youth Technology and Careers (YTC) component of the USAID-Jordan-funded ERfKE Support Project (ESP) are working with MoE staff to enhance the MI Stream curriculum, develop e-Learning modules, and train MI Stream teachers to improve the teaching and learning of the six MI Stream subjects.

An important part of the enhancement process is a structured review of the MI Stream's curriculum strands. This assessment process is helping the MI Stream textbook authors produce textbooks that comply with ERfKE's goals. The MIS² team is also focusing on enhancing the curriculum so that the benefits from project-based student-centered learning, critical thinking, active problem solving and the building of practical skills are not just theoretical but have practical application. This focus on active learning strategies will contribute to improving the teaching and learning process. This process of building the capacity of the text book authors and the MoE's curriculum team is a critical part of the process for developing the e-learning modules.

Introduce Project Based Learning Approach - Theme Integration:

In the last quarter, the YTC Team supported the MIS staff in the Curriculum Division of the MoE and the MIS textbook authors in preparing the framework for the newly developed text book. The MIS team also reviewed the content strands for each subject and was able to identify common themes on which project based learning approaches and e-learning modules could be developed. In the workshop, carried out by the YTC team, six main integration themes were identified for the six textbooks including: basic concepts, planning, organization, communication, control and decision making.

Twenty MIS textbook authors mapped the strands for the six MIS subjects and aligned the strands in a scope and sequence chart that highlights potential integration between these subjects. The scope of this chart refers to the development of a concept within one subject area. The sequence in the chart refers to the lateral links or the development of a concept as it cross cuts with other MIS subjects. By using these themes, links between subjects will be identified and students will find learning concepts more meaningful.

These themes, along with more effective textbooks will assist efforts to build the capacity among MIS teachers to adopt more student centered approaches in their teaching.

² The MIS team is comprised of staff from the MoE, teachers, professors and MoE consultants and EPS/YTC staff.

Create Strategy for Implementation of Transition from VB6 to VB.net in the Computer Programming Course of the MIS Curriculum:

One of the main issues raised was the computer programming language that will be used in the new MIS textbook. Computer programming is one of the 3 elective courses in the MIS stream. The programming language currently used in this course is Microsoft's Visual Basic 6.0. Microsoft has dropped VB 6.0 (VB6) and introduced Visual Basic.Net (VB.Net). Most software programming companies and programmers have switched from VB6 to VB.Net.

Teachers in the field have encountered difficulties understanding the VB6 program and were concerned that having begun VB6 they may be asked to learn VB.Net. ESP/YTC team facilitated a meeting with the DCU and an ICT specialist at the MOE to evaluate which programming language, VB.Net or VB6, would be best for the Management of Information (MI) Stream Curriculum. A draft strategy to enable the MoE to transition from VB6 to VB.Net was developed and submitted as a draft report to the DCU/MOE. Subsequently a meeting was held with the Secretary General and education officials to discuss the proposed strategy for transition from VB6 to VB.Net. The transition strategy was approved on January 27, 2005.

Develop E-learning Modules for the MIS Textbooks:

The Management of Information Stream e-Learning Program, referred to as *MIS-Online*, is a set of e-Learning modules that will be developed to enhance the teaching and learning of the six MI Stream courses. MIS-Online will be integrated within the Ministry's overall MI Stream curriculum. MIS-Online will be used by all Jordanian students' ages in grades 11 and 12 who are enrolled in the MI Stream. Presently, about 200 public schools offer the MI Stream curriculum and this number is expected to increase over time. Some private schools also offer the MI Stream curriculum and will be given the option of accessing the MIS-Online modules.³ This program will supplement the Ministry's existing MIS curricula, textbooks and other teacher resources. It is intended that MIS-Online will support teachers' efforts to improve the teaching of MI Stream subjects and students' effort to successfully engage in MI Stream courses.

Each MIS-Online module will be designed around the project based learning (PBL) approach. Each module will guide the student through the process of carrying out a learning project that demonstrates student knowledge and skills needed to accomplish the specified tasks.

The design of the MIS-Online system and individual modules will be a collaborative process involving three main groups:

1. the e-LWG (e-Learning Working Group) including a team from the Curriculum Directorate of the Ministry of Education;

³ The ESP will not provide support to private schools seeking to use the MIS-Online modules. All costs related to using these modules or for preparing private school teachers to integrate these modules into their programs must be covered by the private schools.

2. the ESP/YTC team
3. the design/development team from the selected company who will build modules and deploy the MIS-Online learning system.

On 13th February an E-Learning Working Group meeting was conducted. The content specialists Dr. Walid Salameh and Dr. Ghassan Otaibi revised the six crosscutting integration themes for e-Learning which including basic concepts, planning, organizing, communication, leadership and control. Building on the integration themes previously identified several workshops were conducted with authors of the six MIS textbooks and the e-LWG.

The e-Learning Working Group held several meetings to discuss the main integration themes for MIS and to devise a plan to prepare the scope and sequence chart for MIS content that would be used in the MIS e-Learning modules. Results from this workshop show that there was limited horizontal linkage between the six MIS subjects.

The MIS curriculum consultant recommended that this problem could be addressed within the e-Learning modules since the textbooks are now finalized. The teachers' guides could also help address this problem.

Two recommendations came from the workshops:

- To create a simulated e-commerce environment for students through which they can populate an e-commerce transaction system using software installed on the school's server.
- To create a management of information knowledge system that students could use to store information used to simulate MIS decision making processes. This would help students understand difficult concepts. .

The e-Learning Working Group (e-LWG) conducted a meeting to review and approve the 68 suggested modules that were defined during an earlier workshop.

Seven e-learning companies were contacted and they were invited to a meeting to explain the e-Learning program. A scenario based on three different companies (large, medium, and small) was prepared by the YTC team to introduce to the MIS e-learning program. The companies prepared a demonstration module based on this scenario that would introduce the MIS e-Learning program. These modules were received and a technical evaluation sheet was prepared. This process is part of the longer-term capacity building activity at the MoE's Curriculum Directorate. The demonstration modules will also be used as part of the process to prepare an RFQ for the production of the modules and to select one or more Jordanian companies to carry out this work.

Six Jordanian e-Learning Companies presented their introductory demonstration modules for the MIS e-Learning modules along with their corporate profiles as part of the selection process for a partner company to produce the e-learning modules for MIS.

ESP/YTC Prepared and presented a paper for the World Bank on the development of the MIS curriculum and e-learning program.

Objective Two–Strengthen MoE’s Training Program for MIS Educators

A Community of Practitioners CP Approach:

This professional teacher development program will go beyond the traditional cascading design to build a community of MI Stream educators who will be empowered to take on greater responsibilities for building the capacity of their peers. This will ensure that the new skills obtained by the teachers are sustained and continuously strengthened. Master Teachers will facilitate and reinforce the knowledge of the MIS modules, teaching and training skills by managing an on-line program where teachers exchange experiences and share teaching materials they create to enhance learning.

The concept of an MIS “Community of Practice” was introduced to the head of training at the MoE as a way of increasing the impact of teacher training programs and enable on-going professional development for teachers. The training sites used during the Emergency Teacher Training (ETT) with one additional site were proposed as venues where MIS teachers could be organized into a Community of Practitioners (CP). All 12 CP locations will be linked via an electronic network. The 12 MIS supervisors were selected to participate in the CP's along with twelve MIS teachers identified as being Master Teachers who participated in the ETT, these teachers will also be part of the MIS teacher’s network.

These core members, with support from ESP/YTC and the MoE will have the responsibility of facilitating CP activities. A workshop was conducted on 24th March to introduce the vision of the MIS Community of Practitioners to this core group. The YTC team with MoE staff introduced the following programs to the supervisors: MIS e-learning, COW and Discovery schools, Student Support Technicians and e-portfolios of achievement.

Each supervisor and teacher reviewed the assigned centers and identified the schools in their region offering the MIS program. Upon their recommendations, the ESP increased the number of training sites to 18 so that each would have no more than 15 MIS Schools linked to each site. During the workshop, a proposed need assessment questionnaire for teachers, principals, supervisors and students was reviewed by the core practitioner’s team and finalized. The MIS school, class, student and teacher observation checklist were also reviewed by the core practitioner’s team. These will also be used to help establish standards for the MIS education and for quality assurance.

Training in the Use of ICT in Education:

The evaluation of the Emergency Teacher Training program and several field surveys at public schools show that teachers are undergoing intensive training at this time.⁴ During the ETT and the school visits, teachers expressed concern that the workshops resulted in

⁴ These training programs include: the ICDL training which has been required by the MoE for all teachers, Intel’s Teach to the Future program, the World Links Technology Training Program for Educators, ITG’s EduWave training and JEI’s introductory computer training.

a very heavy workload and this was having a negative impact on their performance in the classroom. Women teachers also explained that the timing of these training programs favored participation by men since many women teachers are unable to stay at school after hours for training and childcare is rarely provided during weekend training activities. One of the most important concerns about training activities, expressed by teachers, is that they find it difficult to integrate effectively what they have learned into the teaching of their specific subjects after the training. As a result, much of the training is not applied to improve classroom teaching and learning. In response to this need, the ESP/YTC team proposed their assistance to the Secretary General of the Ministry of Education in developing a concept paper for a comprehensive and integrated teacher training program. This approach would integrate ICT and pedagogical skills training offered by others (Intel, World Links and EduWave), with subject-specific training. This training approach would enable teachers to learn how to design and implement lessons in their classrooms that integrate ICT's into subjects to improve classroom teaching and learning. Subsequently ESP held discussions on developing an integrated framework for ICT technology training for teachers with the head of the MoE's training division Mr. Ayasra.

ESP/YTC prepared a concept paper for the World Bank on developing “comprehensive ICT in education training program” and the piloting of the program in six ESP/YTC technology schools.

Objective Three–Assist the MoE in Developing an Accreditation System for MIS

During a recent World Bank meeting, attendees raised several issues about accreditation initiatives at the Ministry of Education. Notably, one concerned the importance of linking quality assurance to the MoE's decentralization effort. ESP/YTC decided, in collaboration with MoE, to refer to MIS accreditation as assisting in developing MIS standards and creating a framework for quality assurance. This will be part of the larger Ministry strategy. During the World Bank supervision mission it was agreed that it is inappropriate to presume that an accreditation system could be effective in a highly centralized system. However, quality assurance is essential to the MIS program.

Objective Four– Implement School-to-Career Transition Pilot

The ESP/YTC is piloting a School-to-Careers (STC) initiative as part of ESP's Youth, Technology and Career (YTC) component. The STC pilot is being planned and implemented in collaboration with the MoE staff, schools, local NGOs and businesses in the community.

Preparation for the supply side: The STC/YTC team has been working in coordination with the DCU and the MoE, to organize teachers' internships in different sectors appropriate to the regions where the schools are located. The internships were organized by the YTC/STC team in order to link the supply side with the demand side.

Internships took place between the 29th January and the 2nd February, 2005. These consisted of 12 teachers interned at 4 companies in central and southern regions of Jordan including Amman, Karak and Wadi Mussa. The teachers came from a broad educational background and included both male and female staff. The Internees were introduced to real life experiences related to the use of technology in the work environment.

Due to logistical and communication problems, the internship for the teachers in the North was delayed. The internships took place between the 14th and the 17th March, 2005. Sixteen teachers interned at 3 companies in the North region of Jordan. All internships took place at different companies and factories at the Qualified Industrial Zone in Irbid. The companies were: Century Wear - clothing manufacturer, Century Electronics - manufactures for Motorola and the Arab Industrial Engineering Company (AIEC).

Agreements with Local Organizations: ESP is establishing partnerships with local organizations such as INJAZ, INT@J and YEA to implement different elements of the STC pilot project.

ICT Demand Survey

The second draft of the ICT demand survey carried out by the National Center for Human Resources Development has been finalized. The study is being evaluated by a team of consultants in the main office at AED in Washington D.C.

Objective Five–Test Innovative Approaches for Using ICT's to Enhance Teaching and Learning

The YTC team in collaboration with the ICT department at the MoE will carry out several interrelated pilot projects and enhancement activities to help the Ministry test alternative approaches for integrating the use of computer technologies into education. These pilot projects will be a collaboration between MoE and the Jordan Education Initiative (JEI). An important element of each pilot project will be to develop a strong sense of local ownership by school educators, teachers and principals, students and members of the local community. The immediate success and long-term sustainability of the different pilot projects and ERfKE itself will depend largely on the ability and commitment of principals, teachers and students to integrate the use of computer technologies into routine teaching and learning. *Ultimately, it is up to teachers to make effective use the computer technologies in their schools and classrooms.* An important part of this process is establishing a Technology Committee at each school and then working with this committee to develop a locally appropriate technology plan linking the ERfKE vision with local realities. Local ownership for the pilots will enable the school and community to take responsibility for ensuring that these expensive resources are enhancing education.

The ERfKE Support Project, in collaboration with the MoE and others, is designing and implementing the following, three initial pilot projects:

- Computers-on-Wheels (COW) Pilot;
- Student Support Technician (SST) Pilot; and

- The Discovery School (DS) Pilot.

Computer on Wheels (COW) Pilot Activity:

Talks have been initiated with Earth Walk, a company located in Manassas, Virginia. They have developed mobile computer cart technologies that are tested, effective and affordable for schools in the US and around the world. They have also found solutions to the electrical problems that Jordan faces. Discussions have been initiated between ESP/YTC team, Maani ventures and Earth Walk to create a hybrid COW for Jordan.

Several workshops have been conducted at the three pilot COW schools; Bushra in Irbid, Balqa School in Salt and Al Hassan School in Karak⁵. In these workshops a technology committee has been identified for each school. A vision has been created for the use of this technology in the schools. Schools were also looking into the possibility of improving the design of the COW cart to make it more student friendly.

The Discovery School Pilot Activity:

The ESP/YTC team, in collaboration with the MoE/ICT department and staff from JEI, selected Al-Khansa girls' school and Ahmad Toukan comprehensive secondary boys' school for the ESP/Discovery School pilot project. A technology committee was established in both schools.

During visits to these two schools to discuss the pilot activity and assess the schools' infrastructure, teachers and principals raised several concerns and difficulties they are facing with using ICT's in their schools. Many concerns were also raised about the newly initiated MI Stream. Student enrolment in the MI Stream in both schools is much higher than expected, and enrolment in MIS is expected to grow over the next few years. After initiating this stream, the schools faced many challenges related to the curriculum, and with applying MoE regulations and procedures related to integrating ICT's into education. In response to the concerns and questions raised by these teachers and principals, the ESP/YTC team, in collaboration with ICT staff at the MoE, proposed to raise all concerns and challenges to the Minister of Education for consideration.

Student Support Technician (SST) Pilot Activity:

In partnership with Microsoft, ESP is in the process of carrying out the SST pilot. During the last quarter, Microsoft and YTC staff refined the design of the pilot. Under this pilot activity, teams of up to 12 youth in grades 9 and 11 will be selected along with one or two teachers who will act as SST Champions. The teachers and students will receive basic technical support training and gain skills in accessing and using the Microsoft/MoE Help Desk System at the Queen Rania Center. This pilot is designed to be self-sustaining by having teams of youth in grades 11 and 12 train new teams in grades 9 and 10.

A fourth COW is planned for one of the Discovery Schools but the school has yet to be identified ⁵

ESP held meetings with Microsoft coordinator Mr. Mohammad Hilal to initiate the project were conducted. The program will begin as soon as the equipment is deployed in the technology schools.

Discovery School Pilot

The specifications for the equipment were agreed upon with JEI and the bidding process is in progress.

Queen Rania Center Improvement:

Several meetings were set with the concerned stakeholders from the Ministry of Education, JEI and the Microsoft representative to prepare the Terms of Reference for the recruitment of an international consultant to assess the Queen Rania Center. The TOR was finalized for consultant Jesse Rodriguez and he will begin work in April.

Web Progress for the Period January – March 2005:

During this period, minor changes were made to the website design to make it more user-friendly. The finalizing of the website design enables the uploading of pictures and documentary contents, thus allowing program staff to incorporate fact sheets and other news items about the ongoing work of the program.

The design of the site has also involved the creation of empty pages for the content authors to be able to publish directly to the web.

The current website URL is: <http://www.esp-jordan.org/draft11>

Activities behind Schedule

E-portfolio pilot is slightly behind schedule. However, e-learning will be accelerated in the next quarter and the expected results for the year should be met.

MIS Accreditation objective activities have been delayed due to the recommendations from the World Bank. The objective has been reviewed to become standards and quality assurance for the MIS stream.

Problems Encountered, Solutions Proposed

Delays in preparing of RFP from the main office in Washington due to higher than expected work commitments during this period.

Actions Planned against Achievements for January to March, 2005

Enhancement of ICT Curriculum

Complete revision of MIS textbooks to ensure compliance with ERfKE goals and objectives.

Status: Completed

E-Learning Modules

Prepare and send out RFPs for E-learning module development.

Status: Work in Progress

Begin development of the first two e-learning modules.

Status: Reliant on fulfillment of above RFP

Identify four subsequent modules to be completed.

Status: Reliant on fulfillment of above RFP

JEI Schools Pilot Project

Complete procurement of equipment for the two JEI schools.

Status: Delay in issuance of waiver entailed a second round of bidding after initial bids were no longer current

Develop and implement teacher training for the pilot activity.

Status: Work has commenced with initial vision agreed upon and technology committee for each school has been identified

Identify a local organization to conduct pre and post assessment/evaluation of methodologies.

Status: In Progress

Computer on Wheels

Design and fabricate COWS

Status: Work in Progress with Earth walk and Manni Co's.

Implement COWS in one school

Status: Training in progress

Teacher Training

Hire a Senior Teacher Training Specialist

Status: Senior Teacher Training Specialist has been identified and will start in April.

Design institutional plan for MIS teacher training with objective of having a draft framework completed by the end of the next quarter.

Status: Institutional plan completed draft framework being developed.

Design and implement the needs assessment to determine prospect of developing a virtual community for practitioners for the MI Stream in the previously identified 18 training centers.

Status: Completed

Based on results of assessment, begin development of the content for the virtual community of practitioners.

Status: Delayed, awaiting assignment and recruitment of Coordinator

Conduct a needs assessment workshop for Principals

Status: In Progress

Conduct an informational workshop for the MoE that leads to the development of an incentive plan for the training activity

Status: Completed

New Initiatives

Conduct and finalize the IT Sector Demand Study. Phase I completed by March 2005. Phase two initiated during the next quarter.

Status: Completed

Quality Assurance and Standards

Recruit an M&E and QA person for the MIS program.

Status: Completed.

Conduct a literature review of best national and international practices in Quality Assurance and standards setting.

Status: Delayed due to unclear vision of the Accreditation process.

Summary of Planned Activities for Next Quarterly Period (April-June 2005)

Plans for the next quarter

- Select company to carry out the e-learning program for the MIS
- Work with MoE and IT company to interview SME to write e-learning scenarios for the integration sub-themes
- Deploy technology in two discovery schools
- Train teachers on the use of technology in the classrooms in the two discovery schools
- Introduce first COW introduced to the discovery school
- Analyze needs assessment questionnaire and develop a training plan for MIS developed
- Conduct teacher guide development training for the MIS curriculum enhancement team
- Initiate a plan for the SST program in the six technology schools



Jordan ER/KE Support Project

**Quarterly Report
April-June 2005**

Submitted to USAID Jordan

Under Cooperative Agreement No. 278-A-00-00226-00

July 28, 2005



Table of Contents

BACKGROUND:	3
PROGRAM MANAGEMENT AND ADMINISTRATION:	4
Staffing: International	4
Staffing: National	4
Consultancies	5
PROJECT COORDINATION, COLLABORATION AND COMMUNICATIONS:	6
Summary of Significant Achievements in the Last Quarter	7
Capacity Building of ECE Trainers, supervisors, and Teachers and through Training	7
Refurbishing ECE Classrooms	9
Enhancing the National Interactive ECE Curriculum	10
Assisting MoE to Develop a Kindergarten Accreditation Framework	10
Parent/Community Participation	10
SUMMARY OF PLANNED ACTIVITIES FOR NEXT QUARTERLY PERIOD (JULY - SEPTEMBER 2005)	12
COMPONENT II: YOUTH, TECHNOLOGY, AND CAREERS (YTC)	13
Summary of Significant Achievements in the Last Quarter	13
SPECIFIC PROJECT ACTIVITIES AND RESULTS BY COMONENT	15
Support to the MIS curriculum:	15
MIS Virtual Communities of Practitioners:	17
Training in the use of technology in Classroom in two discovery schools:	17
COW pilot:	19
Discovery School Pilot:	20
Student Support Technician pilot:	20
Assessment of MoE's IT Architecture at Queen Rania Center:	21
Procurement of equipment for the Discovery Schools (JEI Request):	21
SUMMARY OF PLANNED ACTIVITIES FOR NEXT QUARTERLY PERIOD (JULY - SEPTEMBER 2005)	22



Background:

The ERfKE Support Project (ESP) is a USAID funded project in support of Government of Jordan Education Reform for a Knowledge Economy (ERfKE) program. ESP began officially on July 1, 2004. The Academy for Educational Development (AED) manages the project under the EQUIP 2 cooperative assistance mechanism. AED is implementing the project in partnership with the American Institutes for Research (AIR).

ESP is managed in the most cooperative and collaborative way possible with the Government of Jordan and other parties (e.g. the Development Coordination Unit (DCU) of the Ministry of Education (MoE) ERfKE project). ESP project personnel work through established Ministry of Education Offices, the ERfKE committee system and the DCU. The project is consistent in design with the Government of Jordan (GoJ) knowledge economy focus and the ERfKE framework and management process. It is also consistent with developing the behaviors and creative problem-solving skills that the Ministry of Education wishes its young people to have, beginning in kindergarten with activity-based learning to reinforce knowledge and at secondary level with the interactive e-learning enhanced Management Information Stream.

The ERfKE Support Project is an integrated set of support and capacity-building activities that assist the MOE with implementation of two major components of the ERfKE initiative:

1. **Improve and Expand Early Childhood Education:** The goal of this component is to improve the physical condition and furnishing of early childhood education (ECE) facilities; modernize and update the kindergarten curriculum; strengthen the skills of ECE professionals; and promote high-quality ECE.
2. **Youth, Technology and Careers (YTC):** The goal of this component is to enhance the curriculum for the new Management and Information Stream (MIS) in grades 11 and 12 to better prepare youth for the workforce; integrate the use of Information and Communication Technologies (ICT's) into teaching and learning in the MIS program; develop e-learning curriculum elements¹ to support teaching and learning; strengthen teacher training capacity for the MIS program; help train MIS teachers; and develop a pilot school to work (STC) transition program in grades 9 through 12.

This report is the fourth quarterly report for the ESP project. It covers the period from 1st April to June 30th 2005.

¹ E-Learning Curriculum Elements will consist of ICT-based learning modules covering select aspects of the MIS curriculum that will support the teaching and learning of the MIS content. These e-Learning modules will use a mix of technologies to accelerate learning, stimulate student critical thinking skills, and provide a consistent pedagogical approach and high quality instructional content for all teachers and students in the MIS program.



Program Management and Administration:

Staffing: International

Dr. William Darnell became Chief of Party (COP) on April 1.

Mr. Jeffrey Coupe arrived to take up his duties as DCOP on April 20.

Mr. Clive Cavanagh began work as the Research and Communication Specialist on May 15.

Staffing: National

Mr. Hamada Abdel-Salam began work as Renovations Engineer with the project on May 8.

Ms. Fatima Mughrabi began work as the Teacher Training Coordinator for the Youth Technology and Careers program on May 26.

Ms. Seim Azar was identified as the Training and Curriculum Specialist for ECE, and will start employment with ESP in July.

Mr. Sano Sanoussian was hired as the Pilot Projects Coordinator and will also start employment with ESP in July.

Ms. Hadeel Abu Shama was hired as the STC Coordinator in June 2005. She will assume her position with ESP in July.

Interviews were held for the position of Monitoring and Evaluation Specialist in mid June. The results of the interviews did not provide a qualified candidate. It was decided that the Research and Communication Specialist would take on the responsibilities of overseeing the M&E function for the foreseeable future with a junior staff member hired to do data entry. It is expected that with the visit of Catherine Oleksiw in July, a final decision on the M&E staffing will be made.

Mr. Adeeb abu Khurma, ECE engineer, resigned his position as engineer and will depart the ECE team on July 20.

Ms. Mayyada Abu Jaber, Component 2 Director, informed the COP of her intention to leave the project on July 20.



Consultancies

Mr. Eric Rusten served as the ESP Interim CoP and Senior Technical Advisor for the Youth Technology and Careers component from May 15 – June 2, 2005. During this time, Dr. Rusten oversaw the management of the project, served as the primary point for USAID/Jordan and partner organizations, and provided technical assistance to the YTC component. In particular, Dr. Rusten helped to initiate the e-learning module development, several equipment procurement activities, and provided technical expertise in finalizing the QRC equipment requirements.

At the request of Minister Toukan, Consultant Jesse Rodriguez was hired to assist the Ministry of Education in the evaluation of the QRC and the MoICT Data Center. He traveled to Jordan April 19 to May 12, 2005. One of the major outcomes of his consultancy was the identification of equipment needs for upgrading the QRC, which led to the subsequent procurement of the same.

Ms. Lorie Brush arrived in Jordan on April 30, 2005 to provide support to the ECE component through May 13, 2005. During her consultancy, she engaged with staff in a planning exercise to review what had been learned about teacher and ECE supervisor knowledge and skills, and continue with a detailed plan for how to organize subsequent teacher training sessions and meetings with supervisors. Future planning will include attention to substance and cost of training sessions; open a series of discussions about accreditation; and assist in producing needed information for the website.

Dr. Keith MacAllum arrived June 19 to support DCOP and new STC Manager in STC start up, and will depart July 3. Accomplishment of this consultancy include: Re-established understanding among STC team that main goal is to build capacity of the MoE to institutionalize STC; Visited participating STC schools in two of the three regions (Central/Amman and South/Kerak) and obtained feedback from local educators on teacher internships and plans for future STC activity; Planned and arranged for a series of training workshops, starting with Regional Coordinators; Established a plan for developing national level awareness of STC by linking to NCHRD's Business Education Council; Developed a plan for production and publication of the STC Idea Book in collaboration with the MoE, the STC team, and local subcontractors; and Established agreements with key local NGOs to participate in STC (i.e. INJAZ, YEA, NCHRD, JABA, PBYRC).

Ms. Nassima Briggs arrived from AED HO June 25 to support the administration department in budget costing and oversee financial procedures within the project. She will depart July 9. Ms. Briggs was also able to follow up with the auditing firm for the project during her stay and will complete the ESP costed workplan in July 2005.

Ms. Lorie Brush returned to Jordan to work with the ECE component on the June 26 and will depart July 14. While in Jordan, Ms. Brush has focused on initiating the development of the KG Teacher training manuals; continued discussions related to the accreditation activity; initiated



discussions on the parent/community participation activity; and reviewed the draft strategy for the renovation and program implementation of the 20 literacy centers.

Audit: The audit firm KPMG performed an audit of the ESP financial and inventory systems beginning June 5. A draft report that found the ESP to be in compliance was provided June 21. Final report will be available in July.

Facility Location: The ESP moved to new premises May 19. These offices are located in Um Utheina area of Amman.

Furnishings and Office Equipment: Extra furniture was purchased to accommodate the new staff who joined the organization during the period of this report and also for those who were to join in July.

Personnel Benefits and Obligations: Arrangements with local government offices on social security, income tax and health insurance continue to run smoothly. The AED Home Office also developed a coordinated AED Benefits package to be implemented by all AED projects in Jordan.

Monitoring and Evaluation: Drs. Audrey-marie Schuh Moore and Catherine Oleksiw reviewed, edited and finalized the monitoring and evaluation implementation plan for ESP. The process included meetings with Ms. Lorie Brush to incorporate on-going ECE research activities and improve definitions of ECE indicators. Dr. Moore also began the development of an M&E database, which will be revised by the YTC staff in July. Dr. Oleksiw will review the M&E plan with ESP field staff during her consultancy in July and determine next steps for implementation of the plan.

Modification of the Cooperative Agreement: The ESP Field and Home office teams collaborated with USAID/Jordan to finalize the workplan and associated budget. The modification includes an increase of approximately \$10 million in the overall ESP budget and the addition of approximately six new major activities and several minor modifications. The USAID/Jordan contracting officer officially requested that AED/ESP Washington submit the request for modification in June. The CA modification request has been submitted and AED Washington is awaiting comments from the USAID contracting officer.

Project Coordination, Collaboration and Communications:

USAID and ESP Project team: The USAID CTO is Maha al-Shaer. Her primary point of contact is William Darnell, ESP COP, on all matters concerning project implementation. The working relationship with USAID has continued to be very positive during the past quarter. Their increased confidence in the project and its new management is reflected through the addition of funds and activities in the field, and positive feedback during weekly meetings.



With the Ministry of Education: All communication of the ESP project with the Minister of Education must include the USAID CTO or Director SSO. Communication with the Secretary General is to include the ESP COP. Once the Secretary General and/or the DCU are informed and approve an action, the ESP team can proceed to work with the concerned MOE officials.

Component I: Early Childhood Education

During the past quarter, the ECE team has made significant progress in the following areas:

Summary of Significant Achievements in the Last Quarter

- Queen Rania inaugurated the four pilot kindergarten classrooms, May 11.
- U.S. Secretary of Education Spellings visited the upgraded kindergarten classrooms, May 25.
- ESP, in coordination with DCU, UNICEF and NCFA, completed the Ministry of Education's component 4 integrated work plan, approved by Secretary General, June 9.
- Ministry of Education formally approved the members of ESP's Accreditation Advisory Committee of stakeholders June 1.
- ESP/ECE completed the renovations of the first and second kindergarten classroom clusters (10 schools) in Amman and Madaba, June 20.
- Renovation assessment of third and fourth kindergarten clusters (14 schools) in Karak Governorate completed, June 20.
- Kindergarten classroom furniture waiver received, June 23.
- ESP/ECE completed two training workshops with MoE early childhood supervisors May 16 and June 13.
- Kindergarten teacher training needs were identified through seminars attended by MoE trainers and supervisors May 30 and June 13.
- Literacy Center proposal completed June 30.
- ESP Home office staff collaborated with the ECE field personnel to review and comment on the Sesame Workshop proposal for development of 26 episodes of Sesame Street in Jordan. Sesame workshop was provided with feedback. The contract is expected to be finalized in August 2005.

Capacity Building of ECE Trainers, supervisors, and Teachers and through Training

Teacher Training

ESP/ECE held a one day workshop for teachers of the four pilot kindergarten classrooms. Teachers were trained on how to organize their classroom environments as specified by the national curriculum. The teachers also received information on the various uses of classroom materials provided by ESP as part of the refurbishment process and were provided with materials and handouts to guide them with labeling their classroom furniture and materials as aids to child learning.

ECE Supervisor Workshops

- ESP/ECE met with the Ministry of Education's early childhood supervisors to discuss the kindergarten classroom supervision tool. Each of the supervisors had tested this tool in three separate kindergarten classrooms. During the workshop, supervisors provided feedback on each section of the tool and reached a consensus concerning the sections that need to remain and those that need to be clarified, simplified, or deleted.
- The ECE supervisors participated in three workshops during the months of May and June. In the first workshop, supervisors were asked to identify kindergarten teacher training needs. They explained that teachers needed more training in planning and organizing the classroom environment to best meet children's needs. They also indicated that teachers needed training on how to develop teaching aids suitable for the various themes of the national curriculum. Supervisors identified training in strategic planning for implementing children's exercise booklets as a further need of teachers. In the second workshop, supervisors were provided with information on the nature and importance of the daily kindergarten schedule. The third workshop focused on making information available to supervisors on kindergarten classroom rules and regulations. Discussions focused on the important benefits of having clear and developmentally appropriate classroom rules to both teachers and children. The importance of positive classroom social interactions between teachers and children, and among children themselves was also discussed.

National Curriculum Trainers

- ESP/ECE held a meeting with the national curriculum trainers at the Ministry of Education with the goal of identifying kindergarten teacher training needs. The needs identified by the trainers were similar to those identified by the field supervisors. Trainers felt that teachers needed more training on strategies for implementing the national curriculum through the course of the school year. Trainers also identified the need for extensive training on implementing children's exercise booklets.

ECE/MoE Staff

- ESP/ECE met with the staff of the early childhood department at the Ministry of Education to finalize the integrated 2005 plan for ERfKE Component Four. The meetings were coordinated by the Development Coordination Unit and were attended by the Ministry's stakeholders. The integrated plan was finalized and approved by the Secretary General.
- As part of promoting continued cooperation between ESP/ECE and the Ministry's EC Department, the two groups have been holding weekly planning meetings. Teacher training was among the major issues discussed and it was agreed that ESP/ECE will include an August introductory training program for newly appointed kindergarten teachers. Accordingly, ESP staff began developing a trainer's manual for the introductory training program. Manual development will be a joint effort between ESP/ECE and the Ministry of Education's Technical Committee. This committee has

five MoE members; two from the Training Department, two from EC Department, and one from Curriculum.

Refurbishing ECE Classrooms

- Queen Rania inaugurated the four pilot kindergarten classrooms in May 2005. Close planning and coordination took place between USAID, ESP, and MoE in preparation for this event. During the inauguration, the Queen attended an ESP flash presentation showing children engaged in various activities in the four pilots. The Minister of Education briefed her on the major achievements of the ERfKE project and those of ESP. The Queen then took a tour of the refurbished kindergarten classroom and was briefed by the ESP/ECE Director on the various areas of the classroom and the teacher training program. At the end of her visit, the Queen visited the playground area and was photographed with the children.
- U.S. Secretary of Education Spellings also visited the refurbished kindergarten classroom and the playground area. The U.S. Secretary was briefed by the Secretary General and the ECE Director about teacher training programs and how they support the overall refurbishment of classrooms. Secretary Spellings commended the kindergarten initiative to educate young children and the project's progress in working towards achieving this initiative.
- Approximately \$109,683 in procurements was processed for KG renovation for clusters 1 and 2. These renovations were completed June 20, 2005.

Particular mention should be made of the ESP/ECE Engineers who have achieved exemplary standards of work. Their contribution to the inauguration of the pilot kindergartens, achievement of a Waiver and ability to return the project to the work plan in the field is worthy of praise. Much of this was achieved through their profound knowledge of USAID regulations and their implementation.

Renovations

The ESP/ECE renovation work for kindergarten clusters one and two has been completed. The clusters comprised ten schools in the Amman and Madaba areas. The renovations included: (1) Wall maintenance against cracks, humidity and fungus; plastering and painting with suitable paint (color psychology, safety, wash-ability, scratch resistance); (2) Floor tiling and polishing; (3) Addition of electrical safety sockets and maintenance/installation of lighting units; (4) Maintenance/construction of sanitary units suitable for KG children; and (5) Establishment of outdoor play area fenced and furnished with beach sand. Materials for the renovation of clusters 3 and 4 have been purchased and work will be completed in the upcoming quarter.

Furnishings

ESP/ECE prepared a market analysis document comparing prices of all furniture and classroom materials from U.S. and Jordanian vendors. The document was used to apply for a waiver request which USAID granted.

Enhancing the National Interactive ECE Curriculum

ESP/ECE is responsible for implementing phase II of the national curriculum evaluation initiative. This will be completed by an international consultant. This consultancy serves the first major component by evaluating the kindergarten curriculum in both its written version and its implementation in the classroom. The consultant is expected to conduct a thorough review of Jordan's national kindergarten curriculum as it appears in writing and as it is implemented in public school kindergarten classrooms and prepare an interim report on (1) findings from the desk review of kindergarten curriculum materials and (2) plans for the evaluation of the curriculum implementation; and a final report summarizing findings from all aspects of the evaluation and recommendations for future actions. The consultant is expected to report all findings to the Ministry of Education. Several consultants were identified in the last quarter and the terms of reference completed. The final selection of the candidate(s) will be made in July.

Sesame Workshop/Hikayat Simsim

Sesame workshop submitted their proposal for the completion of 26 episodes of Hikayat Simsim in Jordan. This activity had been previously delayed due to budget negotiations/decision undertaken by Sesame Workshop. The USAID/Jordan along with the ESP Field and Home office staff reviewed the proposal and submitted comments and revisions to Sesame Workshop. A revised proposal was received in mid-June and a final revision was completed June 30, 2005. ESP requested a few additional clarifications and adjustments related to budget and payment schedules and are expecting to complete the contract with Sesame Workshop as soon as the Cooperative Agreement modification is signed with USAID/Jordan. ESP expects work to begin on this activity in August.

Assisting MoE to Develop a Kindergarten Accreditation Framework

In May, ESP/ECE met with the Secretary General during which a strategy for kindergarten accreditation was discussed. The S.G. confirmed the need for a system that ensures quality services in both the MoE and private sector kindergartens. Accordingly, an Accreditation Advisory Committee of all stakeholders was formed and approved by the S.G. Several meetings took place during which committee members were presented with local documents (NCFA-UNICEF Developmental Standards). From these documents, the stakeholders extracted kindergarten learning objectives.

Parent/Community Participation

ESP/ECE has discussed and prepared a draft document for promoting and increasing the level of involvement between communities and local MoE schools. ESP is planning to involve parents and community members in education in the following ways:

1. In kindergarten renovations, 4 parents and 2 school staff may help determine the needs for renovation, supervise the process, and participate in the official hand-over of the

completed classroom. They may also collect and donate materials or furnishings. Once the classroom is operating, they may check it periodically for faulty or broken equipment and maintenance needs to ensure it stays in good condition. They will be encouraged to mobilize others to get involved and organize local events to support the education of their children.

2. Each Literacy Center will have an Advisory Board that includes parents and staff from the primary school that houses the center. The Board is expected to oversee the physical status of the room and the program offered by the center. Parents will be encouraged to volunteer by doing such things as reading stories to groups of children, supervising art activities, or making puppets or shapes or materials for activities.
3. Literacy Centers are also expected to offer adults programs about child development, health and nutrition, and child-rearing practices. Sessions might discuss educational issues, behavior management, necessary immunizations, healthy menus, or good parenting practices. Local parents will determine the agenda.

As ESP parent/community participation activity evolves, parents may become involved in other ways, still to be decided. For example, ESP staff may work with the Ministry to implement training for PTAs, design a national promotional campaign for ECE on radio, or offer workshops for parents on how to expand upon the new episodes of Hikayat Simsim (Sesame St. type program for children) on television

Actions Set Against Achievements April to June, 2005

Teacher Training:

Meet with supervisors collecting their feedback on the pilot use of supervision forms
Status: Completed.

Modify Forms according to pilot results
Status: In Process.

ECE Classroom Renovations

Identify Pilot Resource Centre
Status: In Process

Renovate and furnish 10 classrooms and playground areas in clusters 1 & 2
Status: Renovation finished, furnishing in process.

Assess Sites for Clusters 3 & 4 (10 Classrooms).
Status: Completed

Enhancing the National Interactive ECE Curriculum

Planning for the second phase of curriculum evaluation

Status: In Process

Workshop for kindergarten teachers to improve the national curriculum

Status: Negotiations with MoE in Process.

Accreditation

Assess the local documents regarding accreditation.

Status: Completed

Assess international literature on accreditation.

Status: Completed

Establish Accreditation Advisory Board.

Status: Completed

Begin the establishment of the accreditation framework.

Status: The establishment of the accreditation framework has begun.

Parental and Community Awareness Activity

Plan in-service training for Fall 2005/2006 school year including a parent involvement component.

Status: Planning in process

Sesame Workshop/Hikayat Simsim

Issue Contract to Sesame Workshop

Status: proposal review completed; awaiting final modifications and signing of the CA modification with USAID/Jordan.

Summary of Planned Activities for Next Quarterly Period (July - September 2005)

Objective 1: Capacity Building of ECE Teachers through Training

- A trainer's workshop will take place in August in preparation for the introductory kindergarten teacher training program.
- Kindergarten teacher introductory training will take place in August.

- ESP/ECE will continue to develop the training manuals.
- In-service training for all kindergarten teachers will begin in September to follow up on what they learned in the introductory training.

Objective 2: Renovating and Furnishing ECE Facilities

Renovations

- Renovations of the third and fourth kindergarten clusters in Karak Governorate (14 kindergartens) are scheduled to be completed by the end of August.
- Field assessments of the fifth and sixth clusters, which include 15 kindergartens in Jerash and Ajloun Governorates, will be completed by mid September.
- Procurement of materials for cluster 5 and 6 renovations will begin in late August.

Furnishings

- A total of 24 kindergarten classrooms from clusters 1-4 will be fully furnished.
- Procurement for clusters 5 and 6 will begin.

Objective 3: Enhancing the National Interactive ECE Curriculum

Literacy Centers

- A literacy center strategy proposal will be delivered to the Secretary General for approval
- Locations of centers will be determined with the stakeholders.
- Renovations for the first three literacy centers (one in Madaba, two in Karak) are scheduled to be completed in this quarter.
- Activities with Sesame Workshop will begin in August.

Objective 4: Assist MoE to Develop a Kindergarten Accreditation Framework

- Finalize the kindergarten objectives with the stakeholders in the areas of children's learning, teacher behavior and management.
- Access and analyze the kindergarten accreditation systems from various private schools
- Define the various kindergarten accreditation areas with the stakeholders and develop indicators/standards for each area.

Objective 5: Parental/Community Participation

A strategy paper for promoting and increasing community involvement in the local school will be delivered to the Ministry of Education by the end of August.

Component II: Youth, Technology, and Careers (YTC)

Summary of Significant Achievements in the Last Quarter

- ESP/YTC staff, Eric Rusten and Mayyada Abu-Jaber, gave presentations on the COW and Discovery School pilot projects at the In Classroom Technology session at the JEI Annual Review conference on May 17.
- ESP/YTC project implementation was integrated within component 2 ERfKE under the leadership of the Secretary General and a committee has been established to ensure that ESP/YTC is effectively aligned with ERfKE activities. MoE conducted three workshops to review the ESP/YTC work plan and assign MoE staff from each of the concerned directorates to work with ESP/YTC.
- ESP staff in Amman and DC prepared the technical section of the e-Learning RFP. AED technical and contract staff in Washington DC prepared the final RFP. An e-Learning MIS review panel was formulated by the Secretary General. The panel included 3 people from the MoE and 3 from the ESP/YTC. The draft e-learning RFP was shared with the MoE evaluation panel for review and comment. The ESP/YTC team, with help from the MoE, finalized the RFP for the MIS-Online e-Learning system. On May 25 the RFP was distributed to the following six firms: Minhaj, Rubicon, KITAB, LKD, JAID and Untitled Studios. A bidders' conference was held on June 1 to enable the firms to ask questions related to the RFP. MIS-Online proposals from each of these firms were received on June 22. The evaluation of the bids was finalized by the evaluation team in Jordan and sent to AED staff in DC for assessment. Two firms, Minhaj and JAIDA were selected as providers of the best proposals. A best and final process will lead to a final decision about which firm to award the MIS-Online contract to in late July.
- MIS supervisors under YTC team management initiated a national MIS needs assessment as part of ESP's M&E program for 16 centers teacher training centers (schools). A need assessment questionnaire and class observation checklists were developed by MoE staff and the YTC team. With MoE staff, ESP/YTC identified 16 locations across Jordan that will be used as teacher training centers and as focal sites for MIS Communities of Practice. A training workshop to establish the Community of Practitioners was conducted. The final need assessment questionnaires were collected in May 2005. Statistical analysis was conducted on the results of this assessment by two supervisors and the layout and framework of the report was developed by a local statistics consultant from the University of Jordan.
- Technology visioning and planning workshops were conducted by the Technology Committees (established by the YTC team) at the COW schools at Salt and Karak with teachers, students and principals from schools along with staff from MoE Amman. MoE and YTC staff carried out introductory visits to 3 of 4 COW schools in the three regions of the country, April 7.
- A partnership agreement was reached with EarthWalk Communications, a US company, for the purchase of four Computers on Wheels (COW) carts. The first COW cart was delivered to Jordan from the US and released from customs, May 22 and was configured by Injaz (EarthWalk's local representative). The COW was delivered on June 7 to the regional School Technology Information Center (STIC) at the MoE's Queen Rania Center for use at a training of teachers' workshop. Members of the Technology Committees from each of the four COW schools participated in this training workshop to

- learn about using the COW cart, to use the classroom control software and to be introduced to project based learning. The workshop was held at the QRC on June 11&12.
- The ESP/YTC team received and evaluated bids for the computer equipment for the two schools participating in the Discovery School pilot and selected the lowest bids. Contracts for purchasing this equipment were prepared and submitted to two winning firms. Ahmad Touqan School finalized electricity cabling June 23. Equipment was deployed in four classrooms in Ahmad Touqan School.
 - Terms of Reference were published for firms to submit application to be pre-qualified for future training contract activities. Applications were opened June 19. Five firms qualified.
 - YTC staff visited Lib and Malih schools in Madaba to carry out the SST program, in collaboration with UNIFEM. These schools are part of the UNIFEM- e-village program with i*EARN.
 - Price quotes were collected from 3 US firms for the procurement of 300 laptops and 300 LCD projectors and networking equipment for 100 Discovery Schools. Two firms were selected to provide different aspects of this equipment.
 - Price quotes were collected from 3 US firms for the procurement of networking equipment for the MoE's e-Learning Data Center at the QRC. One firm was selected, based on the lowest price, to provide this equipment.

SPECIFIC PROJECT ACTIVITIES AND RESULTS BY COMONENT

Objective 1: Enhancing Management of Information Stream (MIS) Curriculum

Support to the MIS curriculum:

MIS data and textbook evaluation:

The YTC team identified a need to prepare an updated list of schools offering the MIS curriculum, the number of teachers teaching MIS subjects and the supervisors who are responsible for the MIS curriculum across Jordan. The list was created in an attempt to resolve discrepancies in information provided by the MoE. A questionnaire was developed in collaboration with the MoE and sent to all 32 directorates and distributed to the MIS Schools through the MoE training department. The MIS schools need assessment questionnaire was conducted by supervisor survey teams and the results were delivered to the YTC.

ESP/YTC formed an MIS Textbook Assessment Committee including teachers, to evaluate the new MIS textbook and compare these to similar international textbooks; the current textbooks presently used in schools; and the achievement of ERfKE goals.

ESP received the results of the evaluation of the **MIS** and **Basics to Management** textbooks. Preliminary results show considerable improvement in the new textbooks. Among other improvements, the language used to explain concepts had improved, the textbooks had also been

simplified, and case studies at the end of the books were included and considered age appropriate and would make learning more meaningful. The content in the new textbooks increased the use of critical thinking questions which promote higher order thinking skills. However, there were also some criticisms; for example, all the case studies came from the government sector and it was recommended that more international and private sector examples be used. Other evaluators suggested changing the names of case study companies to avoid difficulties caused by the perception that the Ministry may be promoting one private company over others. It was also felt that strategies of major international industries such as Mercedes and BMW should be included in the textbooks.

MIS Teachers guide:

A meeting was set with the MIS curriculum division members and the head of the Curriculum Directorate to develop a strategy for preparing a teacher guide for the MIS textbooks and curriculum. The TOR for a consultant to help the MoE develop an MIS Teachers Guide was drafted and distributed to local and international publishing companies and AED's main office. A meeting was conducted with the Curriculum Department to explain the need for a teachers guide. A date for this proposed session has yet to be decided.

The proposed workshop will focus on:

- Project based learning techniques and practices;
- Hosting private companies from relevant sectors to compile case studies for the teachers guide;
- Pedagogy scenario writing;
- Evaluation techniques and practices; and
- Student assessment strategies.

Five potential consultants were identified for the MoE to review and consider. All candidates were rejected by the curriculum division at the MoE.

In a meeting held with the Head of the Curriculum Division, 30 May, Dr. Fawaz Jaradat requested the YTC Director to train the MIS curriculum division members in the preparation of the teachers' guide that will support the new textbooks. Dr. Jaradat also requested that the ESP/YTC team would also train the rest of the Curriculum Division members in the preparation of the guide for the rest of the subjects. Following a coordination meeting with the DCU, the Director of the DCU explained that the role of preparation of the teachers guide needs to be clarified by the ministry before the program is initiated.

MIS-Online:

The Secretary General formulated an e-learning review panel consisting of three MoE representatives and three ESP/YTC representatives. The MoE representatives include Nisreen Al Oran, the section head of MIS at the Curriculum Division, Najwa Al Ashqar from the Digitization Division and Dr. Walid Salameh- MIS consultant for the MIS program. Jeffrey Coupe, DCOP, Mayyada Abu Jabar, YTC Director and Eric Rusten, Senior Technical Advisor ICT represented ESP/YTC. The technical and financial sections of the MIS-Online RFP were

finalized. Comments on the RFP for the MIS-Online program were received from the MoE and all suggested changes were incorporated into the RFP. The MoE then approved the RFP for release to the 6 e-Learning companies that had been identified by the MoE and ESP/YTC. The MIS-Online RFP was sent to the six bidders; Minhaj, Rubicon, Kitab, LKD, Jaid and Untitled Studios. MIS-Online proposals were received from all six bidding companies, June 22. The proposals were evaluated by the local review panel (see above) and the scores were sent to the AED main office in DC. Two firms were selected for a Best and Final evaluation process and questions were prepared by members of the review panel. After the Best and Final meeting with the two vendors, a final selection will be carried out.

Objective Two–Strengthen MoE’s training program for MIS educators:

MIS Virtual Communities of Practitioners:

Following the introduction of the MIS “Community of Practitioners” concept to the head of the Training Division at the MoE late in March, a workshop was conducted with the MIS supervisors about the concept. A need analysis survey, developed by MoE and YTC staff, for teachers, parents and principals was distributed to the supervisors. The observation checklist was also introduced. The questionnaires were collected on the 15 of May in order to initiate the training program. During the workshop, a proposed need assessment questionnaire for teachers, principals, supervisors and students were reviewed by the core practitioner’s team. Further workshop sessions were held in small groups and the need assessment questionnaire was finalized. The need assessment questionnaire was administered through the 16 MIS teacher training centers and delivered to ESP for analysis. Two MIS supervisors and one “statistics” textbook author were selected to analyze the questionnaire results for the 16 training centers. Dr. Omar Sheikh, a professor of statistical analysis at the University of Jordan is leading the effort of preparing the structure of the report. The final report is expected towards the end of July. Based on the needs from each training center, a training program will be carried out in August.

The MIS school, class, student and teacher observation checklist were also reviewed by the core practitioner’s team. These observation checklists will be the first step in the M&E process for the teacher training quality control process. They will also be used to help establish standards for the MIS education and for quality assurance

Discussions on developing an integrated framework for ICT technology training for teachers were held with the head of the MoE’s training division Mr. Ayasra, 27 June. Based on the meeting, an action plan will be prepared and a power point presentation will be developed for the Secretary General in order to introduce the idea.

Training in the use of technology in Classroom in two discovery schools:

Bidding documents for the teacher training company that will carry out the Pilot school training were prepared and an open tender was released to the newspapers, June 13 following approval from the Ministry of Education. The qualifying companies have yet to be selected pending the



results of a bidder's conference mid July. The selection of the company is expected to be finalized by late July.

Objective Three–Assist the MoE in Developing an Accreditation System for MIS

Following the World Bank’s ERfKE review meeting in the previous Quarter the ESP program is no longer involved in the development of an accreditation system for MIS. The ESP/YTC team will, however, support the development of quality indicators (standards) for MIS teachers with the MoE.

Objective Four– Implement School-to-Career (STC) Transition Pilot

According to the STC structure that was recently approved, Mr. Hisham Shishtawi, head of the educational counseling dept. at the Ministry of Education, was officially selected as the STC coordinator at the MoE. He will provide guidance to heads of educational counseling departments in the three pilot areas where the STC pilot is being carried out.

Heads of educational counseling departments in the Amman, Irbid, and Kerak areas have been selected as STC regional coordinators. A small workshop took place at MOE in which the STC program was introduced to the regional coordinators. STC documents and portfolios were distributed to participants.

Communication channels have been opened with key organizations working with youth in Jordan such as INJAZ, YEA, Princess Basma Youth Resource Centre, JABA, and the NCHRD. Cooperation agreements or MOU’s with these organizations are being developed to facilitate the implementation of STC.

Several meetings with schools administrators and teachers have taken place in the three regions to follow up on the previous STC achievements and plan for future activities.

The School to Career strategy was presented to the Secretary General in May.

The NCHRD IT Gap Analysis report was completed in May and subsequently reviewed by the ESP field and Home offices. It was determined that an executive summary was needed to highlight the key aspects of the report. The ESP/DC hired Jim Statman to write and revise the NCHRD report. The report was subsequently reviewed by NCHRD and accepted. The final report was submitted to USAID in June.

Keith MacAllum, the STC consultant from AED worked with MoE staff and ESP/STC team on the implementation of the STC pilot in Amman in June. The visit aimed to provide the STC program with necessary advisory and technical assistance to effectively implement the STC pilot.



In order to introduce the STC program to the local communities in the targeted areas, the executive summary of the STC strategy has been translated to Arabic and was delivered to various stakeholders including the MOE, INJAZ and JABA. A Power Point presentation summarizing the strategic objectives of the STC has been also prepared in English and Arabic.

The integrations of the STC activity into the ERfKE Component 2 was discussed during a workshop organized at the ESP offices. It was recommended that the overall STC program should be placed in Learning Resources with a technical committee that would include Curriculum, Training, Digitization, Learning Resources, ICT, and Vocational Education. This composition reflects the departments necessary to carry out the STC work plan. This recommendation will be discussed further with MOE during the next quarter.

The participation of MOE/ESP as sponsors at INJAZ job fair which will be held in November 2005 was officially approved by USAID and MoE. All documents and papers required for the event are being developed.

The MoE Secretary General was debriefed about STC activities that have taken place as well as the activities that will be done in the near future in addition to a detailed working plan for the coming 6 months.

Objective Five–Test innovative approaches for using ICTs to enhance teaching and learning:

COW pilot:

Visits were conducted to the three ERfKE COW schools, Bushra boy's school in Irbid, April 11, Al Balqaa girls School in Salt, late March, and the Prince Al Hassan boys school in Karak, April 7. During these introductory visits, the project was explained to the principals and selected teachers. The ESP/YTC team with help from the MoE and the school principals establish Technology Committees at each of these school comprised of the principal, teachers and students. Technology vision and planning workshops were conducted with these Committees at the 3 COW schools. The workshop included six teachers (including 3 MIS teachers) and 8-10 students from each school who make up the technology committee in these schools. The challenges and opportunities that face technology projects were discussed. The design of the COW was introduced to the schools and improvements to the design were recommended by the participants.

Discussions were held with EarthWalk Communications on partnering for the COW pilot.

The fourth COW school, Um Ammar Girls School in Amman, was identified by the ESP and the MoE, after delays from JEI. Despite arguments put forward by the YTC Director, the Director of JEI had insisted that the school should not have a math lab, which would therefore limit the selection so that only boys' schools would qualify as COW schools. The Director of JEI had insisted that gender was not an issue and that the focus was to test the alternative technology to



the Math Labs. This topic was raised at the recent JEI review meeting, and JEI management finally agreed to the selection of a girls' school for the COW pilot.

Electrical and network surveys are being conducted in Um-Ammar School in order to prepare it for receiving the Computer on wheels in August.

The EarthWalk COW cart was delivered to Jordan and was configured by Injaz Technology Company (EarthWalk's local representative). The Arabic keyboards for the computers on these carts will be shipped to Jordan in the coming month to replace the current keyboards. After assembling the COW, it was transported to the School Technology Innovation Center (STIC) at the QRC. The STIC manager, Mohammed Audeh, was contacted to see if the first COW workshop for the 3 COW schools could be carried out at the STIC. This workshop took place on the 10, 11 & 12 June. The workshop comprised of participants from the technology committee at the three selected COW schools (Irbid, Salt and Karak).

Discovery School Pilot:

The waiver for the purchase of computer equipment for this pilot in Jordan was approved by USAID. The YTC team refreshed the quotes from the vendors and moved to procure the equipment. Re-bidding for the Discovery School Pilot equipment process was initiated. The bids were submitted to ESP on May 2. The bids were received on the 5th May. An evaluation committee was formulated and the bids were assessed. The companies with the lowest bids were identified for the purchase of the equipment.

ESP conducted several visits to the two Discovery Schools to assess the electricity and networking systems. Results of the assessment showed the importance of creating new electricity trunk lines both inside and outside the classrooms to the main switch board rather than using existing lines. A bidding document for sub-contracting the company that will upgrade electricity and to install network cabling at the 2 Discovery Schools was finalized and distributed to seven local firms.

Three quotes were received for both a network and electricity company that will carry out the infrastructure preparation in the two discovery schools. The winning companies were selected: Golden Light for electrical wiring and Savana for networking. Equipment for the classrooms will be provided by Suna and City Centre.

Student Support Technician pilot:

Discussions have been initiated with the i*EARN program which is launching a similar program called MOUSE at the Ministry of Education. Collaboration between the YTC and i*EARN team is being explored.



Assessment of MoE's IT Architecture at Queen Rania Center:

Under the guidance of consultant, Jesse Rodriguez, discussions were held with concerned MoE offices, JEI partners, MoICT, Jordan Telecom and other local partners. A report with recommendations for action was presented to the Minister on the May 11. Jesse Rodriguez is expected to return in early July.

Assessment of MoE's IT Architecture at Queen Rania Center: The MoE sent the QRC equipment list to ESP and the IRM Review Request was submitted to USAID/DC. ESP/YTC staff started discussions with Cisco about procuring this equipment.

ESP has been in contact with Dr. Bassam Kahhaleh, the Ministry's point person for the Queen Rania Center's network architecture and technology procurement. Dr. Kahhaleh informed ESP that he is close to finalizing the procurement for server equipment through the Microsoft donation. He anticipates that an agreement with Microsoft will be completed in the near future. ESP has released an RFQ in the United States for Cisco routers and related materials, after receiving a finalized equipment list from Dr. Kahhaleh during the first week of this reporting period.

Mr. Rodriguez worked with the ESP team to develop the QRC Report which specified the equipment list. ESP coordinated with Microsoft and AED to purchase the necessary servers and routers. The equipment list for the QRC was finalized in June by Dr. Kahhaleh in June, which led to the launching of the IRM approval process, and procurement process in U.S. with after-sales support in Jordan. Arrangements have been made for Jesse Rodriguez's mission to Jordan, beginning on July 5, including travel and the drafting of his scope of work.

Price quotes for the QRC networking equipment were requested from 3 US vendors. Bids were received for this equipment and evaluated. During the exhaustive assessment process, AED staff identified inconsistencies in the equipment specifications provided by the MoE. This prevented a very expensive (~US\$280,000) mistake that could have resulted in procuring equipment that would not have met MoE needs. A revised bid request was prepared by AED staff and submitted to the vendors. After a complex assessment process one vendor was finally selected to provide this equipment.

Procurement of equipment for the Discovery Schools (JEI Request):

A formal letter was prepared by the Ministry of Education to ease the processing of waiver requests for the Discovery Schools procurement, June 5, and it was approved by IRM.

An initial RFQ was released in the United States to three companies. Bids from the companies were received June 9. After lengthy discussions with AED regarding USAID source and origin requirements and the specifications of the Laptop Computers (e.g., Arabic keyboards) it was determined that the vendors needed to revise their quotes and identify computer companies in the



US that could custom build laptops with Arabic language keyboards. Final bids were received and two companies were selected to provide this equipment.

In late June, ESP received a request to assist with cabling and wiring of all Discovery Schools. The RFQ was subsequently released, cost analysis performance and waiver request formulated and approval was received in July. A meeting with Maha Al-Shaer, Othman and the Secretary General clarified assistance and responsibilities to be provided by ESP. ESP initiated a series of meetings and working sessions with JEI and MoE.

Actions Planned against Achievements for April to June, 2005

E-Learning Modules

Select a company to carry out the production of the e-Learning modules for MIS

Status: The Evaluation Proposal Committee chose three companies from an initial list of six bidders and submitted a report to ESP. The three companies selected have been submitted to USAID.

Work with MoE and IT Company to interview SME to write e-Learning scenario's for the integration sub themes.

Status: The e-learning company is yet to be selected after a Best and Final review process.

Computer on Wheels

Deploy technology in one COW School

Status: Completed

Train teachers on the use of technology in the classroom in COW Project in 3 of the 4 schools

Status: Training completed 10, 11&12 June.

SST Program

Initiate a plan for the SST program in the six technology schools

Status: An agreement will be signed in the near future with Microsoft to work for the integration of the ESP and MoE MOUSE programs.

Teacher Training

Conduct teacher guide development training for the MIS curriculum enhancement team

Status: Delayed because MoE has yet to decide on a consultant.

Summary of Planned Activities for Next Quarterly Period (July – September 2005)



Plans for the next quarter

- E-learning company will be chosen.
- Conduct teacher guide training for the MIS Curriculum enhancement for the curriculum section.
- Conduct MIS teacher training workshop for 70 MIS supervisors and teachers.
- Deploying equipment for the two Discovery Schools with commensurate training program.
- Quality Assurance and Standards Committee will be formed.
- Design a plan for the SST program with MoE.
- M&E Database work plan will be finished and work on data collection will have commenced.
- Procurement for the QRC, JEI schools, COWs, and Discovery Schools will be completed.



Jordan ER/KE Support Project

**Quarterly Report
July – September 2005**

Submitted to USAID Jordan

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Table of Contents

BACKGROUND:	3
PROGRAM MANAGEMENT AND ADMINISTRATION:	4
Staffing: International	4
Staffing: National	4
Consultancies	4
PROJECT COORDINATION, COLLABORATION AND COMMUNICATIONS:	6
Component I: Early Childhood Education	7
Summary of Significant Achievements in the Last Quarter	7
Capacity Building of ECE Trainers, supervisors, and Teachers and through Training	7
Refurbishing ECE Classrooms	9
Enhancing the National Interactive ECE Curriculum	10
Assisting MoE to Develop a Kindergarten Accreditation Framework	10
ECE Monitoring and Evaluation	11
SUMMARY OF PLANNED ACTIVITIES FOR NEXT QUARTERLY PERIOD (OCTOBER - DECEMBER 2005)	14
COMPONENT II: YOUTH, TECHNOLOGY, AND CAREERS (YTC)	16
Summary of Significant Achievements in the Last Quarter	16
SPECIFIC PROJECT ACTIVITIES AND RESULTS BY COMPONENT	17
Enhancing Management of Information Stream (MIS) Curriculum	17
Strengthen MoE's training program for MIS educators:	18
Assist the MoE in Developing an Accreditation System for MIS	19
Implement School-to-Career (STC) Transition Pilot	19
Test innovative approaches for using ICTs to enhance teaching and learning:	20
YTC Monitoring and Evaluation	22
SUMMARY OF PLANNED ACTIVITIES FOR NEXT QUARTERLY PERIOD (OCTOBER – DECEMBER 2005)	24



Background:

The ERfKE Support Project (ESP) is a USAID funded project in support of Government of Jordan Education Reform for a Knowledge Economy (ERfKE) program. ESP began officially on July 1, 2004. The Academy for Educational Development (AED) manages the project under the EQUIP 2 cooperative assistance mechanism. AED is implementing the project in partnership with the American Institutes for Research (AIR).

ESP is managed in the most cooperative and collaborative way possible with the Government of Jordan and other parties (e.g. the Development Coordination Unit (DCU) of the Ministry of Education (MoE) ERfKE project). ESP project personnel work through established Ministry of Education Offices, the ERfKE committee system and the DCU. The project is consistent in design with the Government of Jordan's (GoJ) knowledge economy focus and the ERfKE framework and management process. It is also consistent with developing the behaviors and creative problem-solving skills that the Ministry of Education wishes its young people to have, beginning in kindergarten with activity-based learning to reinforce knowledge and in secondary education stream with interactive blended e-learning enhanced Management Information.

The ERfKE Support Project is an integrated set of support and capacity-building activities that assist the MOE with implementation of two major components of the ERfKE initiative:

1. **Improve and Expand Early Childhood Education:** The goal of this component is to improve the physical condition and furnishing of early childhood education (ECE) facilities; modernize and update the kindergarten curriculum; strengthen the skills of ECE professionals; and promote high-quality ECE.
2. **Youth, Technology and Careers (YTC):** The goal of this component is to enhance the curriculum for the new Management and Information Stream (MIS) in grades 11 and 12 to better prepare youth for the workforce; integrate the use of Information and Communication Technologies (ICT's) into teaching and learning in the MIS program; develop e-learning curriculum elements¹ to support teaching and learning; strengthen teacher training capacity for the MIS program; help train MIS teachers; and develop a pilot school to career (STC) transition program in grades 9 through 12.

This report is the fifth quarterly report for the ESP project. It covers the period from 1st July to September 30th 2005.

¹ E-Learning Curriculum Elements will consist of ICT-based learning modules covering select aspects of the MIS curriculum that will support the teaching and learning of the MIS content. These e-Learning modules will use a mix of technologies to accelerate learning, stimulate student critical thinking skills, and provide a consistent pedagogical approach and high quality instructional content for all teachers and students in the MIS program.



Program Management and Administration:

Staffing: International

The international staff members remained unchanged throughout the period of this report

Staffing: National

Ms Mayyada Abu Jaber resigned as YTC Component Manager and left the project as of July 20.

Ms. Seim Azar began work as the Training and Curriculum Specialist for ECE as of July 1.

Mr. Sano Sanoussian was hired as the Pilot Projects Coordinator and began work as of July 1.

Ms. Hadeel Abu Shama began work as the STC Coordinator as of July 14.

Mr Deeb Majeed began work as Engineer with the ECE component as of September 1.

Consultancies

Dr. Keith MacAllum departed July 3, having provided support to the DCOP and STC staff on the start up of the School to Career program.

Ms. Nassima Briggs departed for AED HO July 9 having provided support to the administration department in budget costing and financial procedures within the project.

Dr Catherine Oleksiw arrived Jordan, July 9, to work with the ESP staff on the development of the Monitoring and Evaluation work for the different components. Ms Oleksiw met with Mr David Sprague and members of the USAID staff and also with the Ministry of Planning and Ministry of Education Statistics Department in the course of her consultancy. Ms Oleksiw departed July 28.

Dr. Lorie Brush departed Jordan July 14, having worked with ECE component staff for the previous three weeks in the development of teacher training manuals. Discussions also took place regarding the parent/community participation activity and review of the draft strategy for the renovation and program implementation of the 20 literacy centers.

Dr Houcine Haichour arrived Jordan August 14, departing September 20 having worked as consultant for the teachers guide and training workshops. He provided input regarding technology integration and communities of practice.



Mr Eric Kilbride and Mr Raul Ratcliffe departed Jordan having assisted the STC team to prepare for implementation of Community Youth Mapping, a vital part of the School to Career project, Sept 26.

Mr Ramsey Attaya arrived in Jordan, August 5 providing consultation, guidance, follow up and support for preparation of MIS teachers guide workshops. He departed Jordan late September after several visits during the reporting period.

Mr Jesse Rodriguez arrived in Jordan July 9 in order to plan the work associated with the MoE's Data Centre. Departed Jordan end of July. Mr Rodriguez arrived again, late September to support the installation of computer equipment at Jordan Telecom's Hashem Centre.

Subcontracts

A contract was signed with NetCorps for the JEI Support Specialist program. The contract will be effective as of October 1.

Audit: The final audit report was handed to ESP early July, after the audit was undertaken by KPMG in June. This final report confirmed the initial findings that ESP was in compliance.

Facility Location: The move to the new offices was completed in May. There were no changes in office facilities other than the erection of some internal walls in order to separate differing offices.

Furnishings and Office Equipment: With the exception of some new cabinets for the Administration department which will be delivered in October, there were no new furniture purchases.

Personnel Benefits and Obligations: Arrangements with local government offices on social security, income tax and health insurance continue to run smoothly. A decision was taken on the inclusion of all staff dependants within the health insurance scheme run through the German Insurance Company.

Monitoring and Evaluation: Following the departure of Dr Oleksiw ESP staff began work on implementing different elements of the M & E plan. The monitoring and evaluation plan falls into two distinct elements.

The first is the development of the Performance Monitoring Plan (PMP). A data base was developed by the ESP Team in Jordan which will be available on-line through the ESP website. Collection of PMP information is in process as of the end of September.

The second element of the Monitoring and Evaluation plan is the development of formative studies which look more closely at the impact of the component interventions over the length of the project. Both the ECE and YTC teams have been working on the development of tools



which will assess the impact of the project in their particular fields. These studies will aim to gauge the impact of ESP interventions in specific areas. These are in the main longitudinal studies which will track the impact of the project on the lives of young children and students over the life of the project matched against control groups who did not, for example, experience the kindergarten resources which the ECE component are refurbishing. During the life of these studies it will be possible to track the impact of training, new technology and teaching methods through a number of mediums. Both components are working very closely with the MoE on the implementation of these studies.

Modification of the Cooperative Agreement: Following the submission of the CA modification request in June the subsequent adjustment resulted in an increase of approximately \$10 million in the overall ESP budget and the addition of approximately six new major activities, official acceptance of the amendment was received in September, effective Sept 13.

Project Coordination, Collaboration and Communications:

USAID and ESP Project team: The USAID CTO is Maha al-Shaer. Her primary point of contact is William Darnell, ESP COP, on all matters concerning project implementation. The working relationship with USAID has continued to be very positive during the past quarter.

With the Ministry of Education: All ESP communication with the Minister of Education must include the USAID CTO and USAID Director SSO. Communication with the Secretary General is to include the ESP COP or DCOP. Once the Secretary General and/or the DCU are informed and approve an action, the ESP team can proceed to work with the concerned MOE officials.

Component I: Early Childhood Education

Summary of Significant Achievements in the Last Quarter

- Children's Language Enrichment Centers (Formerly Literacy Centers) strategy paper completed and sent to all stakeholders for their feedback, June 29, and delivered to the Ministry of Education July 7. Minister of Education officially approved MoU for Children's Language Enrichment Centers in Ministry schools, August 8.
- Renovations of the first and second kindergarten clusters completed. Refurbishment approved by MoE Inspectors July 5 & 6.
- Kindergarten furniture waiver received early July.
- ESP/ECE Technical Committee members approved by Secretary General July 9. Technical Committee received first three parts of teacher training manual July 13.
- ESP ECE Monitoring and Evaluation Formative Research Plan approved by Secretary General Tayseer in a meeting, August 17. Also present were Dr Mona Muktamem, Director of General Education, Ian MacMillan, Head of DCU, Ibtisam Amara Head of Early Childhood Education. This plan was subsequently reviewed with the Director of NCHRD.
- Outdoor play sets received from USA, first set assembled in Hafsa Bint Omar School.
- The Secretary General formally approved ESP's curriculum consultant who will carry out phase II of the national curriculum evaluation.
- Ministry of Education formally approved kindergarten teacher training manuals, August 7.
- ECE Staff trained trainers on the Introductory Teacher Manual, Aug 14-16.
- Parent Strategy paper completed and delivered to the Secretary General August 29.
- Kindergarten teacher planning booklet completed and delivered to MoE ECD August 29.
- Karak Children's Language Enrichment Center renovations completed September 1.
- Training of newly appointed kindergarten teachers completed Sept. 4.
- Feedback seminar with trainers who completed new kindergarten teacher training was held, Sept 5.
- 24 Kindergarten classrooms from clusters 1-4 received all their furnishings.
- Field assessment of Ajloun and Jerash kindergarten classrooms and Children's Language Enrichment Centers completed Sept. 15.
- Kindergarten learning outcomes for accreditation completed and delivered to the Secretary General Sept. 6.

Capacity Building of ECE Trainers, supervisors, and Teachers and through Training

Training Manual: Introductory Teacher Training

The first of the training manuals (introductory teacher training) was prepared by the ECE team. This work was overseen by a 5 person technical committee comprising of ministry staff from the Training Dept, ECD, and Curriculum with the names of members being suggested by Dr. Mona Motamen, MD for General Education. ESP and MoE sent official letters to the Secretary



General informing him of the composition of the committee. The training manuals are a necessary prerequisite of Ministry of Education approval for any training program. The manual consists of a day by day account of the activities slated to take place during the training sessions and supported by the appropriate content for each area of training. The ECE team met with the Ministry of Education's technical committee on several occasions throughout the period of this report and presented them with the first three sections of the manual which they reviewed. Necessary modifications as suggested by the technical committee were made after which the introductory kindergarten teacher's training manual was delivered to the Ministry of Education for final approval.

A workshop was held by ESP/ECE, August 14-16 and attended by the MoE/ECD staff and the Ministry's trainers and early childhood supervisors. The trainers and supervisors were trained on how to use the training manual which would be used during the kindergarten teacher training program which began Aug 21. The trainers used the manual during the training of the newly appointed kindergarten teachers covering topics contained in the manual such as kindergarten classroom physical and social environments, children's characteristics, teacher skills, children's behavioral problems, planning for implementing the national curriculum, implementing activities, and children's booklets. Teachers also received summary booklets of information presented at the training. The training was conducted in seven training sites covering the three regions of Jordan.

During the training the ECE field staff completed several visits to the various training sites and evaluated the trainer's performance. A feedback workshop was conducted with the trainers looking at the applicability of the training manual, teacher's handouts, transparencies, and trainee teacher feedback. During the workshop trainers expressed their satisfaction with the training manual. They perceived it as an organized document that supported their teacher training. They were especially pleased that the manual was activity based which in turn, helped the teachers understand the materials better.

ECE Supervisor Trainers Manual

ECE is currently working on an ECE Supervisor Trainers Manual. This manual will be used by ESP/ECE staff to train the MoE supervisors on training skills. Regular meetings were held with the MoE technical committee responsible for reviewing and approving the contents of the manual. The final draft manual for MOE/ECE supervisor training was delivered to the S.G, Sept 22. This manual will be used by the ESP/ECE staff during the training of supervisors in November. The manual contents provide supervisors with basic training skills needed to prepare them for future teacher training. The manual was reviewed several times by the Ministry's technical committee and approved by them at each stage of its development.

Kindergarten Child Evaluation Form

In collaboration with the MoE and local stakeholders, ESP/ECE finalized the kindergarten child evaluation form. The form consists of various developmental categories with several items in

each. The kindergarten teacher will use this form to evaluate the child at the end of the first and second semesters.

In-service Training: Classroom Organization

ESP/ECE provided in-service training under the theme "How to organize classroom requirements" in August which was felt by the teachers to be very useful in the development of their work and the teaching they provided to children.

Six kindergarten teachers received on-site training by the ESP/ECE staff regarding the organization of their classroom furniture and related materials, Sept 20/21. The teachers were also provided with materials such as cardboard and markers and trained on how to create supporting classroom materials.

Refurbishing ECE Classrooms

Renovations:

➤ **Kindergarten Clusters 1&2**

Renovation work for the first and second kindergarten clusters (10 schools) was completed and the Ministry officially accepted the renovations to the schools, July 5&6.

➤ **Kindergarten Clusters 3&4**

ESP renovations engineers moved on to the assessment and tender documents of the third and fourth kindergarten clusters comprising 14 schools located in the Karak governorate.

Following assessment purchase orders for renovation works for clusters 3 and 4 were signed and work began on the kindergarten classrooms in these clusters. As of the end of September 14 schools in cluster 3 and 4 are substantially completed.

Renovation works in 1 Children's Language Enrichment Center in the Karak Governorate were also completed during the period of this report.

➤ **Kindergarten Clusters 5&6**

ESP Engineers completed the assessment of eight kindergarten classrooms in Ajloun and seven in Jerash (clusters 5 & 6). Also assessed were four Children's Language Enrichment Centers in the same area. Tender documents for cluster 5 & 6 have also been completed.

Furnishings:

- Following the arrival of waivers for all furniture for the kindergartens ESP/ECE completed purchase orders for the wooden furniture and all other items for clusters 1-4 which were subsequently signed by local vendors and approved by AED/HQ. By September 3, Kindergarten playground play sets had been delivered through customs to 10 schools, 14 schools remain without outdoor play sets at this time. The purchase of the rest of the furniture had been completed including toys and stationary etc.
- By September 15, all 24 kindergarten classrooms from clusters 1, 2, 3, & 4 had received their furnishings.
- All kindergartens in clusters 1-4 now have plaques outside the front of the classroom.

Enhancing the National Interactive ECE Curriculum

ESP is responsible for implementing phase II of the MoE national curriculum evaluation. Accordingly, the consultant terms of reference for Phase II were drafted, including objectives and purpose of visit, expected outcome of the consultancy, the prerequisites needed for the consultant, and the reporting terms. Dr. Fred Wood's C.V. and ToR were sent to the Ministry. The Secretary General officially approved Dr. Fred Wood as the consultant to work on phase II of the kindergarten national interactive curriculum evaluation in August. Assisting Dr. Wood will be Dr. Elizabeth Spier from AIR. Dr Spier will assist Dr Wood in modifying the data collection instruments and will arrive a few days before Dr. Woods in October. She will visit schools and make initial assessments using the modified assessment form.

ESP/ECE staff have been involved in substantial preparation work for the arrival of Drs Wood and Spier, this includes designing the study, receiving permission from the MoE to conduct the study in the schools, planning for the training of staff involved.

ESP/ECE is expecting the Ministry's Phase I curriculum evaluation results to be delivered before the arrival of Dr's Wood and Spier. A review of the instrument to be used by the consultants for phase two of the curriculum evaluation is underway.

Assisting MoE to Develop a Kindergarten Accreditation Framework

At the beginning of this reporting period the draft field kindergarten observation report was delivered by the ESP/ECE Team. This report is a cumulative summary of the observations completed in 30 kindergarten classrooms in different governorates. The field observation visits aimed to collect baseline data related to accreditation.

Dr Lorie Brush's visit to Jordan proved timely for the ECE team, supporting them in the development of indicators in the nine learning objectives which had been identified by the Accreditation Advisory Committee. ECE team members and Dr. Brush also worked on the draft of the teaching and management objectives which were prepared for discussion with the Accreditation Advisory Committee (AAC) meetings.

The AAC met regularly throughout the reporting period creating the draft learning objectives which were based on the MoE- Education Act No. 3 of 1994 and the learning outcomes of the three grades. The committee decided that the learning objectives were a priority and concentrated on these during this period. The AAC also decided that the teaching and management objectives would require further work and that this would be completed at a later date.

The learning objectives and indicators for Language, Religion and IT areas, were prepared in both Arabic and English for review by the AAC. One alteration which was made was the



changing of language to more properly reflect the terminology in use within the MoE, accordingly *objectives* were changed to *outcomes*. The document was officially submitted to the Secretary General on September 6.

The AAC continues to work on the other learning objectives/indicators finalizing the indicators for Living Skills in mid September and Math, Science and Creative Arts later in the month.

Parent/Community Participation

Preparation of a parent/community strategy paper began in July and a draft was completed and sent to all stakeholders for their review and comments, August 14. Following review of the document the strategy paper was delivered to the Secretary General at the end of August, ECE awaits his approval of the strategy. The paper included a review of literature on the positive effects of parental involvement on their children's education. It also provides the Ministry and the various stakeholders with specific ideas that promote and encourage parental involvement. Preparations to introduce parent involvement as a major topic in the advanced teacher training program are underway.

ECE Monitoring and Evaluation

The visit of Dr. Catherine Oleksiw, Senior Research and Evaluation Officer assisted the ECE team with the initial phases of the development of the evaluation studies in early childhood. Dr. Oleksiw worked with the ECE Team in creating the foundations for the formative studies which will be carried out as part of the monitoring and evaluation work of the ESP project. ECE plans to carry out two studies which will be implemented at the beginning of October 2005. The two studies track the development of children in kindergartens and as Grade I students. The studies are designed to assess the impact of kindergartens and kindergarten education on children as they go from kindergarten to school. For this to be successfully implemented close cooperation with the Ministry of Education is highly important. Accordingly, ECE staff members organized several meetings with MoE to discuss with MoE the plan and to coordinate the selection of schools for the evaluations. The MoE has gone further than acceptance of the studies wishing to actively participate in the process.

The Ministry of Education has been very supportive in the development of the formative studies and offered official permission for the ECE staff to access the schools, notifying the principals of the work scheduled to take place

The MoE have offered to provide information to aid successful implementation of the studies including a list of kindergartens which could be used and access to teachers who had previously been trained in the use of Early Years Evaluation (EYE) assessment tool which will form the backbone of the studies. The MoE has also offered to support the tracking of children from

kindergarten to schools. As a result ToRs for the two formative studies were prepared and Requests for Proposals for the two formative studies were sent to prospective research organizations.

Actions Set Against Achievements July to September 2005

Objective 1: Capacity Building of ECE Teachers through Training

A trainer's workshop will take place in August in preparation for the introductory kindergarten teacher training program.

Status: Completed

Kindergarten teacher introductory training will take place in August.

Status: Completed

ESP/ECE will continue to develop the training manuals.

Status: Ongoing

In-service training for all kindergarten teachers will begin in September to follow up on what they learned in the introductory training.

Status: The same teachers will be trained again in November receiving the advanced kindergarten training program

Objective 2: Renovating and Furnishing ECE Facilities

Renovations

Renovations of the third and fourth kindergarten clusters in Karak Governorate (14 kindergartens) are scheduled to be completed by the end of August.

Status: Completed

Field assessments of the fifth and sixth clusters, which include 15 kindergartens in Jerash and Ajloun Governorates, will be completed by mid September.

Status: Completed

Procurement of materials for cluster 5 and 6 renovations will begin in late August.

Status: Completed

Furnishings

A total of 24 kindergarten classrooms from clusters 1-4 will be fully furnished.

Status: Completed

Procurement for clusters 5 and 6 will begin.

Status: Completed

“Children’s Language Enrichment Centers”

A literacy center strategy proposal will be delivered to the Secretary General for approval.

Status: Completed and delivered

Locations of centers will be determined with the stakeholders.

Status: A MoU was signed between MoE and ESP to establish all “Children’s Language Enrichment Center” at the Ministry’s schools. Finalization of the site location for the Centers is in process.

Renovations for the first three Children’s Language Enrichment Centers (one in Madaba, two in Karak) are scheduled to be completed in this quarter .

Status: One center in Karak has been renovated and four (Ajloun and Jarash) will be renovated in October. The Madaba site and one in Karak were determined to be unacceptable and a new site selection is in process.

Objective 3: Enhancing the National Interactive ECE Curriculum

The Ministry of Education was responsible for conducting phase I of the national curriculum evaluation. Data has been collected and the Ministry is still finalizing the draft report. ESP/ECE is responsible for conducting phase II of the curriculum evaluation. In October, two international consultants will collect data from the 28 ESP/ECE kindergartens and the final report will be ready at the end of December.

Objective 4: Assist MoE to Develop a Kindergarten Accreditation Framework

Finalize the kindergarten objectives with the stakeholders in the areas of children’s learning, teacher behavior and management .

Status: Kg objectives finished and submitted, Sept 6. Teaching behavior and management was put back by stakeholders to be achieved at a later date.

Access and analyze the kindergarten accreditation systems from various private schools

Status: Completed

Define the various kindergarten accreditation areas with the stakeholders and develop indicators/standards for each area.

Status: Completed

Objective 5: Parental/Community Participation

A strategy paper for promoting and increasing community involvement in the local school will be delivered to the Ministry of Education by the end of August.

Status: Completed

Summary of Planned Activities for Next Quarterly Period (October - December 2005)

Objective 1: Capacity Building of ECE Teachers through Training

- All kindergarten teachers will participate in a 40 hour advanced training program scheduled for November.
- MoE/ECE supervisors will receive skill enhancement training program in November
- National curriculum trainers will receive training in November on the application of the advanced training manual to be used with the kindergarten teachers.
- Principals of schools with kindergartens will participate in awareness seminars in December.

Objective 2: Renovating and Furnishing ECE Facilities

Renovations

- Kg Clusters 5&6 Completed.
- Assessment of Clusters 7&8 will have been completed.
- Renovation work will have commenced on 7&8.
- Assist MoE in assessing the potential for upgrading existing kindergartens and the establishment of kindergartens in areas where there are none.

Furnishings

- Furnishing of Clusters 5&6 completed.
- Purchase orders for clusters 7&8 will have commenced.

Objective 3: Enhancing the National Interactive ECE Curriculum

- Phase II of the national curriculum evaluation will be completed and reports written and submitted to the Ministry.

Objective 4: Assist MoE to Develop a Kindergarten Accreditation Framework

Accreditation Plan for October to December:

- Finalize the indicators of the learning objectives/outcomes for KG.
- Submit the indicators to the Ministry of Education
- Conduct a workshop for all concerned organizations and stakeholders to present indicators and modify them accordingly.
- Prepare a draft of the teaching and management indicators for KGs.

Objective 5: Parental/Community Participation

- All kindergarten teachers will be trained during the advanced training course in November on how to encourage parent participation in kindergartens.

M & E plan for October to December:

- Prepare the design of the two formative studies.
- Prepare the materials of the Early Years Evaluation (EYE) instrument.



- Form research team and supervisors from the Ministry and train them on using the Early Years Evaluation (EYE).
- Begin Collection of data and oversee the implementation process.
- Contract a statistician for data entry, analysis and report writing.

Component II: Youth, Technology, and Careers (YTC)

Summary of Significant Achievements in the Last Quarter

- ESP Consultant, Jesse Rodriguez worked with MoE consultant Bassam Kahhaleh, the ICT Directorate and Jordan Telecom in brokering an agreement for JT data centre hosting services of MoE's data center equipment. Agreement was reached at a meeting between the two parties in the presence of USAID and ESP.
- Deployed equipment in Ahmad Toukan School in 4 classrooms, July 5, finalizing Phase 1 of the discovery school program. Deployment completed, July 14.
- The MoE Evaluation Committee finalized the evaluation of the e-learning company, July 7, to carry out the MIS-Online program.
- Evaluation Report for the MIS-Online Project Proposals was prepared by the evaluation committee, Dr. Waleed Salameh, ICT Consultant for MoE; Najwa Al Ashqar, Digitization Dept MoE, Nisreen Al-Oran Curriculum Dept MoE and Mayyada Abu Jaber, YTC/ESP, for technical issues July 10 and sent to AED. Financial part sent to administration department at ESP.
- Report on the new MIS Text books was prepared for evaluation with previous textbooks and with international standards July 10.
- Final report for needs assessment for each of the 16 training centers was prepared by Dr. Omar Al Sheik, which will be used as basis for future training for teachers, principals, parents and students, July 21.
- MIS e-learning contract evaluation process completed on August 12.
- Teacher's Guide Development Training Workshop for Management Information Stream (MIS) was held during August 16-17 at STIC.
- Golden Star and Savanna, finished network and cabling work in the 50 JEI schools, August 20.
- Network cabling work was completed at Al-Khansa pilot discovery girl's school.
- Teacher's Guide Development Training Workshop for Management Information Stream (MIS) Phase II was held at STIC, August 23-25.
- Teacher's Guide Development Training Workshop for Management Information Stream (MIS) Phase III was held at STIC, August 29-31.
- The three COWs which were shipped from the United States were delivered to Enjaz for configuration and installation of windows XP and Office Professional.
- ESP was formally integrated into ERfKE component II. The Integrated plan between YTC and ERfKE/MoE was completed, Sept 15. ESP/YTC team has been assigned to a number of Component 2 Working Groups covering Curriculum/MIS, Teacher Training, School Technology and School-to-Career.
- Training of Trainers workshop (Phase I) for 75 MIS teachers and supervisors held at ZENID, Sept 5-7.
- All equipment to be provided to MoE as USAID donation for MoE Data Center, Discovery Schools, and COW Pilots is in Amman, September 12.

SPECIFIC PROJECT ACTIVITIES AND RESULTS BY COMPONENT

General Project Developments

- Two internal meetings were conducted to coordinate work of YTC team, to define the teams and resources needed for the coming year. Sept 18 & 25.
- YTC Team created a virtual community group for the YTC (YTCJORDAN@yahoogroups.com) as a demo to test the ability and the difficulty of creating virtual community groups in centers in the future, Sept 18.
- A meeting with YTC and the Training, Digitization and Examination Departments was conducted to discuss the final draft of the integrated plan, dates and coordination of future activities, Sept 26-29.
- ESP participated in the Component 2 Integrated Plan meetings with the ERfKE DCU and the Bearing Point team. The exercise was coordinated by ERfKE consultant Pauline Laing and Khitam al-Utaibi. DCOP Jeff Coupe has been assigned to Component 2 Task Force.

Objective 1: Enhancing Management of Information Stream (MIS) Curriculum

Developing an MIS Teachers Guide, Curriculum Enhancement:

ESP is coordinating teachers guide development work with Bearing Point.

Following meetings between DCU and Curriculum Departments it was decided that overall responsibility for the production of the teachers guide would fall to Bearing Point and that the ESP/YTC component would work only on the curriculum guide for the Management Information Stream.

With the assistance of ESP consultant Ramzi Attaya, ESP organized teachers guide planning forums for ministry officials and future supervisors of the guide production process. The forum discussions involved ERfKE Consultants, Douglas Hilker (World Bank) and John Drader (Bearing Point) as well as many members from other (non-MIS) curriculum areas. As a result of these discussions and debates, participants agreed:

- To evaluate the MoE's Teacher Guide Training Framework. The evaluation would aim to make the Teacher Guide more flexible with a greater onus on teacher responsibility and self direction in the building of they're own competencies.
- Approve the structure of the teacher guide (First template)
- Create a quality assurance document for the teacher guide template.
- Organize the 10 day teacher guide workshop for the MIS team.

The ESP/YTC organized Teacher's Guide Development Training workshop, August 8-9, facilitated by Ramzi Attaya and AED Senior Technology Advisor, Houcine Haichour at the School Technology Innovation Center (STIC), Queen Rania Centre, Amman. Thirty MIS authors attended this workshop. During the workshop participants discussed the MIS Teacher

Guide template components, integrating ICT within it, and worked on draft material. Mr. Attaya then received, reviewed and edited the team's production.

As a result of these workshops the finalized Teacher's Guides manual was produced. The structure of the guide begins with a section on how to use the guides followed by a section on assessment and finally, one sample lesson from each of the six subjects. Mr Attaya presented the MIS work to the Secretary General, MoE and ERfKE consultants Sept 22. In the following week a quality assurance evaluation was conducted for the guide to make sure it conforms to ERfKE standards. The Curriculum Directory approved the MIS teacher guide as the main template for other MoE textbooks Sept 26. A meeting with Examination and Testing Department Coordinator was held at the end of September to determine aspects to be integrated in the Examination and Testing Department plan and the YTC M&E plan for 2006/2007.

It was agreed that the YTC and MoE would cooperate in the areas of Teacher Training and student and teacher portfolios.

Developing MIS-Online:

ESP completed its evaluation of the MIS-Online bids submitted by six participating organizations. The Technical Evaluation Committee comprised of MoE and ESP staff selected two finalists for the BAFO round. A final selection report of the MIS-Online RFP was prepared by Dr. Waleed Salameh, ICT Consultant for MoE; Najwa Al Ashqar, Digitization Dept MoE, Nisreen Al-Oran Curriculum Dept MoE, and ESP's Jeffrey Coupe, Nilhan Siam and Houcine Haichour. AED is now finalizing the contractual paperwork for the chosen firm.

Objective Two–Strengthen MoE’s training program for MIS educators:

Teacher training for the MIS teachers:

The training manual for MIS teacher training was approved after a three day workshop with MoE's evaluation committee. The committee consisted of eight state school and four private school teachers. The manual itself covers eight pedagogy sections with strategies for each one of the six MIS subjects, a total of 48 lessons, with supporting assessment materials for each lesson.

The Training of Trainers workshop for 75 MIS teachers and supervisors was held from Sept 5 -7 in ZENID. Interactive lectures concerning instructional and assessment strategies were presented by MoE members from Curriculum and Examination departments. Dr. Haichour presented two lectures on ICT integration in Education and Virtual Communities. During the workshop five groups worked on instructional and assessment strategies relative to the subjects they teach. The participants also discussed next steps for training the 700 MIS teachers in 16 training centres throughout Jordan. In a follow up to this training, ESP held a meeting with the Training Department and agreed on training dates (mid November) and has prepared several materials including a DVD containing a video presentation of the five instructional strategies and an electronic version of the ToT manual.

An evaluation report was prepared for the ToT workshop for MIS teachers and supervisors. Results showed a high interest from the participants to integrate ICT into their instructional strategies. However the report also highlighted a low percentage of agreement on the importance of sharing experiences between the teachers, despite there being a great interest in the Virtual Community of Practice.

Needs Assessment for training:

A final report for the needs assessment for each training center was prepared by Dr. Omar al Sheik the statistical consultant for ESP. The results of this report will inform the design of future training and professional development support and advocacy.

Virtual Communities of MIS Practitioners

The Virtual Communities for MIS practitioners is in the planning phase. YTC in conjunction with the MoE are working on the design of this system so that it best supports and enables teachers. It was recommended to assign a mentor in each of the 16 centers for MIS, e-commerce and programming to assist teachers and supervisors in teaching these subjects.

Objective Three–Assist the MoE in Developing an Accreditation System for MIS

No work has been undertaken under this heading during the reporting period

Objective Four– Implement School-to-Career (STC) Transition Pilot

Idea Book

The STC team continues its cooperation with the Ministry of Education and various STC stakeholders, schools educators and counselors for developing the School-to-Career idea book which will describe the School-to-Career concept and its tools. The book which will be targeted towards teachers, students, local community and businesses is currently being developed in collaboration with one of STC's consultants. The book will be divided into two sections: the first which will contain a general description of the STC concepts, while the second part will be a How-to Guide for School-to-Career.

Promotional Material/STC Media Campaign

The STC has been cooperating with the MoE and other agencies to develop a comprehensive media campaign that promotes the school-to-career concept in the targeted communities and regions. Work has already started on the development of various components of the media campaign such as: STC logo selection, the design of the brochures and written materials, as well as the production of flash and video for the STC. Three companies were selected to help in the development of the media campaign; each company will be responsible for developing a separate part of the campaign.

Interagency Cooperation

STC has partnered with three key institutions for implementing the STC program in Jordan. The first partner is the National Center for Human Resources Development (NCHRD), who will assist in building the capacity of MoE teachers and counselors by providing them with the necessary labor market information and career counseling sessions and training. The second partner is Princess Basam Youth Resource Centre which operates under the umbrella of Queen Zein Al-Sharaf Institute for Development and will be responsible for implementing the Community Youth Mapping in collaboration with two AED consultants. The third partner, INJAZ will work closely with STC on various issues related to the school-to-career concept such as job shadowing, internship and soft skills development for students.

Capacity Building

Several initiatives were undertaken with the purpose of assisting the Ministry to build their own capacity in regards to school-to-career.

- Meetings with regional coordinators in the three regions in order to introduce the STC program and explain its structure, goals and objectives. Discussions, which included MoE staff and particularly the Educational Counseling Dept, focused on the necessary steps that should take place as of the new school year 2005-2006, and the expected roles of the regional coordinators in their areas.
- Engaging the MoE in STC activities such as the development of MoUs with the STC partners (National Center for Human Resources Development, INJAZ and Princes Basma Youth Resource Centre), and their participation in the three workshops that took place in the three regions aiming to assist participants in building a better understanding of the STC concept, and help them understand the roles of teachers, principals, students, local community and businesses.
- Enhancing cooperation between MoE and STC with regard to the development of the STC initiation plan in the 12 schools. This has been supported by field visits to the three regions where the local working groups have been officially appointed, school profiles were updated and completed and suggestions for implementing and promoting the program in these areas were made.
- Engage MoE staff in the discussions with the STC partners (INJAZ, NCHRD, and PBYRC) to facilitate the transfer of experiences and knowledge to the MOE, and orient them on STC activities and approaches.
- Exposing MoE staff to international expertise by engaging them in meetings and discussions with various STC international consultants visiting Jordan to support the school-to-career program.

Objective Five–Test innovative approaches for using ICTs to enhance teaching and learning:

COW Pilot



After agreement with JEI the electrical supply, networking and security installation in Um Ammar School was completed. ESP and MoE visited Um Ammar School to assess the quality of the work done in preparation for the deployment, July 19. However JEI requested that Um Ammar Secondary School for girls be replaced with Naefah Secondary School for girls/Amman because they believed that Um Ammar school already contained substantial technology and that the ratio of children to computers was too high vis-à-vis others that were underserved. ESP and JEI visited Naefah school and confirmed the school's selection as the forth COW Pilot School (August 6).

The three COWs which were shipped from the United States were delivered to Enjaz for configuration, August 28. After the configuration, the COWs were readied for delivery to three schools one in the North (Bushra Secondary School for Boys, Irbid), one in the middle (Balqa School for Girls, Salt) and a third in the South (Prince Hassan School for Boys, Karak) of Jordan. ESP drew up initial plans to hold four workshops for teachers in COW schools (one workshop per COW school), scheduled for the second half of October 2005.

During the three-month period, ESP discussed with Microsoft the possible replacement of the Netsupport School class management software (August 2nd), prepared the COW workshop training, and conducted one training session on the use of class management software at the QRC (with Enjaz's participation, 21st of September).

Discovery Pilot

YTC deployed equipment in Ahmad Toukan School in 4 classrooms on the July 5 to finalize Phase I of the Discovery School Program. A committee comprising members of the MoE and ESP, visited Ahmad Toukan School for the official hand over of equipment.

For each pilot school a technical committee has been formed, including school principals, teachers and students. The role of these committees is to plan for ICT in each school and then to mentor and manage the technology once it has arrived.

Three bids were received from Jordanian companies for the design and production of classroom furnishings. Furnishings include security boxes for data shows, TV screens and computer tables for the desktops.

Networking and electricity upgrading was carried out at the Khansa school to prepare the school for deployment, August 19. The equipment was subsequently delivered but was refused by the principal of the school and rerouted to ESP's offices. Discussions with the principal of the school led to the solving of outstanding problems and issues and the equipment was delivered to Khansa School in September.

Ahmad Toukan School had been fully equipped. All PC's, laptops & data shows had been delivered & installed, August 8. A full presentation to the teaching staff of Ahmad Toukan School was given in order to introduce them to the new technologies installed in their classroom.



With the increased investment of new technology in the school work on fixing & painting the doors and installing new locks to all of the classes was completed, September 25.

Following the installation of network cabling at both Discovery Schools in the last quarter the quality of the work was checked & tested by third party specialist and subsequently a team from the MoE came to test the network & electrical cabling equipment at the schools, September 5. The network cabling passed inspection with minor modifications, yet there remained outstanding in regards to the electrical work, to be resolved as adjustments and modifications are made in overcrowded classrooms in October. ESP/YTC staff visited both Discovery schools with DCOP in order to assess the current situation at the schools, September 26.

Professional Development Training Program

ESP concluded its selection of a subcontractor for the "Training in the Use of Innovative Technologies in Classrooms," an RFP that attempts to provide technology integration support to in-class teachers. An Evaluation Committee comprising of members of MoE (ICT and Training Department) and ESP staff reviewed the final proposals. The committee concluded its work in late-August/early-September, putting forward its recommendations to AED-Washington on September 12. CADER was selected for this subcontract.

Queen Rania Centre/Hashem Centre

ESP Consultant, Jesse Rodriguez worked with MoE consultant Bassam Kahhaleh, the ICT Directorate and Jordan Telecom in brokering an agreement for JT data centre hosting services of MoE's data center equipment. Agreement was reached at a meeting between the two parties in the presence of USAID and ESP. The agreement was followed by a series of letters and official correspondences which directed ESP equipment to JT's Hashem Center. It should be noted that moving the data center from Queen Rania Center to Hashem Center will improve connectivity and provide cost savings to the MoE.

SST (Student Support Technician) Pilot

Two meetings were conducted with iEarn to explore the possibility of working together to provide training for students in the pilot schools, Sept 5-8. These students will be trained to become support technicians in their schools. Further meetings are planned for October.

YTC Monitoring and Evaluation

The YTC staff worked closely with Dr Oleksiw during her visit in July beginning the initial phases of the development of the YTC evaluation studies.

The YTC team has worked on the generation of data for the PMP database and expects to enter this information in October/November.



The YTC team has also worked extensively on the design of the formative studies in Youth Technology and Careers. The YTC Team is looking at the development of several studies which will track the impact of the work of the component, these include:

Professional development of MIS Educators

Assessment of teachers

Assessment of students

ICT's integration into Education

ICT's integration into Education – E-Learning

School-to-Career

To achieve these studies YTC is looking at several instruments including questionnaires, KAP Studies, Teacher and Student Portfolios and feedback through School Technology Committees.

Preparation is now underway to develop the instruments which will enable careful study of the impact of the YTC component work across these areas.

Actions Planned against Achievements for July - September, 2005

E-learning company will be chosen.

The Evaluation Proposal Committee chose three companies from an initial list of six bidders and submitted a report to ESP. The three companies selected have been submitted to USAID in August

Status: In progress

Conduct teacher guide training for the MIS Curriculum enhancement for the curriculum section.

The workshop was conducted with the participation of Ramzi Attaya and Houcine Haichour.

Thirty trainees (MIS teachers and supervisors from MoE) attended this workshop. MoE adapted MIS teacher guide as the general template for all MoE textbooks, August.

Status: Completed

Conduct MIS teacher training workshop for 70 MIS supervisors and teachers.

The workshop was conducted with the participation of Houcine Haichour, seventy five trainees (MIS teachers and supervisors from MoE) considered to be the Core team for future training attended this workshop, September.

Status: Completed

Deploying equipment for the two Discovery Schools with commensurate training program.

One school was fully equipped in June equipment deployment to the other school was delayed due to modification required for electrical wiring.

The training program for the pilot schools were delayed because the contract with the training company has yet to be assigned

Status: In progress

Design a plan for the SST program with MoE.

An agreement with i-earn will be signed in the future to collaborate in applying the program

Status: In process

M&E Database work plan will be finished and work on data collection will have commenced.

Status: Database design completed. Collection of data expected to begin late October early November.

Procurement for the QRC, JEI schools, COWs, and pilot schools will be completed.

Status: Completed

Summary of Planned Activities for Next Quarterly Period (October – December 2005)

Objective 1–Enhancing Management of Information Stream (MIS) Curriculum

- Plan Teacher's Guide Development for MIS in conjunction with Bearing Point in late November – early December.
- Sign a contract with the e-learning company; work expected to begin on e-learning modules by mid-November.

Objective 2–Strengthen MoE's training program for MIS educators:

- Conduct training workshops for 650 MIS teachers in 17 training centers regard instructional and assessment strategies .Nov-Dec
- Conduct survey of 16 MIS training sites, and survey MIS school infrastructure and training needs in follow up to Dr. Omar Al-Sheikh's needs analysis, and synthesize main findings of the needs analysis for MoE.
- Conduct a specific training workshop for Computerized Accounting MIS teachers. Dec
- Conduct a specific training workshop for Management MIS teachers. December
- Evaluate the training workshops for MIS Teachers. December.

Objective 4–Implement School-to-Career (STC) Transition Pilot

- Community Youth Mapping to begin by December, in preparing trainings and technical assistance (January 2006)
- Media Campaign to be launched with promotional brochures available at Injaz Job Fair (November 27)
- Injaz to conduct focus group discussions with community, business, teachers and students in pilot regions.
- NCHRD to begin implementing training program for career counselors.
- School to Career Idea Book to be approved and distributed.

Objective 5–Test innovative approaches for using ICTs in education:

- Conduct three COW workshops in the three schools. Oct-Nov
- Design a plan for the SST program with MoE. December.
- Sign a contract with a professional development training company for the pilot schools Nov
- CADER to prepare Phase I school profiles and assessments in all six pilot schools; while launching Common Grounds training program (late November – early December)
- Hashem Center will be fully operational with installation of remaining HP and Cisco equipment; school connectivity tests will follow (Nov.-Dec.)
- Refurbishment Center study will be completed by November 30.

E-Aqaba Project

- YTC will assist MOE and USAID in the assessment of need for improving the schools in the four southern governorates with particular emphasis on improving the ICT capacity in both technologies and connectivity so that they can benefit from the new online computer assisted learning tools for all subjects as well as support to the new MIS curriculum.

Monitoring and Evaluation

- Design a Teaching portfolio in cooperation with MoE. December.
- Continue the development of M&E formative studies in cooperation with MoE and other stakeholders

Planning

YTC Plans to be fully harmonized with the ERfKE reporting structure and will be presented to USAID in the form of the Annual Work Plan 2006.



Jordan ER/KE Support Project

**Quarterly Report
October – December 2005**

Submitted to USAID Jordan

Under Cooperative Agreement No. 278-A-00-00226-00

January 31, 2006

Table of Contents

BACKGROUND:	3
ESP PROGRAM STAFF LIST AS OF DEC 31ST 2005	4
Consultancies	5
PROJECT COORDINATION, COLLABORATION AND COMMUNICATIONS:	6
COMPONENT I: EARLY CHILDHOOD EDUCATION	7
Summary of Significant Achievements in the Last Quarter	7
<i>Objective 1: Capacity Building of ECE Trainers, Supervisors, and Teachers through Training</i> 8	
<i>Objective 2: Refurbishing ECE Classrooms and Centers</i>	8
<i>Objective 3: Enhancing the National Interactive ECE Curriculum</i>	9
<i>Objective 4: Assisting MOE to Develop a Kindergarten Accreditation Framework</i>	9
ECE Monitoring and Evaluation.....	10
SUMMARY OF PLANNED ACTIVITIES FOR NEXT QUARTERLY PERIOD (OCTOBER - DECEMBER 2005)	12
COMPONENT II: YOUTH, TECHNOLOGY, AND CAREERS (YTC)	15
Summary of Significant Achievements in the Last Quarter	15
SPECIFIC PROJECT ACTIVITIES AND RESULTS BY COMPONENT	15
<i>Objective One: Enhancing Management of Information Stream (MIS) Curriculum</i>	15
<i>Objective Two: Strengthen MOE's training program for MIS educators:</i>	16
<i>Objective Three: Assist the MOE in Developing an Accreditation System for MIS</i>	16
<i>Objective Four: Implement School-to-Career (STC) Transition Pilot</i>	17
<i>Objective Five: Test innovative approaches for using ICTs to enhance teaching and learning:</i> 17	
YTC Monitoring and Evaluation	19
SUMMARY OF PLANNED ACTIVITIES FOR NEXT QUARTERLY PERIOD (OCTOBER – DECEMBER 2005)	20
SPECIFIC PROJECT ACTIVITIES AND RESULTS	24
SUMMARY OF PLANNED ACTIVITIES FOR NEXT QUARTERLY PERIOD (OCTOBER – DECEMBER 2005)	25
ERfKE Support Project Monitoring and Evaluation	27

Background:

The ERfKE Support Project (ESP) is a USAID funded project in support of Government of Jordan Education Reform for a Knowledge Economy (ERfKE) program. ESP began officially on July 1, 2004. The Academy for Educational Development (AED) manages the project under the EQUIP 2 cooperative assistance mechanism. AED is implementing the project in partnership with the American Institutes for Research (AIR).

ESP is managed in the most cooperative and collaborative way possible with the Government of Jordan and other parties (e.g. the Development Coordination Unit (DCU) of the Ministry of Education (MOE) ERfKE project). ESP project personnel work through established Ministry of Education Offices, the ERfKE committee system and the DCU. The project is consistent in design with the Government of Jordan's (GoJ) knowledge economy focus and the ERfKE framework and management process. It is also consistent with developing the behaviors and creative problem-solving skills that the Ministry of Education wishes its young people to have, beginning in kindergarten with activity-based learning to reinforce knowledge and in secondary education stream with interactive blended e-learning enhanced Management Information.

The ERfKE Support Project is an integrated set of support and capacity-building activities that assist the MOE with implementation of two major components of the ERfKE initiative:

1. **Improve and Expand Early Childhood Education:** The goal of this component is to improve the physical condition and furnishing of early childhood education (ECE) facilities; modernize and update the kindergarten curriculum; strengthen the skills of ECE professionals; and promote high-quality ECE.
2. **Youth, Technology and Careers (YTC):** The goal of this component is to enhance the curriculum for the new Management and Information Stream (MIS) in grades 11 and 12 to better prepare youth for the workforce; integrate the use of Information and Communication Technologies (ICT's) into teaching and learning in the MIS program; develop e-learning curriculum elements¹ to support teaching and learning; strengthen teacher training capacity for the MIS program; help train MIS teachers; and develop a pilot school to career (STC) transition program in grades 9 through 12.

This report is the sixth quarterly report for the ESP project. It covers the period from 1st October to December 31th 2005.

¹ E-Learning Curriculum Elements will consist of ICT-based learning modules covering select aspects of the MIS curriculum that will support the teaching and learning of the MIS content. These e-Learning modules will use a mix of technologies to accelerate learning, stimulate student critical thinking skills, and provide a consistent pedagogical approach and high quality instructional content for all teachers and students in the MIS program.

ESP Program Staff List as of Dec 31st 2005

Chief of Party	William Darnell
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Administration

Project Administrator	Mutayyam Al Oran
Assistant Administrator	Heba Nimer
Administrative Assistant	Randa Marji
Administrative Clerk/Receptionist	Rawan Krieshan
Driver	Ali Al Nsour
Driver	Husni Khalil
Driver	Sharif Ayadeh

Early Childhood Education

ECE Director	Tagreed Abu Taleb
Site Renovation Officer	Deeb Ghanma
ECE Specialist	Dina Al Jamal
Site Renovation Officer	Hamada Abdel-Salam
Curriculum/Training Specialist	Laila Al-Sayegh
Procurement Officer	Omar Kanan
Accountant/Events Coordinator	Ragheed Darwazeh
Curriculum/Training Specialist	Seim Azar
Senior Renovation/Procurement Officer	Shadi Bushnaq
Accreditation/ECE M&E Specialist	Taghreed Abu-Hamdan

Research and Communication/Monitoring and Evaluation

Research and Communication Specialist/Monitoring and Evaluation Coordinator	Clive Cavanagh
M&E Administrative Assistant	Suha Rebhi

Youth Technology and Careers

Deputy Chief of Party	Jeff Coupe
Teacher Training Coordinator	Fatima Al-Mughrabi
STC Program Coordinator	Hadeel Abu-Shama
Admin & Training Assistant	Jacqueline Salman
YTC Operations Manager	Khitam Al-Utaibi (2/1/06)
STC Program Manager	Mohamad Al-Kassem
Web Technical Manager	Nidal Sweis
Curriculum Development Officer	Nilhan Siam
Monitoring and Evaluation Officer	Razan Al-Hadidi
Pilot Projects Coordinator	Sano Sanossian

Consultancies

See **Annex I** at the end of this report.

Security Issues

Bombings at three hotels in Amman on November 9th led to a heightened state of security in Jordan. The ECE office has since August had 24 hour security guard coverage and security arrangements were further reviewed in the light of these events.

Program Management and Administration:

- ESP assessment of Aqaba, Ma'an, Tafileh (South Jordan) prepared at the request of USAID. Report was delivered to USAID, Dec 6.
- There was a "Discovery Phase" for Aqaba, Ma'an and Tafileh that involved visits by a team of engineers under Thomas Ford, Project Coordinating Consultant. The team visited every school in Aqaba as well as a representative sample in Ma'an and Tafileh. This was funded by AED development funds as preparation for developing a proposal for USAID for implementing the school enhancement program in South Jordan. The Discovery Phase will be completed by the end of January 2006.
- STC participating schools selected in Irbid, Ma'an and Tafileh and workshops were held in November.
- It was agreed with MOE Secretary General and Managing Director of General Education that the ministry will identify a full time Coordinator for STC and accompanying office space for a joint MOE/ESP STC office. ESP has agreed to provide an administrative assistant to support the Coordinator.
- ESP prepared financial and other documents for Ian McClellan DCU to be used for evaluation by World Bank Mission expected in January.
- YTC Operations Manager and Administrative Assistant were identified. Administrative Assistant begins work January 1 and Operations Manager starts February 1.
- Contract signed to support the Royal Health Awareness Society, Dec 15 with \$50,000 towards their program as requested by USAID.
- ESP placed orders for JEI PMO computers at the request of USAID. .
- COP, ECE Director and R&C Specialist met with Dr. Soliman Farah and team from the Health Communication Partnership to discuss the integration of health issues into education programs and HCP plans for health education in schools, Dec 19.

Subcontracts

Subcontracts were signed with a number of organizations during this quarter, notably:

NetCorp – Support to JEI. Contract signed Oct 5. Work in progress.

Save the Children - Youth Training in Employment. Contract signed Oct 5. Work in progress.

CADER – Training in the use of Classroom Technologies. Contract signed Oct 21. Work began in December.

Jaid – MIS online electronic content development. Contract signed Nov 13. Work in progress.

Sesame Street Workshop – To provide 26 episodes of Hakayat Simsim for Jordan. Contract signed Nov 30. Work will begin in the New Year with a workshop in January.

Primus – Computer refurbishment study. Contract signed Nov 7. Study and findings was submitted to USAID for review.

Support to Royal Court – Royal Court and MOE identified with AED Vincent McGee to work with them on the development of the Queen Rania Education Foundation. Mr McGee arrives in January.

Modification of the Cooperative Agreement:

The ESP Cooperative Agreement with USAID was amended, including revised work plan and budget and became effective as of Sept. 13.

Monitoring and Evaluation

A special report has been produced covering the work which has been achieved in Monitoring and Evaluation in the last year, particularly the last three months and is situated at the end of this Quarterly Report (**Annex II**).

Project Coordination, Collaboration and Communications:

USAID and ESP Project team: The USAID CTO is Maha al-Shaer. Her primary point of contact is William Darnell, ESP COP, on all matters concerning project implementation. The working relationship with USAID has continued to be very positive during the past quarter.

With the Ministry of Education: All ESP communication with the Minister of Education must include the USAID CTO and USAID Director SSO. Communication with the Secretary General is to include the ESP COP or DCOP. Once the Secretary General and/or the DCU are informed and approve an action, the ESP team can proceed to work with the concerned MOE officials.

Component I: Early Childhood Education

Summary of Significant Achievements in the Last Quarter

- ECE team completed design of two formative studies and produced supporting materials.
- Secretary General gave ESP/ECE permission to access kindergarten and first grade school children to implement Early Years Evaluation (EYE) tool with approved participation of Ministry field testers and EC Department staff to collect data.
- A Preparatory meeting was held with all EYE testers during which materials were distributed and testers were assigned to implementation sites, Oct 12.
- Data collection for two ECE formative studies was completed Oct 20.
- Secretary General met with Drs Wood and Spier, Oct 20 and was updated on phase II curriculum evaluation process.
- ESP/ECE met with MOE supervisors, ECD, and curriculum staff to train on curriculum evaluation instrument and distribute testers to ESP kindergartens, Oct 20.
- Data collection for phase II of curriculum evaluation was completed Oct 27.
- ECE/MOE Supervisor Training Manual was approved by Secretary General and sent for printing Oct 19.
- Data analysis and report from August introductory teacher training was complete.
- Drs. Wood and Spier met Secretary General briefing him on main findings of curriculum evaluation phase II, Oct 31.
- A feedback session between MOE supervisors, ECD, and curriculum staff took place to gather feedback on curriculum evaluation instruments and difficulties encountered in data collection, Oct 31.
- ECE/MOE supervisor training was conducted Nov 8-10. 20 ECE supervisors and potential trainers attended training.
- Technical Committee meeting, Nov 6, reviewed last topics for Advanced Teachers Training Manual.
- ECE/ESP met with MOE Training Director viewing a PowerPoint presentation on component objectives and training achievement of teachers, trainers, supervisors, principals and ECE/MOE staff, Nov 9.
- ECE/ESP completed Advanced Kindergarten Teacher Training Manual, received by Secretary General and approved, Nov 21.
- Two kindergarten classroom events were videotaped for use during advanced teacher training.
- U.S. study tour of family literacy centers was completed by ESP/ECE Director, MOE/ECD Director and staff members, Nov 8-21.
- ECE supervisor and trainer workshop was held providing training on advanced teacher training manual, Nov 29 – Dec 1.
- Drs Wood and Spier completed their curriculum evaluation report, Dec 1.
- National Curriculum workshop held at Sheraton Hotel, opened by Secretary General, Dec 14.
- Advanced Kindergarten Teacher Training was completed Dec. 26, 282 kindergarten teachers were trained at 16 sites in the kingdom by 26 MOE trainers.
- Feedback meeting with teacher trainers was held on, Dec 28.
- Draft of first kindergarten learning outcomes and indicators was completed and presented at curriculum evaluation workshop in December.

- Indoor renovation works and playgrounds for kindergarten clusters 3&4 Karak and 5&6 (Ajloun and Jerash) completed.

Objective 1: Capacity Building of ECE Trainers, Supervisors, and Teachers through Training

ECE Supervisor Trainers Manual and Training Program

ESP/ECE staff developed a Supervisor Training Manual that was reviewed by the MOE's technical committee and approved by the Secretary General. The manual included nine in-depth topics covering training objectives, training process, training needs, training techniques, adult learning, learning styles, experiential learning, facilitator skills, and practical implementation activities. Support materials were also produced and distributed to the supervisors. The main objective of this training was to prepare the MOE/ECE supervisors for future involvement in training kindergarten teachers. The supervisors received 21 hours of training from the ESP/ECE team during November using the training manual. Subsequently, a number of supervisors participated in the teacher training program that took place in December.

Kindergarten Teacher Training Manual and Training Program

ESP/ECE staff developed a kindergarten teacher training manual and supporting DVDs that were reviewed by the MOE's technical committee and approved by the Secretary General. The team also produced support materials/information booklets that were distributed to kindergarten teachers during training. The teacher trainees received a three day workshop on the use of the manual, Nov 20, 30 and Dec. 1. The manual was used by the teacher trainers to guide them through the 40 hour advanced training program. The training program took place throughout the month of December. 282 Ministry of Education kindergarten teachers were trained on five specific early childhood topics; teacher-child interaction, daily routine, reading and writing readiness, parental involvement and child assessment. The training took place throughout the Kingdom in 16 training sites identified in collaboration with the Ministry's training department. The training sites were visited by the ESP/ECE and ECD/MOE staff members and trainer performance was evaluated.

Objective 2: Refurbishing ECE Classrooms and Centers

Renovations

- Cluster 3 & 4 (Karak) 14 KGs: Hand over of renovation works from contractor to ESP has been completed.
- Cluster 5 & 6 (Ajloun and Jarash) 15 KGs plus four Children's Language Enrichment Centers: BoQs preparation, bidding process, financial proposals, have all been completed, purchase orders have been signed and renovation work is in process with a number of kindergartens having been handed over from the contractor to ECE.

Furnishings

- 10 Wooden Play sets installed in different KGs in Amman, Madaba and Karak.
- Distribution of furniture for 7 KGs in Amman, 3 in Madaba and 14 in Karak.

- Procurement process for metal playground equipment for all the 86 remaining KGs.
- Procurement for plaques for all 96 KGs.
- Procurement for all the furniture items for cluster 5 & 6 - 15 KGs

Children's Language Enrichment Centers

- One centre in Karak had been renovated. Two centers in Jerash and two centres are in process

Objective 3: Enhancing the National Interactive ECE Curriculum

In response to the Secretary General's request for curriculum "external examiners", ESP contracted Dr. Fred Wood from AED and Dr. Elizabeth Spier from AIR to design and implement phase II of the national curriculum evaluation activity. Both consultants arrived in Amman in early October and worked on the data collection instrument in addition to completing field classroom visits to test the instrument. The instrument consists of four sections; kindergarten classroom physical environment, teacher-child interaction, daily process/routine and a teacher questionnaire. A letter requesting permission to access ESP kindergartens was sent to the Secretary General and approval was granted. All twenty eight ESP kindergartens were included in this study. A meeting was held at the MOE with the supervisors/data collectors, the ECD and training staff, Oct 20. The supervisors were trained on how to use the instrument. The instrument was also distributed to the various ESP kindergartens. Data collection began Oct 23 and was completed Oct 27. During the data collection phase, testers were supervised by either MOE or ESP staff. A feedback session regarding the use of the curriculum evaluation instruments and classroom observations took place with the supervisors, visiting consultants (Drs. Wood and Spier) and ESP staff. The feedback session provided observations on the instruments as well as on the teachers' implementation of the curriculum in the classroom which will be included in the study analysis and report. The data collected from the 28 ESP kindergartens was analyzed by the external examiners and a report was delivered in December. ESP/ECE organized a National Curriculum Workshop, Dec 14. The Secretary General opened the workshop and was appreciative of efforts to modify the curriculum. During the workshop the findings of the curriculum evaluation report were presented by AED/AIR consultants. A set of recommendations were agreed upon at the end of the on-day workshop which were sent to the S.G. through the curriculum department.

Objective 4: Assisting MOE to Develop a Kindergarten Accreditation Framework

The advisory committee representing different organizations successfully completed the first draft of the learning outcomes and indicators. The document identified nine areas of kindergarten children's learning: language (Arabic and English), Mathematics, Science, Health & Wellness, IT, Religion, life skills, Creative thinking, and Social studies. This document was presented at the curriculum evaluation national workshop on December 14. The Curriculum Department at MOE will use the learning outcomes and indicators in modifying the National Curriculum. A meeting with NCFA and MOE took place to review the licensing standards. All the items related to accreditation and quality were removed from the document as these items were not considered to be part of a licensing standards. The document now focuses on the essential requirements for establishing a kindergarten and on children's safety and hygiene for licensing purposes.

Objective 5: Parent/Community Participation

Kindergarten parental involvement was one of the main topics presented at the advanced kindergarten teacher training program. The document is currently being developed and special focus will be given to the importance of parent involvement in their kindergarten child's education and development. Teachers will also be provided ways to promote and encourage this involvement through school and classrooms functions. As part of launching this activity, ESP/ECE provided training to kindergarten teachers in December on the importance of parental involvement in children's education. The training included methods and activities teachers can use to encourage parent participation.

The ECE/ESP Director, ECD/MOE Director and one MOE staff member completed a U.S. study tour, Nov 8-20. During the study tour they visited family literacy centers in Washington DC and Los Angeles. The centers provide families with comprehensive services that include early childhood education programs and family literacy classes. One of ESP/ECE's goals is to promote teacher effectiveness through providing them with community support. As viewed during the study tour, this can be, in part, accomplished by encouraging mothers to participate in kindergarten classroom functions. In conjunction with the Ministry of Education, ESP/ECE will devise a plan that will encourage parental involvement in the schools.

ECE Monitoring and Evaluation

The ESP/ECE staff designed two formative studies in October. The Early Years Evaluation (EYE) instrument was used in both. The first study intended to validate the instrument for use with kindergarten aged children. Accordingly, a sample of 100 kindergarten children was tested. The second study had a sample of 230 first grade children. The children were clustered into three groups; MOE/ESP/Kg e, MOE/Kg, no Kg. The goal of this study was to compare the achievement of the three groups as they enter first grade using the EYE. The data collection phase for both studies took place October 16–20. Ministry of Education trainers were used as testers and the MOE/ECD and training staff provided supervision during the data collection. A contract was signed with a local consultant for data analysis and report writing with completed reports being submitted at the end of December.

A more detailed analysis of ECE Monitoring and Evaluation can be found in **Annex I** at the end of this document.

Actions Set Against Achievements October to December 2005

Objective 1: Capacity Building of ECE Teachers through Training

All kindergarten teachers will participate in a 40 hour advanced training program scheduled for November.

Status: Completed

MOE/ECE supervisors will receive skill enhancement training program in November.

Status: Completed

National curriculum trainers will receive training in November on the application of the advanced training manual to be used with the kindergarten teachers.

Status: Completed

Principals of schools with kindergartens will participate in awareness seminars in December.

Status: Moved to February

Objective 2: Renovating and Furnishing ECE Facilities

Renovations

Kg Clusters 5&6 Completed.

Status: Completed

Assessment of Clusters 7&8 will have been completed.

Status: Completed

Renovation work will have commenced on 7&8.

Status: Assessment Completed

Assist MOE in assessing the potential for upgrading existing kindergartens and the establishment of kindergartens in areas where there are none.

Status: Ongoing

Furnishings

Furnishing of Clusters 5&6 completed.

Status: In Process

Purchase orders for clusters 7&8 will have commenced.

Status: In Process

Objective 3: Enhancing the National Interactive ECE Curriculum

Phase II of the national curriculum evaluation will be completed and reports written and submitted to the Ministry.

Status: Completed

Objective 4: Assist MOE to Develop a Kindergarten Accreditation Framework

Accreditation Plan for October to December:

Finalize the indicators of the learning objectives/outcomes for KG.

Status: Completed

Submit the indicators to the Ministry of Education.

Status: Completed

Conduct a workshop for all concerned organizations and stakeholders to present indicators and modify them accordingly.

Status: Completed. Presented at Curriculum Workshop

Prepare a draft of the teaching and management indicators for KGs.

Status: In Process

Objective 5: Parental/Community Participation

All kindergarten teachers will be trained during the advanced training course in November on how to encourage parent participation in kindergartens.

Status: Completed

M & E plan for October to December:

Prepare the design of the two formative studies.

Status: Completed

Prepare the materials of the Early Years Evaluation (EYE) instrument.

Status: Completed

Form research team and supervisors from the Ministry and train them on using the Early Years Evaluation (EYE).

Status: Completed

Begin Collection of data and oversee the implementation process.

Status: Completed

Contract a statistician for data entry, analysis and report writing.

Status: Completed

Summary of Planned Activities for Next Quarterly Period (January – March 2006)

Objective 1: Capacity Building of ECE Teachers through Training

- Develop Advanced Kindergarten Teacher Training Manual II.
- Identify kindergarten teacher in-service training topics with MOE, prepare in-service strategy paper and training manual, and begin training program.
- Identify kindergarten principal training needs; prepare information/awareness booklets, and train principals and field directors.
- Begin developing Children's Language Enrichment Center (CLEC) Operations and Implementation Manual with MOE and stakeholders
- Identify potential "Master Kindergarten Teachers" and prepare strategy paper with MOE.
- Conduct meetings with ECE supervisors.
- Train national curriculum trainers on Advanced Teacher Training Manual II.

Objective 2: Renovating and Furnishing ECE Facilities

Renovations

- Physical assessment and renovation works of kindergarten clusters 7 & 8 including CLEC (Irbid and Balqa).
- Physical assessment and renovation works of kindergarten clusters 9 & 10 including CLEC (Tafilah, Maan, Aqaba).

- Prepare BoQs, tendering process, PO preparations, awarding of contract.

Furnishings

- Furnish kindergarten classroom clusters 5 & 6 (Ajloun and Jarash), a total of 15 classrooms.

Objective 3: Enhancing the National Interactive ECE Curriculum

- Work on phase I & II national curriculum modification with Ministry's Curriculum Department.

Objective 4: Assist MOE to Develop a Kindergarten Accreditation Framework

- Receive comments from MOE on kindergarten children's learning outcomes and indicators.
- Develop teaching and management standards and outcomes with MOE and stakeholders.
- Present seven suggested accreditation areas to Advisory Committee for discussion
- Prepare ToRs for accreditation area consultants, appoint consultants and begin working with subgroups.

Objective 5: Parental/Community Participation

- Review parent involvement concept paper with stakeholders and develop plan to introduce parents into kindergarten classrooms.

M & E plan for January to March:

- Collect math and language scores of first grade children previously tested using EYE.

ECE Documents produced to date:

Training Manuals:

ESP produced three training manuals. They were approved by the Ministry of Education. The manuals were distributed to the trainers and the ECE field supervisors.

1. Introductory Teachers Training Manual
2. Training Trainers Manual on basic training skills. The manual targeted the field ECE supervisors with an aim of upgrading their skills to become trainers for early childhood education teachers.
3. Advanced 1 Teachers Training Manual

Support booklets:

ESP produced a support booklet (teacher's packet) for the teachers for each training. Each booklet included support materials on the topics of the training. The aim of producing the booklets is to support trainees after the training sessions so that they can refer to the booklet when they apply the training to their work.

Learning outcomes and indicators:

ESP completed a draft on children's learning outcomes and indicators which would support the Ministry in modifying the national curriculum. The document will be used as part of the

accreditation system which ESP will develop in 2006 in cooperation with MOE and stakeholders.

Curriculum Evaluation Report

Two international consultants were contracted to evaluate the national curriculum. The evaluative study took place in October. The study results were presented in a full report and a summary report.

Component II: Youth, Technology, and Careers (YTC)

Summary of Significant Achievements in the Last Quarter

- Created PMP Database for ESP, Oct 3.
- Conducted training workshops for 650 MIS teachers in 17 training centers regarding instructional and assessment strategies, Nov-Dec.
- Finished entering data for year 2004-2005 for PMP YTC indicators.
- The 300 computers and Laptops for discovery schools was delivered to MOE/JEI. Distribution to schools by MOE/JEI is in process.
- Conducted four (COW) Introducing Technology into Classroom workshop in Karak, Irbid, Amman and Salt,, Oct. & Nov
- Developed implementation strategy for "Training in the use of Innovative Technology in the Classroom" with CADER.
- Finalized the Teacher's Guides manual .The Curriculum Directorate decided that the MIS teacher Guide will henceforward be considered as the official template for all future text books
- Delivered three Computer-on-Wheels carts to COWS schools Sep- Nov.
- Evaluation report for Training of Trainers workshop (phase one) was prepared.
- Contract was signed with JAID Productions for MIS Online electronic content development, Nov 13.
- Contract was signed with Primus for Computer refurbishment study, Nov 7.
- Contract was signed with Save the Children for Youth Training in Employment, Nov Oct 30.
- Contract was signed with NetCorp, Support to JEI, Oct 5.
- Contract was signed with CADER "Training in the use of Classroom Technologies, Oct 21.

SPECIFIC PROJECT ACTIVITIES AND RESULTS BY COMPONENT

General Project Developments

- Finalized Integrated Plan for YTC in cooperation with departments in MOE. A workshop was prepared by MOE and several meetings were held between YTC team and MOE departments to produce comprehensive work plan between YTC and MOE .YTC assigned roles in component 2 Work Group Task Force, Oct 2.

Objective One: Enhancing Management of Information Stream (MIS) Curriculum

Develop an MIS Teachers Guide, Curriculum Enhancement:

- The MIS Teacher's Guides Manual which was finalized in the previous quarter for the Curriculum Directorate was recognized as the official template of the MOE and as such all future teacher guides will be based upon this format, Oct 16.

Develop MIS-Online:

- Contract was signed with JAID Productions, Nov 13, for MIS Online electronic content development. Subsequently an e-learning technical committee was formed to monitor

and coordinate activities. JAID designed a work plan including the criteria for script writers and proposed lesson plan format.

Objective Two: Strengthen MOE's training program for MIS educators:

Teacher training for the MIS teachers:

- A training workshop (Phase II) was conducted 650 MIS teachers in 17 training centers regard instructional and assessment strategies Nov-Dec. Report on the training sessions will be produced in the near future based on the questionnaires which teachers completed at the training.

Needs Assessment for training:

- Evaluation report for Training of Trainers workshop (Phase I) was prepared.
- Conducted survey of 16 MIS training sites (Phase II) and evaluated the training workshops for MIS Teachers.
- YTC Team developed instruments for a survey in March 2006 on MIS school infrastructure, teacher training needs, student needs for 2005-2006 (Phase III).

Objective Three: Assist the MOE in Developing an Accreditation System for MIS

Note: as discussed with USAID and MOE this objective will focus on quality assurance in MIS schools and not an accreditation system per se.

- YTC Team members met with Mr Omar Al Matrami to discuss the future development of teacher portfolios. This is an idea which he believed the ministry had tried previous without success but felt that the development of teacher portfolios could be used as part of an assessment tool approach for competences. It was considered that the portfolio could be linked with incentives, perhaps around competency based pay scales.
- A meeting with the competences and assessment team (Mr. Ahmad AL Zawaher, Dr.Naseemah Al khaldi, Mr.Omer Al Matrami Mr.Kamel Shank) was held to discuss the development of teacher competences in MOE and the School Development Unit and how teacher portfolios can be developed as an assessment tool as part of the competences, Dec 11. This was part of a wider discussion about the implementation of Teacher Competencies and the potential for MIS competences to be included. The implementation of Teacher Competences has yet to be approved by the MOE. YTC staff were informed that teacher competences would be finalized by MOE with implementation likely in April 2006. Subsequently YTC team members participated in two workshops in Jerash and the Ministry of Education in Amman on the introduction of the School Development Unit pilot which has significant implications for teacher competences, Dec 13 & 19.

Objective Four: Implement School-to-Career (STC) Transition Pilot

Idea Book

The STC team through its cooperation with the Ministry of Education and various STC stakeholders, schools educators and counselors developed the first draft of the School-to-Career Idea Book in Arabic and English. The book will be reviewed by a special committee at the MOE for its final production.

Promotional Material/STC Media Campaign

- Three media companies have been contracted for the development of the STC media campaign which will include printed material, video and flash, and STC giveaways.
- A media consultant has been appointed to follow up on the development of the media campaign.
- STC logo was selected and approved by the MOE.
- STC brochures and flyers were produced and used at the Injaz Job Fair, Nov 27.

Interagency Cooperation

- ESP/STC and MOE signed MoU's with STC partners NCHRD (Nov 21), PBYRC (Oct 30), and INJAZ (Nov 21).

Capacity Building

Several initiatives were taken with the purpose of assisting the Ministry to build its capacity in regards to school-to-career. Among these initiatives were:

- Engaged MOE in the development and final review of MoUs with STC partners.
- Involved MOE staff in the discussions with STC partners (INJAZ, NCHRD, and PBYRC) to facilitate transfer of experiences and knowledge to MOE, and orient them on STC activities and approaches.
- Gave MOE staff regular exposure to international expertise by engaging them in meetings and discussions with STC international consultants during their visits to Jordan to support school-to-career program.
- Work closely with MOE to establish STC within the Ministry, a step that will facilitate knowledge transfer and ensure the project's sustainability building Ministry capacity.
- Engaged the MOE in all activities pertaining to the development of media campaign, and meetings with selected media companies.
- Participated in workshops in pilot areas aimed at introducing STC partners to local working groups and introducing Community Youth Mapping tool.
- Assisted MOE's participation in INJAZ job fair which helped to increase visibility of STC and MOE at national level.

Objective Five: Test innovative approaches for using ICTs to enhance teaching and learning:

COW Pilot

- Conducted four workshops "Integrating Technology into the Classroom Using the COW" in the four COW schools in Karak, Irbid, Amman and Salt during Oct. & Nov. The

workshops were conducted over a three day period for each workshop. An average of twenty teachers in addition to the principal of the school attended the workshop in each school. The participants became more familiar with COW operation, administration systems and management. Participants had the opportunity to apply three lessons using Netsupport School software.

- Delivered all four Computers on Wheels (COW) carts to COW pilot schools.
- Concluded a case study on the needs and requirements of the COW schools for the coming period.
- Researched and tested different wireless configurations for COW.

Discovery Pilot

- Worked with school principal and interior designer to finalize design of a new computer lab to be introduced at Ahmad Toukan School.
- Works on preparing two wireless computer labs at Ahmad Toukan School began mid Dec.

Procurement of computers for JEI

- The procurement of discovery school equipment (300 laptops and projectors) completed.
- The laptops and projectors were delivered to MOE/QRC in November.

Professional Development Training Program

- Developed implementation strategy for "Training in the use of Innovative Technology in the classroom" with CADER.
- CADER work plan for the Professional Development program had been finalized, Dec.
- Initial Assessment & Needs of all pilot schools teachers were completed by CADER in Dec.
- Cader carried out their "Common Grounds" workshop at Ahmad Tougan School at the end of December.

Queen Rania Centre/Hashem Centre

- USAID donated equipments were delivered to MOE's new data center at Hashem.
- Formal acceptance of equipments has been delayed by MOE & JT until Hasham center is fully operational.

Thin Client

- Conducted various meetings & research work in order to finalize "Thin Client" project requirements.
- A case study report was produced on Thin Client concept.
- The Thin Client project was approved by MOE's technical consultant Dr. Bassam Kahaleh, Dec.
- USAID approved the Thin Client project, Dec.
- The procurement of "Thin Client" started in December.

SST (Student Support Technician) Pilot

Has been postponed till April

YTC Monitoring and Evaluation

See **Annex II**

Actions Planned against Achievements for October - December, 2005

Objective 1–Enhancing Management of Information Stream (MIS) Curriculum

Plan Teacher's Guide Development for MIS in conjunction with Bearing Point in late November – early December.

Status: In progress, a series of meetings will be conducted with DCU, MOE and ESP to decide on the different roles in this activity.

Sign a contract with the e-learning company; work expected to begin on e-learning modules by mid-November.

Status: completed

Objective 2–Strengthen MOE's training program for MIS educators:

Conduct training workshops for 650 MIS teachers in 17 training centers regarding instructional and assessment strategies. Nov-Dec.

Status: completed

Conduct survey of 16 MIS training sites, and survey MIS school infrastructure and training needs in follow up to Dr. Omar Al-Sheikh's needs analysis, and synthesize main findings of the needs analysis for MOE.

Status: completed

Conduct a specific training workshop for Computerized Accounting MIS teachers. Dec

Status: This activity was merging with the MIS specific subject manual which will be prepared in May

Conduct a specific training workshop for Management MIS teachers. December

Status: This activity was merging with the MIS specific subject manual which will be prepared in May

Evaluate the training workshops for MIS Teachers. December.

Status: In progress

Objective 4–Implement School-to-Career (STC) Transition Pilot

Community Youth Mapping to begin by December, in preparing trainings and technical assistance (January 2006)

Status: An Introductory workshop was held in three regions. CYM was illustrated and also the implementation plan which would be used in the target regions. Student training in March 2006.

Media Campaign to be launched with promotional brochures available at Injaz Job Fair (November 27)

Status: Completed and was very successful.

Injaz to conduct focus group discussions with community, business, teachers and students in pilot regions.

Status: In Progress.

NCHRD to begin implementing training program for career counselors.

Status: Implementation of training program to begin Feb 6.

School to Career Idea Book to be approved and distributed.

Status: First Arabic draft of the Idea Book is being reviewed by MOE.

Objective 5–Test innovative approaches for using ICTs in education:

Conduct four COW workshops in the four schools. Oct-Nov

Status: completed

Design a plan for the SST program with MOE, December.

Status: Has been postponed till April

Sign a contract with a professional development training company for the pilot schools, Nov

Status: completed

CADER to prepare Phase I school profiles and assessments in all six pilot schools; while launching Common Grounds training program (late November – early December)

Status: completed

Hashem Center will be fully operational with installation of remaining HP and Cisco equipment; school connectivity tests will follow (Nov.-Dec).

Status: In progress, school connectivity tests will commence in February

Refurbishment Center study will be completed by November 30.

Status: completed. ESP/USAID has yet to schedule a presentation for H.E. The Minister.

Summary of Planned Activities for Next Quarterly Period (January – March 2006)

Objective 1–Enhancing Management of Information Stream (MIS) Curriculum

- Development of first 5 e-learning modules.
- Test first 5 modules.
- Assessment and Deployment of first 5 modules in edu-wave.

Objective 2–Strengthen MOE’s training program for MIS educators:

- Identify education resources needed for authoring teachers to prepare manuals for six MIS subjects.
- Need assessment survey for difficulties in MIS content using a sample of MIS teachers from different regions.
- Draft documents of teacher manual for the six subjects.
- Survey for the training centers need.

- Evaluation report for Training of Trainers workshop (Phase II) will be prepared in January.

Objective 4–Implement School-to-Career (STC) Transition Pilot

- Complete workshops in Amman, Karak/Wadi Musa and Irbid that introduce STC partners and CYM.
- Launch STC media campaign with its various components.
- Finalize first version of STC Idea Book in Arabic.
- Launch Community Youth Mapping in pilot areas.
- Selection of STC Coordinator at MOE and Administrative Assistant.
- Developing school-based activities, work-based activities and connecting activities in collaboration with STC partners.

Objective 5–Test innovative approaches for using ICTs in education:

- Prepare 2 new wireless computer labs in Ahmad Touqan school.
- Agree with MOE on shifting equipment from Al Khansa to the two female COW pilot schools.
- Prepare 3 day Workshop in using new wireless labs for classroom management & lesson delivery in Ahmad Tougan School.
- Professional Development Training Program for pilot schools by CADER
- Initiate Thin Client concept pilot test.
- Install equipment for "Thin Client" at ESP Offices (Site of pilot at initial stage).

Monitoring and Evaluation

- Complete design and initiate formative evaluation studies for 2006.
- Development of instruments for 2006 formative studies.

YTC documents produced to date

1. Training of Trainer Guide, Emergency MIS teacher training were distributed to all 60 trainers, Sep-2004.
2. Computer on Wheels Training Workshop Report, Jun.2005
3. Statistic report concerning the situation of MIS for the education year 2004-2005, Aug 2005.
4. MIS Teacher Guide Template, Aug 2005 adopted by MOE Curriculum Directorate..
5. Training of trainer guide for MIS. Distributed to all 75 trainers in the 16 training Sep.2005
6. MIS Lesson DVDs for MIS Trainers, Oct.2005.
7. Training of trainer workshop report .Oct 2005
8. Evaluation Report for Training of Trainer workshop. Oct.2005
9. Evaluation instruments for the impact of YTC activities on the MIS stream, Dec 2005.
10. Computer Refurbishment Center Report, November 2005.

South Jordan Development

In the fourth quarter of 2005 the School Assessment for the South of Jordan was designed and implemented in Aqaba, Ma'an, and Taufileh. After an initial assessment of MIS schools in

Taufileh and Ma'an and of basic connectivity issues in Aqaba, a report detailing these preliminary findings and trends was submitted to USAID. Upon the recommendation of USAID, the ERfKE Support Project (ESP) began design of a more detailed evaluation for the south. The Early Childhood Education team contributed a survey to evaluate the availability of and potential for adding Kindergarten classrooms, while the MIS team contributed a Technology Readiness survey used to evaluate all schools in Aqaba including the MIS schools. Two ICT consultants and two engineering consultants helped ESP complete the assessment of the 59 schools in Aqaba and of the ECE and MIS programs in Ma'an and Taufileh using AED Development Funds.

IMPLEMENTING PARTNERS

NETCORPS

SUMMARY OF SIGNIFICANT ACHIEVEMENTS

- The initial program phases (preparation, recruitment, training, placement and support) were successfully completed.
- The program implementation is underway and will continue until close of academic school year.

SPECIFIC PROJECT ACTIVITIES AND RESULTS

- Recruitment phase was lengthy, but resulted in 22 interns being recruited, trained and placed in the discovery schools for duration of academic year.
- Materials for the NetCorps Enabling (soft skills/competencies) Training as well as materials for technical training were developed and delivered to interns in phases.
- Technical training focused on familiarizing interns and guiding them through application of site surveys and networks. Enabling training focused on enhancing interns' soft skills and competencies. By end of training, a graduation show-case was held during which interns gave creative presentations about program and also created some illustrative materials which they displayed.
- Concurrently, interns were grouped into teams of 5 and placed in their designated schools where they provided technical support for teachers and lab attendants (covering 100 Discovery Schools), as well as providing ongoing feedback on progress and issues arising in schools.
- All 22 interns conducted two monthly site surveys required for each of Discovery Schools (100 schools) in which they have been placed.
- Interns were involved in several parallel events:
 - i. Two interns participated in preparations for Bill Gates visit to Jordan as well as taking part in actual gathering with Jordanian youth at Dead Sea, Oct 25.
 - ii. The interns helped process and analyze site survey information collected in preparation for the JEI Update Meeting.
 - iii. Ten interns supported PMO team during JEI Update Meeting held in Amman, Nov 8-9.
 - iv. Interns participated in Annual INJAZ Job Fair which took place at Le Meridian Hotel Nov 26-27. Interns were invited to attend scheduled lectures, and a group of the interns assisted in setting up and manning the NetCorps Jordan booth.

- A group of interns, selected by the contracted advertising agency, participated in a professional photo-shoot. The photos will be used in the NetCorps corporate identity campaign (e.g. printed materials).

SUMMARY OF PLANNED ACTIVITIES FOR NEXT QUARTERLY PERIOD (JANUARY – MARCH 2006)

- Interns will continue their placement in discovery schools. They work in groups, and rotate on the team leader role. Each intern is responsible for about five schools where he/she provides technical support to teachers and lab attendants, and conducts the site surveys thereof.
- The interns will be involved in establishing the NetCorps Club, called “Nadyna”, and will be proposing suggestions for its scope of work. The main objective of Nadyna will be to make available a place and/or mechanism whereby interns can have access to additional opportunities, based in their individual needs; and can enhance their skills, gain knowledge and expertise, and pursue their ambitions for the future.
- A recommendation that emerged as a result of the Enabling Training was the need to consider including learning modules on the following topics: Presentation Skills, Technical Writing, Creative & Critical Thinking, English language. These proposed topics may be looked into as part of the services NetCorps Jordan can offer its interns after their one-year internship.
- Additional interviews will be conducted to recruit 3 more interns to reach the planned number of 25 interns for the project.

SAVE THE CHILDREN

SUMMARY OF SIGNIFICANT ACHIEVEMENTS

- A grant award of \$2million was made to Save the Children for NAJAH Youth training and employment program. NAJAH will be implemented over a period of 30 months in 3 areas of Jordan – North, Centre and South. The program’s goal is to increase youth employability through soft skills training, community enterprise projects, job placement and launch of a community wide dialogue on the culture of hope.
- SC launched the program on October 31st at a youth-led ceremony under the patronage of their Majesties King Abdullah II and Queen Rania. The event was attended by a wide range of dignitaries including Her Majesty, the Minister of Education, Ambassador of the United States and Head of USAID Mission.
- In this quarter, SC has developed job descriptions for key staff and appointed the Program Manager, the Finance Manager, the Monitoring and Evaluation Specialist, the Training Specialist. Hiring processes for the Community Mobilization Specialist and the Job Developer were launched.
- SC met with His Majesty King Abdullah as well as his policy advisor and key advisors in Her Majesty’s office to introduce the program and seek their support. Because of the program’s innovative nature and its timeliness in tackling youth unemployment and particularly the ‘culture of shame’, their Majesties have expressed interest in the program and a commitment to support it.

- The governorate of Aqaba was selected as the focus area for the South. During this quarter, SC made two field visits to Aqaba conducting several meetings with government, business and community leaders to introduce the program, assess currently available services and facilities and start to seek partnerships with both government and civil society for effective program implementation. SC plans to launch and test the NAJAH program in Aqaba governorate before moving on to central and northern areas.
- During a visit to the United States (funded from SC's own resources), the NAJAH program manager established a partnership with the Arab Community Center for Economic and Social Services (ACCESS) who will serve as program consultants. At the same time, SC set out the terms of reference for internal advisory services for the program to be secured from SC Youth Advisor on Economic Opportunities.
- A detailed implementation plan and monitoring and evaluation plan are being developed for the program.

SPECIFIC PROJECT ACTIVITIES AND RESULTS

- Dennis Walto, SC's Field Office Director in Jordan, has been appointed with overall responsibility for the NAJAH program. Amy Mina has been appointed as Program Manager. Rima Khalidi and Kholoud Abu Zaid were hired as the program Monitoring and Evaluation Specialist and program Training and Curriculum Specialist respectively. Recruitment processes for the Community Mobilization Specialist, the Job Developer and the Aqaba Team Leader have been launched. Job descriptions have been prepared for each of these positions.
- SC launched NAJAH at a major youth-led ceremony on October 31st at the Intercontinental hotel in Amman. The launch was held under the patronage of Their Majesties King Abdullah II and Queen Rania and was attended by 70 youth, 3 Ministers, 2 Ambassadors, heads of donor missions, the President of Save the Children and representatives from NGOs across the kingdom. Media coverage of the event was extensive and included coverage of SC's audience with His Majesty.
- A draft Monitoring and Evaluation framework for the program was developed and circulated to ACCESS and the Youth EO Advisor for their comment. The plan takes into account employability measures from the US and Canada and will be revised in lines with employability measures developed for Jordan.
- SC conducted several meetings with national government representatives including the director of the National Employment Center, key staff within the Ministry of Planning, key staff within the National Center for Human Resource Development and the deputy director of the Higher Council for Youth. In these introductory meetings, SC presented the NAJAH program and discussed ways in which each organization can partner with SC in the delivery of specific program components. Follow-up meetings are planned to take this initiative further.
- SC met regularly with AED to discuss program progress and coordinate program implementation especially regarding links to the Ministry of Education, the development of employability measures for Jordan, areas of implementation for both NAJAH and the STC program and cooperation on working with partners.
- An in-depth meeting with ACCESS in the US resulted in the development of a detailed scope of work for their consultancy service. The SOW reflects ACCESS' capacities and

skills in supporting Arab youth into work in the US. These experiences will prove invaluable in implementing the NAJAH program.

- NAJAH team leadership visited Aqaba twice during this period to introduce the program to key government, business and community leaders. Meetings were held with the Governor, the Director of the ASEZA Community Development Directorate, the Director of the HCY in Aqaba, the Head of the Vocational Training Center, business leaders in the construction and hospitality sectors, community organizations in 3 target communities within Aqaba city and the deputy director of AZEM. As a result of these meetings, SC now has an allocated office space within the ASEZA Community Development structure and has gained widespread support for the program. Aqaba has been selected as a launch location for NAJAH.
- Criteria for community selection have been developed and will be tested in Aqaba.
- Research on training topics has begun and a draft list of topics is being prepared.
- A Scope of Work for the formative study on the 'culture of shame' has been circulated and bids received from experts with experience in conducting this type of community research.

SUMMARY OF PLANNED ACTIVITIES FOR NEXT QUARTERLY PERIOD (JANUARY – MARCH 2006)

- The remaining NAJAH team will be hired.
- A staff development workshop will be planned to orient all NAJAH staff on all program components.
- The detailed implementation plan will be submitted to AED for their approval.
- NAJAH offices will be established in Aqaba and the SC Amman office will be upgraded to accommodate the NAJAH team.
- Equipment, furniture and supplies for the program will be procured.
- Strategies and approaches for community mobilization will be developed and NAJAH team will start implementing them.
- Youth recruitment and selection criteria, processes and tools will be developed.
- A guide booklet on community enterprise initiatives will be developed.
- Strategies for involving business leaders within NAJAH will be developed and several meetings will be held with business leaders.
- The formative study on the culture of shame will be commissioned.
- A draft training curriculum, tools and approaches will be developed and ready for testing in the field.
- The draft NAJAH information package will be developed.
- One community will be selected in Aqaba to launch and test the program.
- Partnerships with at least one community based NGO will be established and formalized in Aqaba. This partnership will enable SC to deliver NAJAH cycles within existing community based organizations.
- The terms of reference for regional level NAJAH steering groups will be developed, potential members identified in Aqaba (and agreed with AED in advance). The first steering group meeting will be held.

Annex I: List of Consultants visiting the ESP during 2005

ECE Consultants

Name of Consultant	Period From	Period To	
Dr. Mona Habib	13.2.2005	10.3.2005	Supervisors Training
Dr. Lorelei Brush	30.4.2005 22.6.2005	13.5.2005 15.7.2005	Accreditation Framework & Teacher and ECE Supervisor Training Children's Language Enrichment Centers & Teacher and ECE Supervisor Training
Abbas Talafha	1.1.2005 1.9.2005 7.11.2005	31.1.2005 30.9.2005 31.12.2005	Teacher Training Teacher Training Monitoring and Evaluation
Dr. Catherine Oleksiw	19.11.2005	3.12.2005	Monitoring and Evaluation- ESP plan
Dr. Fred Wood	14.10.2005	4.11.2005	Curriculum Evaluation Phase II
Dr. Elizabeth Spier	04.12.2005	22.12.2005	Curriculum Evaluation Phase II

YTC Consultants

Name of Consultant	Period From	Period To	
Eric Rusten	06.01.05 13.02.05 17.03.05 13.05.05	27.01.05 03.03.05 08.04.05 03.06.05	MIS Development Support YTC Component Support YTC Component Support YTC Component Support
Ramzi Ataya	08.08.05	15.09.05	MIS Teacher Guide Template
El Hucein Haichour	14.08.05	08.09.05	Classroom Applications of ICT inc MIS Teacher Guides
Eric Kilbride & Raul Ratcliff	13.09.05	28.09.05	Community Youth Mapping
Jesse Rodriguez	19.04.05 08.07.05 27.09.05	12.05.06 06.08.05 19.10.05	QRC Development Plan YTC Component Support YTC Component Support
Keith MacAllum	14.10.05	02.11.05	STC Idea Book and Employability Skills Matrix
Thomas Ford	04.10.05	31.12.05	South Jordan Consultant
Lynn Carter	20.11.05	21.11.05	Support to M&E Team
Alan Johnston	06.11.05	14.11.05	Devis AID system introduction visit
Audrey Moore	02.12.05	16.12.05	M&E, YTC Work Plan 2006 & South Jordan Assessment

Annex II

ERfKE Support Project Monitoring and Evaluation

The M&E activity in the ESP project is not solely a reporting function, but is seen as a fundamental institutional strengthening activity that can support the Ministry of Education and the GOJ as well as USAID. One function of performance monitoring is to provide USAID with key information needed for program reporting. In addition to this purpose, however, the M&E activities are an integral part of the overall ERfKE monitoring and evaluation system. ESP can support, expand, and strengthen the overall ERfKE M&E without either duplicating work that may be managed by ERfKE or the other donors, or focusing on measures that are not a top priority of the GOJ.

The ERfKE Support Project believes that M&E is a critical tool for program design, implementation, and improvement. On the most basic level, M&E is important because managers pay attention to those activities that are measured and reported.

The definition of desired outcomes and organizational capacity, targets of accomplishment, and education research questions can and should drive the program activities – and serve as a guide to project implementation. Commensurately the ESP Program works closely with key players within the Ministry of Education on all aspects of project activity and monitoring and evaluation.

The following sections for our activities in Components II and IV of ERfKE reflect on our initial objectives, progress the project is making in monitoring and evaluation, changes and developments which have been made as a result of the monitoring of project activity and the future development of this element of the project.

In the coming year ESP expects to further enhance its monitoring and evaluation work with further studies in the formative field and will work closely in conjunction with the Ministry of Education and NCHRD on the design and implementation of studies.

Formative Studies

Early Childhood Education

Overview

ECE-ESP is supporting MOE with comprehensive activities that will develop early childhood education in Jordan. To ensure these objectives are achieved a three year monitoring and evaluation plan was drafted in July 2005. The implementation of the plan began in October where two formative studies were conducted in cooperation with the Ministry of Education.

Objective One: Improve Early Childhood Education Facilities

As part of the ESP plan and in order to provide a comprehensive approach to quality care for kindergarten children, 100 kindergarten classrooms and 20 language enrichment centers are being renovated and furnished throughout the Kingdom. These facilities will enable teachers to implement the national curriculum according to international standards set for kindergarten education. Between October and December, some observations were collected from different

kindergartens renovated by MOE on the available materials and equipment. In these observations it was recommended that the Ministry need to give more attention to furniture size and quality. Meetings took place between ESP engineers, MOE engineers and ECE/MOE section to discuss these requirements. The Ministry was provided with the specific details to help them in the process of furnishing their kindergartens. A list of the essential educational equipment required in kindergartens was also provided. ESP continues to work with MOE to ensure quality of the materials and the transfer of best practice.

Objective Two: Institutionalize ECE Curriculum Development

In October 2005, ESP undertook the responsibility for phase II of curriculum evaluation and two international consultants were contracted to undertake the evaluation. The study was implemented in 28 kindergartens renovated and furnished by ESP in cooperation with MOE.

The study recommended a number of modifications to the curriculum. The results were presented in a national workshop (Dec 14) alongside the results of other studies conducted by MOE. Some of the significant recommendations were as follows:

- Problems of implementation caused by quantity of activities tended to overload teachers.
- Educational units should be re-examined to support children's learning.
- Hints on children's learning for teachers must consider teacher's skills, available materials and what child is familiar with.
- Very little hand washing was observed in studies. Provision of soap and increased understanding of personal, group hygiene and food handling recommended.
- Class size in some cases very high. Recommendation made to reduce class size, dependent on resources. Teaching assistants and parental involvement suggested.
- Many opportunities for tangential learning were missed. Teachers need specific coaching in this technique rather than retraining.
- Teachers identified English language as a training need however, math should be taught purely in Arabic to aid children's learning. The English language curriculum itself should be reduced to manageable levels.
- Studies showed need to replace memorization of letters in isolation with a "whole language" approach similarly with math curriculum.
- Teachers need to be aware of benefits of book reading for children in an engaging manner and connected to their other knowledge and experiences.
- Parents play little part in kindergarten activities. ESP training efforts will focus on (a) to the role of parents as teacher aides (b) how parents can become involved as learners.
- Many teachers stated a need for training on how to assist children who have difficulty learning.

The recommendations were adopted by MoE and action will be taken in a two phase approach. Phase I, will tackle mistakes in children's textbooks. In Phase II the Curriculum Department will use learning outcomes and indicators prepared by the ESP modifying curriculum accordingly.

Objective Three: Improve Training for Jordanian ECE Professionals

The training activities aimed at developing the capacity of teachers, field supervisors, teachers' trainers and the school principals began in October. Training was conducted to trainers, teachers and field supervisors in three different sessions;

- Training was conducted for the field supervisors (20 participants) to upgrade their training skills so they can be more supportive to the teachers.
- Training for 16 MOE teachers' trainers was conducted on the manual of the advanced teachers' training 1.
- Subsequently the 16 teachers trained a total of 282 teachers in 16 training sights in different parts of Jordan. In respect of monitoring and evaluation the following actions were taken.

Trainers' evaluation:

Three types of evaluation were conducted for the trainers. Following training the teachers as trainees were asked to evaluate the trainers through a questionnaire. Trainers were evaluated by the ESP team during their training sessions in each training site. A group discussion session was conducted by MOE and ESP with the trainers in which they reflected on their capacity as trainers to use the manual and introducing the different topics.

Teachers' evaluation:

The effect of training on teachers was evaluated by conducting a pre and post test of their knowledge and information they were given during the training program. At the end of the training, teachers were asked to sit a competency exam. Teachers were also asked to implement certain activities related to the training in their classrooms in the end of the training which will be used for evaluating their capacity for transferring knowledge into practice.

Evaluation of the training content:

Teachers completed questionnaire on relevance of the training program to actual needs.

Assessment for future training:

Teachers completed a questionnaire specifying future training topics.

Other Formative Studies:

Two formative studies on the effectiveness of kindergarten experience on children's school readiness were conducted in October. These studies related to indicator Number 1 in the PMP in which the effect of the program on children's school performance was raised.

The first study targeted three groups of children in first grade;

- Those who attended ESP kindergarten,
- Those who attended MOE kindergarten,
- Those with no kindergarten experience.

A total of 233 children were tested using the EYE tool. Data was collected in cooperation with MOE field supervisors and ECE staff. The collection of data was carried out from the eight kindergartens; 4 renovated and furnished by MOE and 4 by ESP. The aim of the study is to compare the results of the students' performance on the EYE tool and their school performance

on Math, Science and Language. The later data will be collected in the end of first school semester (Feb, 2006) and in the end of the school year (2006). The results of the study showed significant difference in favor to the children who had kindergarten experience.

The second study targeted children enrolled in 4 kindergartens (2 renovated by ESP and 2 by MOE). The aim of the study is to collect baseline data on children performance on the EYE tool which would provide an indicator on their school readiness. The second aim was to validate the EYE tool on kindergarten children as it was only used on first grade students. A total of 103 children enrolled in MOE kindergarten and ESP kindergartens were tested on the EYE tool. Those children will be followed next year when they move to first grade.

Youth Technology and Careers

Overview

The last three months of 2005 were very active ones for the YTC staff in the development of the Monitoring and Evaluation elements of their work in the coming year through the M&E Work Plan 2006. This is the starting point for the development of all tools and instruments which individual staff members will need to incorporate in the coming year. The work plan identifies the areas of the project which will be monitored so that appropriate instruments can be developed. This work plan will build on the work already being done in YTC.

Objective Two: Strengthen MOE's training program for MIS educators

In May 2005 a situation report survey was undertaken by ESP/YTC covering the MIS Stream which sought the views of teachers, students and parent's concerning the curriculum and infrastructure in schools. As a result of the survey, curriculum problems were identified.

As a response to these findings a series of trainings was envisaged by the YTC team in conjunction with MOE Training Department.

Prior to the planned training ESP/YTC brought together a group of supervisors and teachers known as the Core Team to develop manuals in the six MIS subjects. This group of fifteen comprised 4 Supervisors and 11 teachers two of which were from private education. The plan at this point was for the Core Team to train the first 75 teachers, who in a cascade model would then train MIS teachers in their locality on the specific MIS subjects necessary in that area.

MIS Teacher training began in September with the training of 75 MIS teachers on the General Curriculum Framework covering pedagogy and assessment strategies as part of the MOE Training Plan. Subsequently these teachers returned to their homes and held MIS Teacher Training sessions in their area as planned.

As a result of reports from these 75 teachers it was clear that the cascade model was not operating in the way which had been foreseen. The reports showed that there were a number of problems which were detrimental to the cascade training model.

1. Over-reliance on formal training, notably technology training, in the delivery of professional development.
2. Limited opportunities and enabling conditions for the sharing and diffusion of knowledge among MIS educators in Jordan
3. Limitations in teachers' content-knowledge of MIS subjects, particularly as many teachers are coming to MIS from outside the MIS program (many chose easier subjects avoiding subjects related to real life and needing technology to implement).

4. Many constraints identified facing teachers including lack of pedagogical support, absence of technology and Internet connectivity.
5. The absence of collegiality between MIS teachers.
6. Lack of educational resources.
7. Most of the MIS teachers use traditional methods of teaching and assessment.

The report also showed that attendance at the training sessions was lower than expected. In part this was due to the timing of the training which took place on Saturdays.

Commensurate with these developments YTC and MOE had begun to look at a further survey to hone the problems and issues which teachers were having in MIS. In the second survey a narrower focus on MIS teacher needs was felt to be appropriate. This survey was implemented at the beginning of December 2005 looking at the new curriculum being used with 11th Grade teachers.

The results of this survey compounded the initial feed back on the cascade training. It was clear as a result of the Content Difficulties Survey that there were substantial knowledge gaps in teachers understanding of elements of the curriculum. Particularly weaknesses were noted in the preparation of lesson plans in the 6 MIS subject areas. The Content Difficulties Survey identified areas within the manuals which the teachers found difficult to understand and needed support on.

As a result of these reports and teacher questionnaires the ESP team in conjunction with the MOE decided to move to a new approach for the training. In future training on MIS manuals will not be compulsory but will be offered to teachers and it is up to them to ask for the support. Continuous monitoring of the situation has enabled informed decisions to be made about teacher training needs and training formats in this area which has had a direct impact on the nature of the training program which ESP is providing.

In 2006 further studies will be undertaken which continue to ensure that the training is pertinent and answers the needs of the MOE and the teachers themselves.

Objective Three: Assist the MOE in developing Standards for MIS

MIS teacher competencies are something which members of the ESP team are keen to incorporate within the breadth of the YTC M&E studies to be undertaken in the coming year. At the same time the Ministry of Education is also working on the development of teacher competencies across the whole spectrum of education through their own Competencies and Assessment Team. The ERfKE Support Project has been working closely with the members of this team on the creation of a subset of MIS goals within the general ministry development of broad teacher competency goals. As a result members of the YTC team and the M&E coordinator have been in regular contact with the ministry team looking at the makeup of the teacher competencies and how the MIS competencies can be included in the future. These developments also closely align with the School Development Unit of the Ministry of Education which is part of a school decentralization initiative the meetings of which ESP/YTC staff are also attending. The introduction of Teacher Competencies will have a major impact on education in Jordan and the incorporation of MIS teacher competencies which we hope will be approved during the coming year are an important part of the formative studies to be undertaken by the YTC team. In corollary the YTC team is also looking at the implementation of teacher portfolios as part of the formative study which is also part of the ministry agenda. Portfolio's of teachers

work, teaching plans and reflection of the effectiveness of individual work plans will demonstrate not just competency but also provide useful data for the YTC staff on teacher technology use and understanding. The YTC team also intends to support this work with feedback from students which will inform the team of the effectiveness of different modes of education.

Test innovative approaches for using ICT's to enhance teaching and learning

PC's in Schools: The Ahmed Toukan example.

As part of the roll out of new technology programs in schools the YTC team envisaged the introduction of the PC's into the Ahmed Toukan School classrooms. The initial idea had been to have four PC's in each classroom. Site visits and discussions with the Principal and teachers showed that class sizes made this difficult to achieve. With over 50 students to a class there was not the physical room for the location of four PC's in each class. Instead the YTC team in cooperation with the MOE and the School Principal decided to create two fixed labs in the school. Effectively this required mobility of teachers and students with the computer labs being used by one set of students during each classroom session due to the lack of extra space or the creation of new classrooms. This system will be introduced at the end of January when the computer labs are expected to be completed.

Computer on Wheels introduction

Prior to the introduction of the Computer on Wheels Technology Projects to the four schools identified, studies were undertaken to assess if the schools were ready for project implementation. These initial assessments were essential in order to ensure that future assessment of the success or otherwise of technology introduction would be done using a level playing field and to ensure that there were no physical issues which would hamper introduction. These assessments identified several problems which would have had a great impact on the implementation of the COW introduction.

Study results showed that for the most part the classrooms were not suitable for the introduction of the COW because of the furniture in use. Most of the schools used chairs with attached note pad desk. These are limited in size and would not offer a stable platform for the laptops provided by the Computer on Wheels equipment. Further, assessment of the classrooms also noted that due to classroom size it was unlikely that there would be the optimum ratio of one laptop per two students and that if there were more these same chairs would not allow for students to work closely enough together to view the screens.

As a result of these findings further discussions are in process to find solutions which will make introduction of the COW's feasible in a safe environment.

Performance Management Plan Indicators.

Indicator 1: Number of Jordanian children enrolled in public kindergartens.

Year	Directorate	Target (Male)	Target (Female)	Actual (Male)	Actual (Female)
2004	Ajloun	212	239	212	239
2004	Al Balqa'a	20	14	20	14
2004	Al Karak	160	158	160	158
2004	Al Mafrq	63	62	63	62
2004	Al Qaser	0	0	0	0
2004	Al Ramtha	32	67	32	67
2004	Al Roseifah	5	6	5	6
2004	Al Shoubak	54	52	54	52
2004	Al Tafela	93	98	93	98
2004	Al Zarqa 1	0	0	0	0
2004	Al Zarqa 2	0	0	0	0
2004	Amman 1	25	23	25	23
2004	Amman 2	105	118	105	118
2004	Amman 3	54	52	54	52
2004	Amman 4	12	12	12	12
2004	Aqaba	25	25	25	25
2004	Ayen Al Basha	208	182	208	182
2004	Der Allah	48	58	48	58
2004	Bani Kinanah	90	121	90	121
2004	Irbid 1	102	131	102	131
2004	Irbid 2	0	0	0	0
2004	Irbid 3	44	54	44	54
2004	Al-Kurah	13	95	13	95
2004	Jarash	170	153	170	153
2004	Ma'an	0	0	0	0
2004	Madaba	32	18	32	18
2004	Middle Badia	20	25	20	25
2004	North Al Aghwar	30	53	30	53
2004	North East Badia	157	180	157	180
2004	North West Badia	0	0	0	0
2004	North West Badia	110	109	110	109
2004	Petra	148	164	148	164
2004	South Al Aghwar	60	62	60	62
2004	South Al Mazar	61	59	61	59
2004	South Shonah	65	65	65	65
2004	Theban	58	61	58	61
	Total	2276	2516	2276	2516

Year	Directorate	Target (Male)	Target (Female)	Actual (Male)	Actual (Female)
2005	Ajloun	228	316	228	316
2005	Al Balqa'a	22	24	22	24
2005	Ajloun	181	187	181	187
2005	Al Mafrq	99	90	99	90
2005	Al Qaser	140	121	140	121
2005	Al Ramtha	41	79	41	79
2005	Al Roseifah	5	9	5	9
2005	Al Shoubak	47	53	47	53
2005	Al Tafela	107	130	107	130
2005	Al Zarqa 1	16	9	16	9
2005	Al Zarqa 2	0	0	0	0
2005	Amman 1	22	20	22	20
2005	Amman 2	141	132	141	132
2005	Amman 3	42	66	42	66
2005	Amman 4	9	21	9	21
2005	Aqaba	105	100	105	100
2005	Ayen Al Basha	97	88	97	88
2005	Bani Kinanah	77	127	77	127
2005	Der Allah	69	67	69	67
2005	Irbid 1	123	112	123	112
2005	Irbid 2	87	125	87	125
2005	Irbid 3	46	54	46	54
2005	Al-Kurah	28	70	28	70
2005	Jarash	196	165	196	165
2005	Ma'an	195	187	195	187
2005	Madaba	21	19	21	19
2005	Middle Badia	63	66	63	66
2005	North Al Aghwar	34	61	34	61
2005	North East Badia	178	157	178	157
2005	Petra	148	173	148	173
2005	South Al Mazar	66	72	66	72
2005	North West Badia	123	120	123	120
2005	South Al Mazar	66	72	66	72
2005	South Shonah	67	65	67	65
2005	Theban	84	73	84	73
	Total	2973	3230	2973	3230

Indicator 2: Number of Jordanian students Grades 11 and 12 enrolled in the MI Stream in public schools.

Year	Directorate	Target (Male)	Target (Female)	Actual (Male)	Actual (Female)
2004	Amman 1	1468	1124	1468	1124
2004	Amman 3	210	292	210	292
2004	Amman 4	808	668	808	668

2004	Middle Badia	0	15	0	15
2004	Madaba	165	85	165	85
2004	Theban	96	63	96	63
2004	Al Zarqa 1	770	614	770	614
2004	Al Roseifah	358	245	358	245
2004	Al Balqa'a	199	253	199	253
2004	Der Allah	57	52	57	52
2004	Ayen Al Basha	160	193	160	193
2004	Irbid 1	437	525	437	525
2004	Irbid 2	276	288	276	288
2004	Irbid 3	269	80	269	80
2004	Bani Kinanah	163	207	163	207
2004	Al Kora	45	63	45	63
2004	Al Ramtha	156	140	156	140
2004	North Al Aghwar	283	90	283	90
2004	Jarash	390	198	390	198
2004	Ajloun	470	305	470	305
2004	Al Mafrq	62	97	62	97
2004	North West Badia	101	0	101	0
2004	Al Karak	118	173	118	173
2004	South Al Aghwar	0	16	0	16
2004	Al Qaser	35	40	35	40
2004	South Al Mazar	131	116	131	116
2004	Al Tafela	225	75	225	75
2004	Ma'an	60	40	60	40
2004	Al Shoubak	29	28	29	28
2004	Petra	85	25	85	25
2004	Amman 2	723	434	723	434
2004	South Shonah	23	11	23	11
2004	North East Badia	39	0	39	0
2004	North West Badia	162	93	162	93
2004	Aqaba	140	140	140	140
2004	South Al Aghwar	23	16	23	16
2004	Middle Badia	15	10	15	10
	Total	8751	6814	8751	6814

Indicator 3: Number of physically upgraded ECE classrooms.

Year	Directorate	Target (Renovated)	Target (Furnished)	Actual (Renovated)	Actual (Furnished)
2005	Ajloun	8	8	8	0
2005	Al Karak	7	7	7	7
2005	Al Qaser	6	6	6	6
2005	Amman 2	8	8	8	8
2005	Amman 3	2	2	2	2
2005	Amman 4	1	1	1	1

2005	Jarash	7	7	7	0
2005	South Al Mazar	1	1	1	1
2005	Theban	2	2	2	2
	Total	42	42	42	27

Indicator 3: Number of physically upgraded ECE Childhood Language Enrichment Centers.

Year	Directorate	Target (Renovated)	Target (Furnished)	Actual (Renovated)	Actual (Furnished)
2005	Ajloun	2	2	2	0
2005	Al Karak	1	1	1	0
2005	Jarash	2	2	2	0
	Total	5	5	5	0

Indicator 4: Number of kindergarten teachers trained to use the methods presented in training programs.

Year	Directorate	Target	Actual
2004	Ajloun	19	19
2004	Al Balqa'a	1	1
2004	Al Karak	15	15
2004	Al Mafrq	4	4
2004	Al Qaser	16	16
2004	Al Ramtha	4	4
2004	Al Roseifah	2	2
2004	Al Shoubak	8	8
2004	Al Tafela	0	0
2004	Al Zarqa 1	4	4
2004	Al Zarqa 2	0	0
2004	Amman 1	4	4
2004	Amman 2	10	10
2004	Amman 3	2	2
2004	Amman 4	0	0
2004	Aqaba	6	6
2004	Ayen Al Basha	4	4
2004	Bani Kinanah	12	12
2004	Der Allah	6	6
2004	Irbid 1	12	12
2004	Irbid 2	7	7
2004	Irbid 3	12	12
2004	Jarash	17	17
2004	Madaba	0	0
2004	Ma'an	14	14
2004	Middle Badia	1	1
2004	North Al Aghwar	5	5
2004	North East Badia	17	17

2004	North West Badia	9	9
2004	Petra	15	15
2004	South Al Aghwar	2	2
2004	South Al Mazar	0	0
2004	South Shonah	7	7
2004	Theban	9	9
	Total	244	244

Indicator 8: Number of MI stream teachers trained to use the methods learned in training programs

2004	Amman 1	60	60
2004	Amman 2	30	30
2004	Amman 3	17	17
2004	Amman 4	37	37
2004	Middle Badia	1	1
2004	Madaba	9	9
2004	Theban	8	8
2004	Al Zarqa 1	42	42
2004	Al Roseifah	22	22
2004	Al Balqa'a	26	26
2004	Der Allah	5	5
2004	South Shonah	4	4
2004	Ayen Al Basha	11	11
2004	Irbid 1	43	43
2004	Irbid 2	32	32
2004	Irbid 3	13	13
2004	Bani Kinanah	24	24
2004	Al Kora	6	6
2004	Al Ramtha	20	20
2004	North Al Aghwar	19	19
2004	Jarash	17	17
2004	Ajloun	29	29
2004	Al Mafrq	14	14
2004	North East Badia	3	3
2004	North West Badia	16	16
2004	Al Karak	15	15
2004	South Al Aghwar	2	2
2004	Al Qaser	12	12
2004	South Al Mazar	13	13
2004	Al Tafela	19	19
2004	Ma'an	7	7
2004	Al Shoubak	4	4
2004	Petra	11	11
2004	Aqaba	12	12

Indicator 9: Standards for teacher qualification for MI Stream developed.

Year	Target	Actual
2005	Draft document of ERfKE teacher competencies	Draft document of ERfKE teacher competencies. Work has begun on development of MIS teacher competences with the draft ERfKE teacher competences.