



# **Jordan ER/KE Support Project**

**Quarterly Report  
January – March 2006**

**Submitted to USAID Jordan**

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

May 31, 2006

## **ESP Management and Administration**

- Almost all members of the ESP staff participated in MoE/ World Bank mid term evaluation meetings in January. WB delegation requested a meeting at ESP offices, Jan 23 to discuss USAID/ESP specific participation in support of ERfKE.
- AED Development Fund sponsored field teams led by Thomas Ford in assessment work in Aqaba, Ma'an and Tafila in January. MoE KG department participated in Ma'an and Tafila assessment and MoE IT in the initial Technology Assessment.
- ESP – "The South" proposal submitted to USAID, Feb 11.
- ESP – "The South" meeting held between USAID, ESP, Minister of Education and Secretary General, Feb 14.
- 2006 Work plan and Budget realignment (including additional \$1 million for Innovation) submitted to USAID, Feb 10.
- Agreement was reached with MoE and ECE stakeholders to increase number of Kindergartens from 100 to 120. Objectives of CLEC's will be met through planned parent participation program in the future.
- Devis-Aid implementation began in ESP offices.
- AED submitted responses to USAID CO questions concerning the cooperative agreement amendment which includes adjustments for 2006 work plan and addition of The South.

### **Consultancies**

- Vincent McGee arrived in January to work with the Royal Hashemite Court on drafting a framework for proposed Education Foundation.
- Audrey Moore and David Balwanz of AED home office arrived January. They assisted ESP in: finalizing the Quarterly Report for October-December 2005, completion of work plan for 2006 with budget; preparation of response to USAID request for quotations for Aqaba, Ma'an and Tafila, pilot testing of the DEVIS AID module and support work on the monitoring and evaluation plan.
- Jesse Rodriguez arrived Jan 29. He assisted MoE and JT Hashem Center with Data Center implementation, Assisted with testing Hashem-School Connections for five pilot schools, advised ESP on infrastructure and equipment requirements for basic connectivity in southern Jordan, organized focused discussion within MoE Technology Committee to discuss findings of Primus report on refurbishment center, Assisted MoE/ESP with establishing help desk, data center security and assessing school technology readiness. Left Jordan Mar 6.
- Houcine Haicour and Margi Joyce arrived Jan 17 to work on preparation and presentation for the Instructional Design workshop for subject specific training. Left Jordan Feb 16.
- Eric Kilbride and Raul Ratcliffe arrived Feb 20 to work on Community Youth Mapping with STC staff team. Left Jordan Mar 15.
- Dr. Wood arrived in Jordan, Mar 9 to support the Ministry's curriculum department in reviewing the national curriculum framework and related outcomes and indicators.
- Dr's Wood and Speir came to support the ECE during March.

### **Staff Changes**

- Jacqueline Salman joined the YTC staff, Jan 1 as the YTC Secretary.
- Khitam Utabi joined ESP staff as YTC Operations Manager on Feb1.
- Ms Deema Jarrar was selected as STC Admin Assistant and will begin work as of Apr 1.

## **Component I: Early Childhood Education**

### **Quarterly Report Overview**

*January-March 2006*

During the last quarter ESP/ECE was involved in planning for and implementing activities for the various ECE activities. Training was delivered to kindergarten school principals to increase their awareness on the importance of providing teachers with the needed support to achieve children's developmental and learning goals. Ministry supervisors were also provided with training and given the opportunity to visit ESP/MoE kindergarten classrooms and observe children while using classroom materials. In an effort to increase kindergarten teacher effectiveness, a parent involvement plan was developed allowing parent's access to kindergarten classrooms to function as teacher assistants. Extensive planning went into the up-coming (April May) Advanced II teacher training manual which will support teachers in the organization of their classroom environment. The Advanced II manual also stresses the importance of literature in children's lives. The kindergarten teacher in-service training program has had a significant impact with teachers now better able to utilize the furnishings and classroom materials. Supporting the MoE curriculum department's process of modifying the national curriculum was one of ESP/ECE's tasks during this past quarter. ESP/ECE staff contributed to the curriculum modification process as part of the different committees working in this area. Support was provided by an ESP international consultant who reviewed the national curriculum framework and modified it to suit the kindergarten age-group. The accreditation area also received support from an ESP international consultant who drafted the main areas of accreditation which local working groups will be developing during the upcoming quarter.

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

*In this quarter ECE completed training of 267 school principals. MoE/ECE Supervisors completed KG observations in March. Advanced II KG teacher training manual was completed and approved by MoE. Six in-service training sessions were completed in the Jerash area for 6 KG teachers.*

#### **Principals**

This quarter was a busy one for the staff of the ECE component as they moved forward with the role out of the training program.

Previous needs assessments (Dec 2005) and teacher feedback had demonstrated that principals should provide more support to teachers in a number of classrooms specific areas. The ECE team felt this should be coupled with the introduction of parental community support in the classrooms (see Component 1 Parental Support section). Responding to this perceived need the team devised an awareness seminar program with the intention of providing principals with information on how to support the teachers in terms of setting up and organizing children's learning environments. This seminar program also looked towards assistance in implementing daily routines and information on the importance of involving parents in classrooms. These seminars were held throughout Jordan during February. Seminar feedback was very positive; principals said they were now in a better position to appreciate the needs of the KG teachers in implementing a developmentally appropriate learning experience for children.

The seminars have proved so effective that ECE has been requested by MoE Curriculum Department and Principals themselves to provide further seminars. The ECE Component is planning to continue these seminars with new topics in order to increase the level of principal awareness concerning developmentally appropriate practices in KG education and their ability to better support their own KG teachers.

Principal awareness booklets were developed by ESP and distributed to principals at the awareness workshops.

#### **Supervisors**

MoE/ECE supervisors were trained to collect data for the KG classroom materials assessment study, Mar 21/25. Part of the training program required supervisors to complete observations in 28

MoE/ESP refurbished classrooms. Children were observed whilst manipulating classroom materials and playground equipment and observations were tallied using the ESP created observation form. For many of the supervisors this was their first experience of ESP kindergarten classroom children as opposed to children in regular MoE classrooms. Supervisors told ESP staff that the children's attitude to school, each other and their teachers was markedly different and more positive than that which they had previously seen and believed it had a significant impact on the atmosphere in the classrooms. In the coming quarter the supervisors will continue to supervise teachers in their classrooms and provide them with feedback on their performance, whether it be teaching, organizing classroom environments or technical support and guidance in how to use classroom materials and supervision of children during playground activity time. The support to teachers through the work of supervisor observations will enable teachers to better understand the importance of teacher/child interaction and how to present classrooms materials in a way that promotes children's learning. The ECE supervisors are a link that would ultimately sustain teachers work in classrooms and through their supervision would also support the maintenance of standards in the future.

### Teachers Training Advanced II

Over the course of the project MoE KG teachers have received several trainings both basic and advanced. In preparation for the Advanced II teacher training program ECE in collaboration with the MoE's Technical Committee developed a training manual which consists of two main topics; organization of classrooms environment and children's literature.

The 20 hour training program provides teachers with information about how to utilize materials present in their environment which are readily available at virtually no cost. The training program also provides teachers with information on the importance of literature in children's lives and development and how to create books for children's use. This program will be implemented in April and will be available to all MoE KG teachers.

### MoE/ESP Kg in-service Training

During 2005 ECE provided basic training to all MoE KG teachers. However research by ECE staff and anecdotal evidence from the field suggested the MoE/ESP kindergarten teachers needed enhanced support in organizing and utilizing furnishings and educational materials. ECE staff began preparations for this enhanced in-service training in January aimed at getting teachers over the hurdle of teacher competence and confidence which would allow them to use their materials more effectively and not consider them as just articles for show, fearing their loss or breakage. In March six teachers in the Jerash region were given this training support and their progress will continue to be monitored.

The second quarter of 2006 will witness further enhanced training sessions for other kindergarten teachers in Amman and Madaba.



### **Objective 2: Refurbishing ECE Classrooms and Centres**

*ECE continues to refurbish KG kindergartens and is on track with work plan projections. The period January to March saw completion of 15 Kg's in Jerash and Ajloun and the beginning of work in Balqa and Irbid. The highpoint of the quarter was the inauguration of the KG classroom at Yaroot School by HE Minister Toukan and Deputy Mission Director, Mike Harvey. ECE had meanwhile drafted the first part of the renovations manual including blueprints of classroom furniture. ECE said goodbye to CLEC's (Children's Learning resource Centres).*

During this quarter whilst refurbishment of Jerash and Ajloun came to a close the assessment of Balqa and Irbid was completed and refurbishment began.

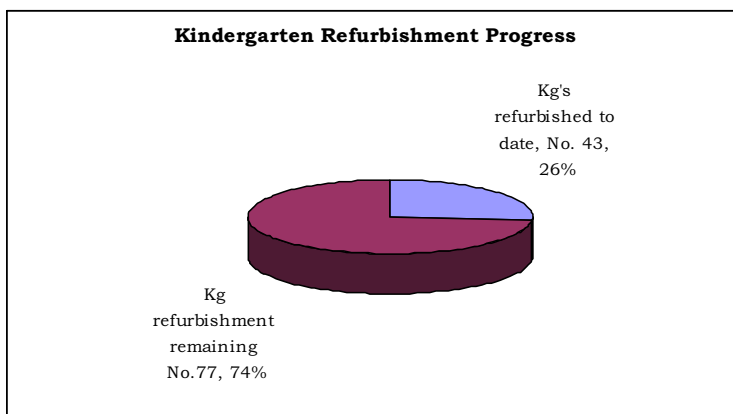
The inauguration of the Yaroot School kindergarten, Feb 16, marked the closure of works in the Karak area. This was an important ceremony for the children and teachers of local schools who had



*His Excellency Minister Toukan and Deputy Mission Director Mike Harvey hand out USAID donated school bags to children at the Yaroot School Inauguration*

experienced the refurbishment of their own KG's and also for the local educational authority. The attendance of the Minister and Deputy Ambassador set a seal on the significance of this event locally whilst also having national significance through the reporting of the inauguration in all the major daily newspapers.

In February the ECE team discussed with HE Secretary General Dr. Tayseer the future of the CLEC's. It was agreed by all that the CLEC idea was perhaps not the optimum use of resources and that these would be converted to KG's thus adding 20 KG's to the 100 which ECE is set to complete during the life of the project.



### **Objective 3: Enhancing the National Interactive ECE Curriculum**

*ECE continued its support to the MoE's curriculum dept in planning for curriculum modifications.*

ECE assisted the MoE through committees under the auspices of the Curriculum Department during January/March. ECE contributed two committees one of which was comprised of members of the Accreditation Advisory Committee. One of the committees was tasked to make minor modifications to the existing curriculum with the intention of distributing this modified curriculum in 2006/7 to all KG's. The second committee was given a broader remit; that of developing the curriculum framework that will serve as the driving document behind the major modifications that the curriculum will witness. The curriculum framework document was reviewed by the ECE consultant to Curriculum Department, Dr Wood, who provided substantial modifications to the existing document. The consultant's recommendations were for the most part integrated into the department's curriculum framework document, eventually being endorsed by the MoE Supervisory Committee. In the coming months ECE will continue to support the Curriculum Department by assisting them in planning for the curriculum modification process and provide them with any technical support they may require.

#### **Objective 4: Assisting MoE to Develop a Kindergarten Accreditation Framework**

*The Accreditation Advisory Committee was given a shake up this quarter as membership was reconsidered. The new AAC now has wider representation including parts of the MoE not represented previously. This will also lead to membership changes in AAC sub committees. A number of technical committees were established tasked with modifications to the curriculum. Licensing was further analyzed with issues in this area identified for clarification.*

##### **Accreditation**

The AAC has met on a regular basis for some months and made substantial progress during this time. It has become clear however that new players would be needed from different specialisms within the MoE in the future. This quarter saw a shake up of membership with many of the old members standing down and their places on the AAC and technical committees taken up by new members. The newly reformed AAC has continued to work on the development of standards and criteria for the accreditation of kindergartens. In the first quarter of 2006 the committee established four technical committees to work on drafting standards and criteria for accreditation areas. These committees comprise all stakeholders including MoE, private sector and NGO's. In March all technical committee members were informed of tasks, responsibilities and expectations of their different groups in the coming months. The AAC expects the technical committees to report back in May. Other issues surfaced during the quarter and have still to be decided upon but will have a direct bearing on accreditation events in the coming months. These include: the location of the accreditation system and human resource requirements and identification of personnel. The role of NCFA has also yet to be clarified. There are also budgetary concerns with many decisions awaiting clarification of these issues.

The second quarter of 2006 will be punctuated by the planned study tour to Washington DC. Those on the study tour will include MoE departmental section heads from Training, Curriculum and ECE as well as ESP staff. The purpose of the tour is to introduce these heads to the process of accreditation system establishment. Also on the tour ESP staff will share technical committee work with specialists in the USA.

##### **Licensing**

Previously the AAC had removed all reference to accreditation from the licensing document (See Oct-Dec Quarterly Report). In this quarter the licensing process was studied and gaps were identified. Members of ministry departments sitting on the AAC were tasked with providing solutions to these issues. For example, there were no penalties or guidelines regarding abuse of the kindergarten license. There was also no clear system of monitoring of already licensed kindergartens to ensure child safety and maintenance of standards.

#### **Objective 5: Parent/Community Participation**

*A plan to encourage mothers to become teacher assistants has been proposed to MoE.*

Throughout the life of the project ECE has been in close contact with KG teachers, directly through field visits and training and indirectly through their trainers and supervisors. Although their needs are many one stands out above others, namely that they require assistance in the classroom. They need continuous assistance and support in order to ensure good quality education with adequate time spent with each child during a learning episode.

ECE realized in the beginning that this presented challenges to a system which had no previous experience of involvement of others in the classroom aside from the teacher. Yet ECE believed that parent involvement was good for all concerned. Children will benefit from higher levels of adult/parental involvement and input whilst parents had an opportunity in which to experience and participate in their children's education, an area which had previously been a teacher only preserve. Of course this intervention also has huge benefits for teachers allowing them to focus more effectively on individual teacher/child interactions.

To this end the January –March period saw the development of a proposed plan by ECE for parental involvement which has gone to the MoE.

On approval from the MoE, ECE and MoE/ECD will work collaboratively in identifying a local organization which has the necessary capacity to plan and implement this activity under the combined guidance of ECE & MoE.

*Summary of Significant Achievements January-March 2006*

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

- 267 kindergarten school principals attended awareness seminars aimed at encouraging principal support to kindergarten teachers, Feb 19-27. Principals were provided with information booklets.
- Advanced II kindergarten teacher training manual completed.
- ESP kindergarten teachers began receiving in-service training by ECE staff aimed at assisting in organizing their classrooms.
- MoE/ECE supervisors completed observations in 28 ESP/MoE classrooms as part of the materials assessment study.
- Data collection for materials assessment study completed through focus group discussions and teachers questionnaires.

**Objective 2: Refurbishing ECE Classrooms and Centres**

- Inauguration of kindergarten in Karak by HE Minister of Education Touqan and Deputy Mission Director, Mike Harvey, USAID.
- Completed field assessments of KG clusters 7 (Irbid), 8 (Balqa), 10 (Mfrak), and 11 (Irbid II).
- MoE and ESP/ECE joint committee took over renovation works for kindergarten clusters 5 (Ajloun) and 6 (Jarash).
- Kindergarten furniture blueprints completed and handed over to the Ministry of Education.

**Objective 3: Enhancing the National Interactive ECE Curriculum**

- ESP/ECE staff took part in MoE curriculum department committees completing minor modifications to national curriculum as well as developing curriculum framework document.
- ESP/ECE international consultant modified the curriculum framework document to better suit the kindergarten age-group.

**Objective 4: Assisting MoE to Develop a Kindergarten Accreditation Framework**

- Agreement on accreditation areas was reached by the AAC.
- Four technical committees led by local consultants were identified and contracted to draft the accreditation area outcomes.

**Objective 5: Parent/Community Participation**

- Parent involvement plan completed in February.

**Monitoring and Evaluation**

- Completed data collection for phase II of first grade formative study. Math, science, religion, Arabic, social studies, and English grades were collected for 233 children.

**For comparison of achievement vs. work plan in ECE see (Annex I)**

*Summary of Planned Activities for Next Quarterly Period (April-June 2006)*

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

- Continue in-service training program for ESP/MOE kindergarten teachers.
- Train MoE trainers on Advanced II kindergarten teacher manual.
- Train all kindergarten teachers on advanced II topics; organizing physical environment and children's literature.

- Devise plan with supervision and training department to promote supervisor effectiveness and promote supervision skills.

### **Objective 2: Refurbishing ECE Classrooms**

#### *Renovations:*

- Cluster 7&8, 23 KGs (10 KGs in Irbid part A and 13 KGs in Balqa and 7 in Zarqa, total): renovation work commencement, work supervision, take over.
- Cluster 9&10, 30 KGs (10 KGs in Irbid part B and 13 KGs in Marfaq and 7 in Zaqa): Assessment, BoQs preparation, bidding process, PO issuance, work commencement, work supervision.

#### *Furniture:*

- Procurement for all the furniture items (curtains, carpets, puzzles, stories, stationary, wooden furniture...etc) for cluster 7 & 8 (23 KG). Distribute all furniture for cluster 7 & 8.
- Procure wooden furniture for cluster 9 & 10 (30 KGs).
- Install playground equipment for all the 43 KG that have been refurbished in Karak, Jarash, Ajloun, Balqa and Irbid governorates.

### **Objective 3: Enhancing the National Interactive ECE Curriculum**

- Continue working with the curriculum department on modifying the national curriculum.

### **Objective 4: Assisting MoE to Develop a Kindergarten Accreditation Framework**

- Four technical committees with consultants will work on drafting the topics of the accreditation areas and criteria for each topic. Completed draft will be submitted to ESP in May.
- Accreditation study tour for a joint team from ESP and MoE, May.
- Draft kindergarten accreditation areas and criteria will be presented and discussed with specialists during study tour.
- Advisory Committee review of technical committees drafts.
- Feedback of the study tour and on accreditation criteria will be provided to the technical committees and recommendations for modification will be shared with the technical committees' consultants.
- Accreditation Advisory Committee to draft a structure of the Accreditation System.

### **Objective 5: Parent/Community Participation**

- Receive permission from the Ministry to collaboratively plan for and implement the parents as teacher assistants program.
- Identify and contract local agency to plan for and implement the parent participation activity.
- ESP/MOE/Contracted agency will develop a draft plan for implementing the participation program for the next school year.

### **Monitoring and Evaluation**

- Collect data for phase II of kindergarten evaluative study, analyze, and present findings.
- Collect data for phase II of first grade evaluative study, analyze, and present findings

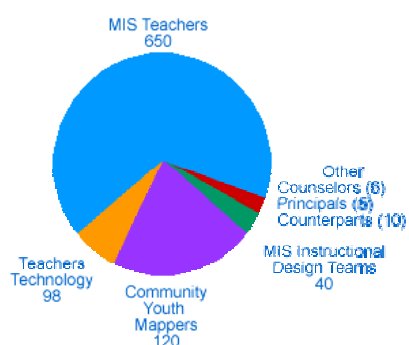
## Component II: Youth Technology and Careers

### Quarterly Report Overview

January to March 2006

During the last quarter of 2005, YTC had made headway in concluding the selection and contracting of the e-learning content developer, JAID Productions to produce a series of e-learning materials for the Management Information Stream. Also, in follow-up to the November MIS teacher training program that focused on instructional strategies, the ESP team set about laying out a subject-specific training program for MIS teachers in 2005-2006, with initial discussions taking place with the Ministry about how professional development for MIS might be delivered in new ways in keeping with ERfKE Reforms. The School-to-Career program had begun introducing its partners to the local working groups, and planning initiatives for Spring 2005, following the launch of test media materials developed for the Injaz-sponsored Job Fair in November. In the area of pilot programs, the last quarter of 2005 marked the beginning of the CADER Common Grounds Workshops and the resolution of wiring and cabling problems in various schools.

Figure 1: Training Recipients, 1<sup>st</sup> Quarter



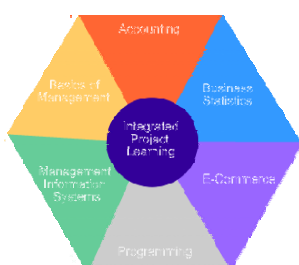
In the January-March 2006 period, ESP finalized the negotiations with the MoE and JAID on the planning and expected outcomes of the e-MIS. In teacher training, the team developed a new MIS professional development framework, which was used to begin the creation of a subject-specific professional development program. As for the pilots, CADER launched its 16-week professional development program at ESP pilot schools, and wireless technology labs were installed at Ahmed Touqan School in Amman. The School-to-Career program began implementation of its Community Youth Mapping program and neared completion of the School-to-Career Idea Book. In the technology arena,

ESP facilitated the installation and configuration of equipment at Jordan Telecom's Hashem Data Center, and began the planning for a pilot of SMS remote server administration software. In early January, Primus filed its report on the Computer Refurbishing Center Feasibility Study. All of these programs marked significant strides in achieving objectives set out in the ESP workplan, which itself was updated during the January-March period.

ESP/YTC participated in the World Bank's mid-term evaluation. The report was favorable in regards to the recent integration of YTC into Component 2 and contributions to it. The World Bank supported many ERfKE proposals that ESP endorses for reforming professional development – shifting from supply to demand for training, lessening the burdens of change management on teachers, designing flexible and varied support to teachers, migrating from learning *about* technology to learning *through* technology, and supplying teacher resources such as teachers' guides, etc. ESP/YTC reviewed these findings with the MoE and continues to adjust its planning and activities.

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

YTC finalized e-MIS project design.



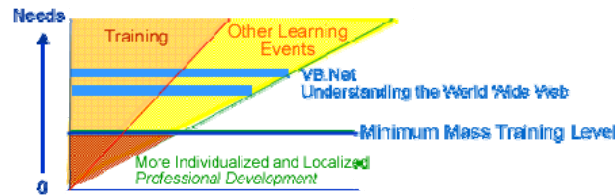
ESP finalized the e-MIS project design with agreement by its partners, the Ministry of Education and JAID Productions, and approval by USAID. The e-MIS will engage students in inter-disciplinary project-based learning integrating all MIS subjects. Storyline development, modules/structures, teams/training were proposed with a testing/piloting framework and development schedule. The project design and implementation plan was formalized in a Memorandum of Understanding, to be signed in April between the Ministry, JAID and

ESP. The plan calls for all modules to be developed by June 2007, with completion of a two-year period of module testing by Fall, 2007. The first storylines and three initial modules are ready for presentation to the technical committee.

### **Objective 2: Strengthen MoE's Professional Development System**

*MoE approves the MIS subject specific professional development program to deliver MIS in-service training. The instructional design teams which have been working throughout the first quarter of 2006 near completion of the authoring of the training program.*

Figure 3: Designing Professional Development



ESP received Ministry approval to design the MIS subject-specific professional development program and to deliver MIS in-service training and support through a flexible system that comprises formal training, communities of practice and school development units. A needs assessment was

undertaken in early 2006, leading to the identification of “hard spots” or areas where teachers faced difficulties understanding and teaching the curriculum. In February, professional development instructional design teams separated those areas of difficulty that might be best addressed through formal training, and those which might be addressed through alternative means of professional development. The design teams have now nearly completed the authoring of the subject-specific training program, and the ESP team has nearly completed its training manual on the instructional design process.

The interest and commitment of the MoE to a new vision for professional development was the topic of Secretary General Dr. Tayseer Al-Noa'imi's address at the opening of the Dead Sea Retreat for MIS Teachers' Professional Development (Feb 7-9). The subject-specific training is being designed to address MIS teachers' needs identified in the early-January assessment.

### **Objective 3: Assist MoE in Developing and Implementing Competency Standards**

*ESP/YTC is in the process of developing M&E teacher competencies ready for meeting May 20.*

There are no specific results to report during first quarter of 2006. ESP has been developing its own monitoring and evaluation plan and competency frameworks for YTC training (teachers, counselors, etc.). Dialogue and sharing of information has proceeded with MoE on these issues, in preparation for a twice-postponed national workshop on teacher competencies, now scheduled for May 20<sup>th</sup>.

### **Objective 4: Design and Implement an Effective STC Program**

*Community Youth Mapping was officially launched in the four regions as planned. Students and supervisors received training in CYM. Career counselor training begins in collaboration with NCHRD.*

School-to-Career launched programs that provide local working groups with information about the transition from school to career in their communities, and expanded its pilot to four schools in Aqaba. One of STC's program components, Community Youth Mapping was officially launched in the four regions. Students and supervisors received training on CYM methodology and tools, and teams of youth began mapping school-to-career opportunities and resources in their communities. In addition, NCHRD began its work in career counseling, training six career counselors working in STC pilot schools. Preparations were made to launch focus group discussions to be conducted by Injaz, with planning of Phase II activities to be executed by the organization.

### **Objective 5: Assist Teachers to Use and Integrate Technology**

*ESP worked with CADER to launch 16-week professional development program in five pilot schools. Wireless computer labs were installed at Ahmad Touqan School. Outstanding issues in cabling and wiring are resolved.*

ESP in collaboration with the Directorate of Training launched the CADER Professional Development Program in the five pilot schools. The purpose of this program is to assist teachers to transfer their newly-acquired technology competencies to classroom teaching and learning. The 160-hour program is being reviewed by the Ministry, and has received provisional approval. Teachers participating in the program will experience student-centered learning through the use of technology, and will apply their knowledge and skills in the classroom throughout the program. This summer, teachers will cap their program by completing a “Masterpiece” – a professional project that requires teachers to further apply all elements of their training in the classroom.

In this quarter of 2006, ESP/YTC finished the installation of two wireless computer laboratories at Ahmad Touqan School – one of ESP’s five pilot schools. ESP/YTC also completed the upgrade of the cabling and wiring required for the pilot project, as well as physical improvements to the two classrooms housing the labs. As part of capacity-building efforts, principals were called together for a one-day workshop to share experiences and challenges in implementing technology programs in their schools. In addition, ESP and a Jordanian company, ENJAZ, upgraded classroom management software on Earthwalk laptops that have been deployed in the computer-on-wheels pilot.



As part of the subject-specific training program for MIS, ESP staff and consultants set to work on the development of an e-commerce application that will enable students to actually buy and sell on-line using a free web application localized for the Arabic language. It is thought to be one of the first of its kind in the Middle East, and one of the few MIS tools customized for use in a secondary business and IT curriculum. The application will be piloted beginning in May 2006.

### **Objective 6: Build Technology Infrastructure**

*ESP assists MoE to install Hashem Data Centre Equipment. ESP plans test deployment of SMS in twenty sites and launched wireless connectivity in 5 pilot schools. Primus completes computer refurbishing center feasibility study.*

ESP assisted the Ministry to install and configure the Hashem Data Center equipment and testing of Internet connections, including the installation of Eduwave on Hashem servers. Initial connectivity tests between Hashem and various Discovery Schools demonstrated noticeable increases in performance. ESP subsequently began planning the test deployment of a remote network administration system, SMS, in twenty sites. At the school level, ESP launched wireless connectivity in all 5 pilot schools, and completed the installation of the Ahmad Touqan lab infrastructure and installation of computers, desks, etc. As extending the life of older computers is of concern to the MoE, as between 10,000-15,000 fall out of warranty each year, ESP contracted Primus to conduct a computer refurbishing center feasibility study, which was filed, Jan 2.

## **Summary of Significant Achievements in the Last Quarter:**

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

- MoU between MoE and JAID was signed Apr 18. Three storylines were developed by JAID and approved by ESP for presentation to members of e-MIS technical committee in their first meeting after signing agreement between MoE and JAID.
- E-MIS Technical Committee was formulated from members of MoE and ESP.

### ***Objective Two: Strengthen MoE's Professional Development System:***

- Completed a needs assessment of curricular areas of difficulty identified by MIS teachers, in order to prepare design of MIS Subject-Specific Training Program for this year.
- Developed and presented paper outlining a new vision for MIS teachers' professional development which MoE approved, as the vision builds on Training Directorate's plan and strategy, yet tailored for curriculum-specific professional development.
- Forty MIS teachers and supervisors responsible for MIS subject-specific training program development were trained in instructional design process (ADDIE). Six authoring teams completed their first designs and completed materials addressing 50% of the curricular difficulties identified in January.

### ***Objective Three: Assist the MoE in Developing and Implementing Competency Standards***

- ESP drafted competency framework to be used for YTC programs.

### ***Objective Four: Design and Implement an effective STC Program***

- Idea Book. The STC team in collaboration with MoE and its stakeholders finalized first draft of School-to-Career Idea Book in Arabic.
- Community Youth Mapping. The Community Youth Mapping program was launched in all pilot schools, beginning with sessions for CYM supervisors and coordinators, and orientations for students. Public relations campaign and media for CYM were prepared and launched.
- Six STC counselors received career counseling training in Career Pathways approach/problem-solving at a training workshop organized by NCHRD.

### ***Objective Five: Assist Teachers to use and Integrate Technology***

- The CADER program delivered training to 98 pilot school teachers over 9 weeks.
- CADER's 160-hour program received provisional approval by MoE in March.
- Ahmad Touqan School received two wireless labs and upgrades for all outstanding cabling and wiring.

### ***Objective Six: Build Technology Infrastructure***

- The Hashem Data Center is now operational, with its servers now hosting the Eduwave platform. The installation and configuration at Hashem was completed in February, 2006, with assistance from ESP consultant, Jesse Rodriguez. Phase I of the data-center / school link is complete.
- Primus completed study of computer refurbishing center feasibility in early January.

**For comparison of achievement vs. work plan in YTC/STC see (Annex II)**

### **Summary of Planned Activities for Next Quarterly Period, April-June 2006**

- Assist Shorouq in the launch of YTC-related Aqaba activities.

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

- Finalize main e-MIS storylines and present initial Semester I storylines and modules to the Technical Committee for approval.
- Begin process of MIS curriculum review, with attention to economics education and VB.NET programming.
- Conduct review of MIS teachers' guides.
- Complete first round of SMS pilot with support from Microsoft

#### ***Objective Two: Strengthen MoE's Professional Development System:***

- Complete design of subject-specific training program for MIS.
- Complete guide to instructional design for MIS developers.
- Issue committee report on MIS school and training center standards.
- Conduct first phase of MIS school and training center survey.
- Provide concept papers on teacher professional development standards and relation to MIS
- Finalize communities of practice plan.

#### ***Objective Three: Assist the MoE in Developing and Implementing Competency Standards***

- Integrate MIS competency, portfolio and tracking into emerging teacher standards framework.
- Plan student support technician activity.

#### ***Objective Four: Design and Implement an effective STC Program***

- Complete Arabic version of School-to-Career Idea Book and prepare July training.
- Complete mapping of community assets at STC pilot schools through CYM activity.
- Collect and analyze focus group data/prepare work-based learning program.

#### ***Objective Five: Assist Teachers to use and Integrate Technology***

- Complete CADER 16-week training program

#### ***Objective Six: Build Technology Infrastructure***

- Resolve anti-virus and filtering issues at Hashem Data Center / prepare inauguration.
- Formulate action plan for next steps with computer refurbishing program.

### **Component III: Shorouq Activity**

*The first quarter of the year was taken up with the discovery phase in the South. The consultants visited a number of schools in Aqaba Ma'an and Tafila. This period gave the members of the team the opportunity to assess the baseline situation in the South. Meetings were held with all key players to inform them of the work of the team and gain insight from them of the area and its problems in the education field. The assessment brought to light a number of issues in the South and was the subject of a proposal from ESP to USAID*

#### **Kindergartens in the South**

*ESP Consultant Team implemented a study of schools in Aqaba, Ma'an and Tafila assessing Kindergarten potential using MoE criteria.*



The ESP consultant team visited all schools in Aqaba, Ma'an and Tafila assessing their suitability to house a kindergarten, located within the school structure. Assessment was carried out through use of a criterion which included the make up of the school: mixed school or all female. Schools were preferred which had first grade classes so that the children could progress once they had completed kindergarten. School lands were also assessed to see if they could accommodate a playground.

#### **Management Information Stream**

*The team performed a baseline assessment of the ICT capacity and learning environment in Aqaba, Ma'an and Tafila.*

The consultant team implemented a comparative study of the ICT inventory (Shorouq results vs. MoE figures) in schools in the south. The difference between the two sets of figures lead to the initiation of a discovery phase with the Consultant team. The consultant team visited all 19 schools in the area as part of the discovery phase.

#### **Professional Development (Technology in the Classroom)**

*The ESP Consultant team evaluated the use and relevance of ICT training received by ICT teachers in the three southern governorates.*

Teachers in Aqaba Ma'an and Tafila were asked if they had participated in ICDL, Worldlinks, and Intel courses and were further asked to assess the relevance of the skills delivered by these courses and the impact this had had on their teaching. The result of this process was the identification of needed skills sets which would bridge the perceived gap between the practical knowledge gained in training sessions and the use of these skills within the classroom.

#### **Connectivity and Technology**

*During the first quarter of the year the ESP Consultants addressed the issue of connectivity in schools in the South visiting all schools and creating a technology inventory.*

All schools and ICT labs in the governorate of Aqaba were visited by the ESP consultants. During these visits the quality of the computers and networks infrastructure was assessed. The consultants also addressed the potential for ICT labs in schools in the area which did not have one. The team also examined the general level of connects to the school including telephone lines and ADSL. The ESP Consultants devised a strategy with Jordan Telecom which would address the issue of connectivity to all schools in the governorate and the MIS schools of Ma'an and Tafila.

**Summary of Significant Achievements in the Last Quarter:**

- ECE - Naming of 7 schools in Aqaba for KG renovations, and an additional 28 renovations in Ma'an and Tafila governorates
- MIS – Establishment of baseline study for MIS labs in South Jordan.
- Professional Development – The discovery phase highlighted a need for delivery of teaching using ICT and ICT enhanced curricula
- Connectivity – By visiting the all of the schools in the Governorate of Aqaba the assessment highlighted the status of school connectivity in South Jordan.

**Summary of Planned Activities for Next Quarterly Period, April-June 2006**

- Finalization of planned KG renovations in the south with the MOE General Education directorate and USAID
- Beginning the development of a minimum standard and design for technology, network infrastructure and classroom design in MIS Labs.
- Working with the IT directorate and the Curriculum directorates of MoE on designing a delivery mechanism and curricula for ICT training in the south.
- In conjunction with JT and the MOICT – NBN and MoE will develop a strategy to enhance the connectivity of schools in Aqaba, Ma'an, and Tafila.

## IMPLEMENTING PARTNERS

### NETCORPS JORDAN (NCJ)

#### SPECIFIC PROJECT ACTIVITIES AND RESULTS

- Interns continued placements at discovery schools. Rotating the team leader role has given the interns the opportunity to enhance their skills and take on varying responsibilities. Each group of interns is responsible for a number of schools where he/she provides technical support to the teachers in the classrooms and the lab attendants.
- 4 interns who distinguished themselves in terms of performance were placed at MoICT where they continue to provide additional support to JEI PMO.
- The first intern performance evaluation was concluded at the end of March. The scoring system was agreed upon by the steering committee and was developed further in order to assess the performance and track the progress of the interns.
- So far, the Steering Committee has held two successful monthly meetings in order to discuss issues, better coordinate efforts, as well as share feedback, challenges and progress. The first meeting was lengthy and many issues and concerns were raised by both parties. The second meeting was more structured, productive and focused, where the following issues were discussed and resolutions were reached:
  - Survey Process
  - Internal progress reports and success stories from interns
  - Structure of the Steering Committee
- The interns are now uploading their weekly reports on a designated web space; thus, sharing their achievements and challenges. They are becoming more comfortable with and timely in submitting the weekly reporting tasks required of them by both NCJ and JEI PMO.
- In coordination with the JEI PMO, NCJ conducted a one-day training/awareness session at MoE for the interns. The purpose of this session was to go over some specific topics and areas important to enhancing the youths' performance, some technical aspects regarding their support of the Discovery Schools, and JEI and NCJ program awareness.
- NCJ and JEI PMO are holding weekly meetings to discuss intern achievements, challenges and issues, and to review the summary of planned activities for the week.
- NCJ is holding weekly meetings with the team leaders, and bi-weekly with the whole team.
- NCJ team members are accompanying Interns to the Discovery Schools during the Site Survey and during the entry of data by interns based on the results in order to ensure data integrity. Throughout every site survey cycle, the interns are participating in uploading the survey data and generating the relevant report using the Access Database at the MoICT.
- Intern feedback on ways to interact with community beneficiaries' is being shared with NCJ and JEI PMO.
- In order to enhance the performance of interns during the site survey process, the following actions were taken into consideration:
  - i. Ongoing training and awareness sessions
  - ii. Regular intern team meetings
  - iii. Field visits during the survey to observe interns progress
  - iv. Intern teams gathered at NCJ Office on a daily basis throughout the survey in order to review and check the data gathered.
  - v. The interns, NCJ and JEI PMO jointly held a revision session to discuss the survey completed by the interns

*Unfortunately, I will no longer be with NetCorps because I'm starting a new job. I want to say that I really enjoyed working with NetCorps and all the other interns. I learned many things from everyone. I also bonded with the teachers, the headmistress and the lab attendant at one of the schools. It was fun to celebrate Mother's Day together".*

*"Working with NCJ and JEI provided me with a lot of experience. Thank you!"*

**Razan, an ex-intern**

## **SUMMARY OF SIGNIFICANT ACHIEVEMENTS**

- Change management component of NCJ's support of JEI was introduced and is being planned for jointly by both partners (**see Annex III**).
- Interns completed 3 site surveys providing a snap-shot of Discovery Schools' progress. Survey gathered data on schools, teachers, students and technical information.
- NCJ introduced several systems to ensure project success during this quarter;
  - i. Establishment of joint steering committee including representatives from JEI, PMO, and NCJ, to support and oversee the program.
  - ii. Regular planning and follow up meetings with interns, JEI and PMO to monitor achievements, challenges, and problems.
  - iii. Developed a performance-based evaluation system to capture the progress of the interns and award them merit accordingly.
  - iv. Redefining and activating role of Team Leaders within each group of interns.
  - v. Supervising, assessing and reviewing site survey process, and recommending some necessary refinements and modifications which should enhance process and allow for better performance and results.
  - vi. Conducted field visits to Discovery Schools to monitor interns' performance.
  - vii. Held first monthly training and awareness session for skill development and competencies of interns.
  - viii. Established online reporting mechanism for interns using Global NetCorps website.
- A number of interns were selected to provide additional support to MoICT to analyze and process data gathered through site surveys.

## **SUMMARY OF PLANNED ACTIVITIES FOR NEXT QUARTERLY PERIOD**

**(April – June 2006)**

- NCJ has planned for ongoing training sessions for interns on a monthly basis.
- Interns will continue providing technical support for discovery schools.
- One more site survey is scheduled to be performed before end of this academic year.
- Interns will continue to undergo monthly and quarterly performance evaluations. Best performing interns will be recognized as "Intern of the Month".
- Regular meetings will continue to be held:
  - ix. Weekly meetings with interns.
  - x. Monthly Steering Committee meetings.
- Interns will continue to upload reports on Global NetCorps website.
- NCJ and JEI PMO will continue to monitor information in interns' regular reports; achievements, benefits, challenges, and success stories observed during placements in schools.
- NCJ and JEI PMO will jointly administer a technical assessment test to measure interns' knowledge relevant to their assignments. It will also tackle information covered with interns during one-day refresher session held previously.
- NCJ will recruit two interns to fill vacant intern positions. In total, 3 interns withdrew from the program to take up employment opportunities.
- Monthly intern performance evaluations will be combined into quarterly results which will be announced during a social activity being planned for interns, during which "best" interns will be recognized and awarded.
- NCJ is planning a team-building activity with interns, scheduled for mid-April.

## **SAVE THE CHILDREN**

### **SPECIFIC PROJECT ACTIVITIES AND RESULTS**

- All staff for the NAJAH program has been hired for North, Center and South regions. Office space in Center and South has been established and equipped.

- Consultancy agreements and Terms of Reference were signed with a number of agreed consultants including Abyad Research and Marketing for the Formative Study on the Culture of Shame and the ACCESS Community for Technical Assistance.
- The formative study on the culture of shame was launched and is nearly complete with initial findings now prepared. Initial findings confirm the understandings upon which NAJAH was originally built and suggest that the issue of attitudes and approaches to work may be even more complex than initially envisaged. In order to build employability skills, organizations working with youth will need to first address traditional attitudes towards work and enhance youth confidence and a sense of hope. The NAJAH training program is specifically designed to address these issues as a foundation for employability skills.
- The Monitoring and Evaluation Plan for the program has been prepared along with tools to accompany it (see attached). Indicators measure both performance and impact.
- A set of employability skills has been developed in cooperation with employers (see attached). These skills are based on both international practices as well as findings related to youth within the Jordanian context. They are presented within a modified international framework for youth development.
- Based on these employability skills, SC has developed a unique training program which builds youth capacity and self confidence while also working with parents and communities to support youth. The 6 month training cycles will be called NAJAH Journeys (**see Annex IV**).
- SC decided to launch the first NAJAH Journey in the south region, specifically in Aqaba (set to start May 13). In preparation, SC has developed a set of youth selection criteria as well as a selection process. To date, 87 applications have been received from youth (approximately 65% female, 35% male) for a maximum of 30 spaces in the first NAJAH Journey. Aqaba was specifically chosen as the launch site because of the high number of jobs currently available and planned in the area, the responsiveness of government, NGO and business leaders, the need within the community and the relative geographic compactness of the area which will facilitate program testing.
- A wide community mobilization process has been launched in Aqaba which has included linkage and leveraging support from the governor and all government departments, especially the youth directorate, program presentations to civil society, partnership with ASEZA especially the community development directorate which is hosting SC's Aqaba office and the ADC which hosted SC's business leaders' workshop. As a result of this extensive community mobilization effort, the NAJAH program has gained considerable visibility in the area and has started to gain the support of government, business and community leaders. Moreover, the community mobilization effort has encouraged a number of organizations especially ADC, ASEZA and the governor's office to support the program by contributing space and facilities and hosting events.
- SC has signed an MOU with the Higher Council for Youth which will host the NAJAH Journeys within their youth centers wherever the facilities permit. The first NAJAH Journey in Aqaba will be held within the youth center. As part of the partnership with the HCY, SC will build HCY staff capacities on youth employment and the NAJAH program. In this way, SC and the HCY will explore the potential for the latter to lead the NAJAH program in future as part of the sustainability plan. SC will explore similar options with other partners elsewhere (especially civil society).
- SC has been conducting a community assessment exercise in Aqaba which includes an assessment of services available for youth, employment conditions, the area and the organizations with whom we can cooperate.
- SC has been continuously exploring the potential for partnerships with the private sector on the NAJAH program. Discussions are currently in progress with Saraya, Aramex, the JUSBP (as an umbrella group), and various tourist industry companies in the Aqaba area.
- SC has also started to explore youth employment conditions in Irbid with a visit to local factories as well as youth centers. However, SC will not start in the north until late in the next quarter.

## **SUMMARY OF SIGNIFICANT ACHIEVEMENTS**

- After rapid program development and partnership building, SC is now ready to launch the NAJAH program in the field starting with Aqaba. Recruitment campaign in Aqaba has yielded 101 youth applications of which 78 are eligible. These youth will compete in a fair and transparent multi-level selection process for 30 places in first NAJAH Journey due to start May 13.
- SC has prepared groundwork for this first NAJAH Journey by developing a range of training material, selection criteria, monitoring tools and approaches, community mobilization initiatives and public information material.
- All staff for the NAJAH program has been hired.
- SC has established an office in Aqaba within ASEZA Community Development Directorate. This office space was made available to SC based on strength of program and directorate's trust and confidence in it. ASEZA has been particularly supportive of NAJAH believing that this is an essential initiative to complement wide ranging investment in the area.
- A workshop was held with employers in Aqaba hosted by the ADC. Employers and ADC support for the initiative is high.
- A national partnership with Higher Council for Youth has been established through an MOU in which the HCY will facilitate access to all its relevant facilities for NAJAH training and community meetings. In this way, NAJAH will add an essential programmatic component to the HCY's work while HCY will provide NAJAH with essential infrastructure and basic support to deliver program. Both partners have committed to considering longer term plans for program sustainability since HCY reaches out of school youth.
- SC has been laying the foundations for a number of private sector partnerships for NAJAH most specifically with Saraya and Aramex.

## **SUMMARY OF PLANNED ACTIVITIES FOR NEXT QUARTERLY PERIOD (APRIL - JUNE 2006)**

- Start the first NAJAH Journey in Aqaba – mid May with 30 NAJAH youth aged 18 – 24.
- Community mobilization will continue in southern region and will be launched in central and northern regions.
- SC will start to explore new communities in central area where the next NAJAH Journey will take place. At present, SC is considering both Al Nasr and Al Nathief in Amman. These are areas where SC first worked when it launched its programs in Jordan. SC has two key local partners in these areas and a large number of youth who previously benefited from SC programming for young children. Therefore, SC is seeking to build on and enhance existing human and social assets in these areas through the NAJAH program.
- The second NAJAH Journey will be prepared in the central area.
- The north office will be established in Irbid and is likely to be housed within MicroFund for Women's facilities thereby enhancing youth eventual access to micro credit.
- Processes for implementing Community Enterprise Projects with youth in months 3 and 4 of NAJAH Journey will be finalized.
- Consultants will be commissioned to develop and build staff capacity on a number of training components.
- English language training will be launched alongside main NAJAH curriculum. SC is currently in process of commissioning experienced native speakers who are also Arabs.
- Processes for job development will be developed and implementation will be launched through partnerships with the private sector.
- The outline for NAJAH Information package will be developed.

**Financial Status March 31, 2006**

|                                              |              |
|----------------------------------------------|--------------|
|                                              |              |
| Contract Amount as of 12/31/2005             | \$24,424,563 |
| Additions during First Quarter 2006          | \$0          |
| Funding (USAID Obligation) as of 3/31/2006   | \$13,572,112 |
|                                              |              |
| Total Expenditure as of 12/31/2006           | \$7,094,492  |
| Total Expenditures during First Quarter 2006 | \$722,523    |
| Total Expenditures as of 3/31/2006           | \$7,817,015  |

## **Annex I Work Plan vs. Actual**

### **Early Childhood Education**

| <b>Objective</b>                            | <b>Planned Activity</b>                                   | <b>Work plan vs. Actual</b>           | <b>Status</b> | <b>Comments</b>                                                                                            |
|---------------------------------------------|-----------------------------------------------------------|---------------------------------------|---------------|------------------------------------------------------------------------------------------------------------|
| <b><i>1. Training</i></b>                   |                                                           |                                       |               |                                                                                                            |
| Principals                                  | Awareness seminars                                        | February/February                     | Completed     | Topics: daily routine and parent involvement                                                               |
| Trainers                                    | Training manual                                           | February-March/<br>February-March     | Completed     | Manual topics: organizing classroom environment, children's literature                                     |
| Supervisors                                 | Classroom observations                                    | March/March                           | Completed     | Supervisors were trained on classroom observation form. Completed observations in 28 ESP/MoE kindergartens |
| Teachers                                    | In-service training                                       | March/March                           | Completed     | ESP teachers received in-service training for ESP/ECE staff                                                |
| <b><i>2. Kindergarten refurbishment</i></b> |                                                           |                                       |               |                                                                                                            |
| Inauguration                                | Karak kindergartens                                       | February/February                     | Completed     | Kindergarten inaugurated by Minister and D.E. USAID                                                        |
| Refurbishment                               | Renovation and furnishing of Jarash & Ajloun (15 schools) | January-March/<br>January-March       | Completed     | Location assessment, BoQs, Pos, supervision, hand-over.                                                    |
| <b><i>3. Enhancing Curriculum</i></b>       |                                                           |                                       |               |                                                                                                            |
|                                             | Phase I modification                                      | January/January                       | Completed     | ECE members participated as curriculum devised committee members                                           |
|                                             | Phase II modification (develop curriculum framework)      | January-March/<br>January-March       |               | ECE members participated as curriculum devised committee members. ESP consultant reviewed framework        |
| <b><i>4. Accreditation Framework</i></b>    |                                                           |                                       |               |                                                                                                            |
|                                             | Develop teaching and management standards                 | February-March/<br>February-March     | Completed     | AAC developed the standards and outcomes                                                                   |
|                                             | Appoint consultants and committee members                 | March/March                           | Completed     | Four consultants and committee members to draft specific standards for seven accreditation areas           |
| <b><i>5. Parent Participation</i></b>       |                                                           |                                       |               |                                                                                                            |
|                                             | Develop parent participation plan                         | January-February/<br>January-February | Completed     | Plan encourages mothers to become classroom volunteers as teacher assistants.                              |

## **Annex II Work Plan vs. Actual**

### **Youth Technology and Career**

| <b>Objective</b>                                                                          | <b>Planned Activity</b>                    | <b>Work plan vs. Actual</b>    | <b>Status</b> | <b>Comments</b>                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>1. Enhancing Management of Information Stream (MIS) Curriculum</i></b>              |                                            |                                |               |                                                                                                                                                                                      |
| E-MIS storylines developed                                                                | MoU, Modules 1-18                          | February/February              | Pending       | Work plan restructured, accelerated development schedule with more teams; prolonged negotiations between MoE JAID and AED on outstanding issues.                                     |
| Curriculum Review                                                                         | Training manual                            | February-March/ May            | Pending       | Discussions and planning began at time of writing this report – on VB.Net programming and economics education, and process for curriculum review.                                    |
| <b><i>Objective 2: Strengthen MoE's Professional Development System</i></b>               |                                            |                                |               |                                                                                                                                                                                      |
| Development of Professional Development Framework                                         | Strategy document prepared                 | January/January                | Completed     | Draft strategy presented to directorates of training and curriculum, with presentation made to Dr. Tayseer al-Nahar al-No'ami.                                                       |
| Subject-Specific Needs Assessment                                                         | Needs assessment prepared                  | January/January                | Completed     | Completed by MIS supervisors, and presented at planning workshop in January.                                                                                                         |
| Subject-Specific Training Program Development                                             | Instructional Design workshop and training | January-February/ January-June | Pending       | Instructional design process and guide are near complete. Revisions required as teams began working with templates and process.                                                      |
|                                                                                           | Training materials development             | February-April/February-June   | Pending       | Most subject "hard spots" addressed; development team working independently to finish remaining. Instructional design training and materials development required capacity-building. |
| <b><i>Objective 3: Assist MoE in Developing and Implementing Competency Standards</i></b> |                                            |                                |               |                                                                                                                                                                                      |
| Teacher standards and competencies                                                        | Develop MIS competency document            |                                |               | Draft completed.                                                                                                                                                                     |
|                                                                                           |                                            |                                |               |                                                                                                                                                                                      |
| <b><i>Objective 4: Design and Implement an effective STC Program</i></b>                  |                                            |                                |               |                                                                                                                                                                                      |
|                                                                                           | Develop Idea Book                          | February-March/ February-March | Completed     | Draft in Arabic completed and submitted to technical committee for review.                                                                                                           |
|                                                                                           | CYM                                        | January-April / January-May    | 50% complete  | Extending mapping exercise; breaking of CYM training into two parts to lay groundwork for the program.                                                                               |
| <b><i>Objective 5: Assist Teachers to Use and Integrate Technology</i></b>                |                                            |                                |               |                                                                                                                                                                                      |
|                                                                                           | CADER Professional Development Program     |                                | 50% complete  | CADER has launched its professional development program in all pilot locations                                                                                                       |
|                                                                                           | Technology Pilots                          |                                | 80% complete  | Finalized cabling/wiring issues; installed wireless labs at Ahmad Touqan; phase-out for Al-Khansa discussed; some remaining technical issues to resolve.                             |
| <b><i>Objective 6: Build Technology Infrastructure</i></b>                                |                                            |                                |               |                                                                                                                                                                                      |
|                                                                                           | Hashem Center                              | December-January/February      | Completed     | State of the art data center established, with necessary equipment installed and                                                                                                     |

| Objective                                     | Planned Activity       | Work plan vs. Actual | Status    | Comments                                                                                                                               |
|-----------------------------------------------|------------------------|----------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------|
|                                               |                        |                      |           | configured; Remaining issues; filter, data backup and anti-virus.                                                                      |
| <b>Objective 7: Monitoring and Evaluation</b> |                        |                      |           |                                                                                                                                        |
|                                               | M & E Plan Development | January              | Completed | Monitoring and Evaluation plan developed and included in Annual Work Plan; ESP to coordinate with ERfKE on comprehensive M&E strategy. |

## **Annex III**

### **Change Management in Discovery Schools through Intern involvement.**

**Thus far, Change Management has been a secondary by-product of the interns' placement and support of the Discovery Schools. The following anecdotal evidence shows the individual initiative taken by some NetCorps Jordan interns to interact with and assist various levels of the educational cadres at the schools in which they've been placed. They either facilitated the use of ICT or helped improve awareness and understanding of the uses thereof. This indicates an increased level of commitment among the interns as well as a change in attitudes and perceptions towards youths' roles and capabilities:**

"I had the opportunity to help out several people at the schools. I taught a student how to use some Microsoft Word options. I helped install useful programs onto the PCs in the lab. I taught the lab attendant how to install the Antivirus and how to update some programs. I showed the lab attendant how to check which websites the students were browsing using the History option. I also helped a teacher studying for an ICDL exam", Sumaya proudly said.

Hanan has been fairly active in her involvement in the schools. She said, "I helped some teachers prepare their lessons using various Microsoft applications; such as Word, Excel and PowerPoint", she also added "I encouraged a headmaster to apply e-curricula; I helped another set up an excel chart to evaluate the performance and track the grades of some sick students; and, I assisted a third headmaster in designing, formatting and printing out some papers to send to the ministry". She was interested in facilitating learning within the classroom, so Hanan prepared a one-page guide for 10<sup>th</sup> grade students on how to use EDU-wave. Hanan was also invited to attend a meeting with the headmaster and teachers at one of the schools to prepare for a technology showcase. Hanan adds, "I helped the lab attendant clean and reorganize the layout of the main lab in one of the schools. I also told another school I'm prepared to help develop a website for them". At another school, Hanan helped design a questionnaire about health issues requested by the health committee at the schools. Hanan met with the student and teacher representatives of the technology committee at one of the schools and to tell them more about the JEI. She also helped a teacher browse the internet to search for relevant articles and pictures.

Razan, one of the interns who has now left the program, tried to leave her mark in a different way, "I taught 2 lab attendants in two separate labs at the same schools how to use MSN Messenger to communicate with each other in order to reduce the use of the phone. I also taught one of the teachers how to use the email". One of the challenges she faced was discussing with a headmistress the fact that some teachers couldn't start teaching ICT in the classroom because they weren't trained thereon.

Kawthar, Lina, Ghadeer and Husam helped teachers better understand e-learning, and encouraged them to feel comfortable with using technology (e.g. the lap top) in the classroom with the students. Ghadeer taught a teacher how to use Bluetooth on her laptop and she helped a student use the Frontpage application.

With a smile on his face, Mohammad said, "I configured the new lap tops at the school to be able to access the wireless network. It was amusing to see how enthusiastic the teachers were and how much time they spent exploring the possibilities of the internet that they forget the time and their classes!"

Many interns made the effort to raise awareness about JEI and their role as NCJ interns supporting the initiative. Ahmad even helped a teacher to extract information about JEI from the internet. Ghadeer explained more about the initiative to the school's headmistress. She also had the opportunity to host a German student at one of the schools she supports. He attended 2 e-learning sessions with 4<sup>th</sup> graders and 11<sup>th</sup> graders. She facilitated a session with the teachers, students and headmaster to explain more to the foreign student how e-learning in public schools in Amman works, the subjects taught, its positive impact and the challenges faced.

Mustafa is one of the leading interns. He took the initiative to "help design useful graphs to visually present the data collected during the site surveys, which in turn would affect decision-making". Mustafa's advanced technical knowledge and deep familiarity with JEI allowed him to have a "one-to-one coaching session with the lab attendant on networking concepts and definitions". Mustafa also "helped in downloading and setting up options to block the access of some specific websites". Mustafa made some progress in terms of change management at one of the schools, "I managed to encourage the lab attendant to learn more about the importance of JEI; this led him to become more cooperative, to take the initiative to check school data and to update the information". Mustafa proudly adds, "this week I had a very nice experience. I visited 3 Schools with Jasper, a Masters student from Germany doing his thesis on E-learning, visiting Jordan on behalf of MoICT. When I asked him - Why Jordan - he answered that Jordan is a module for applying E-learning in schools, and I was proud of that. I arranged for him to talk to students and teachers and to attend a class."

## **Annex IV**

### **NAJAH Journey Outline**

#### **Background**

The NAJAH Journey is the first step of a process in which you will build their employability skills, find and take up jobs, be supported to build their careers and work with adults to foster a culture of hope and positive inter-generational dialogue. The NAJAH Journey is one of the pillars of the NAJAH program being implemented by Save the Children in the North, Center and South of Jordan.

#### **Aims of NAJAH Journey**

The NAJAH Journey is a six month youth training curriculum whose aim is to:

- Build youth employability skills with a focus on soft skills that help youth ‘to be’, ‘to do’, ‘to know’ and ‘to relate’ (see employability skills attached).
- Foster positive attitudes towards work and available job opportunities among youth and their parents.
- Support youth to put learned skills and positive attitudes into practice.
- Build youth knowledge of and connection to their community and available job opportunities within it.

#### **Participation in the NAJAH Journey**

Between 20 and 30 young Jordanian women and men and their parents will participate in each of 15 NAJAH Journeys over a period of 2 years. Youth with limited skill sets, a strong sense of commitment, interest in building their own capacities and becoming active members of their society will be selected for the program. Recruitment is open to all unemployed Jordanian youth aged 18 – 24. Save the Children applies a fair and transparent selection process which includes self-completion application forms and participation in ‘NAJAH Day’, a one day orientation and assessment process.

#### **Rationale of the NAJAH Journey**

The NAJAH Journey is envisaged as a cycle of interconnectivity between ‘myself’, ‘my family’, ‘my community’ and ‘my society’ represented by the following drawing:

As such, the NAJAH Journey starts with discovery of self and surroundings, and travels outwards from the immediate to the wider environment enabling youth to cumulatively build on skills learned, draw on experiences and the best of local culture and traditions, debate and openly discuss challenges to entering and staying in the workplace, implement their skills and knowledge before launching into the workplace.

#### **Components of the NAJAH Journey**

Following on from the rationale above, the NAJAH Journey will cover the following stations:

##### **I. Me, My Family and My Community**

In this component, youth consider and draw on personal success stories as well as success stories from their family and the community in order to examine the meaning of success, the skills, attributes, positive attitudes and support systems required to achieve it and their own potential. At the same time, youth and their families examine personal and community values and support systems using appreciative inquiry methodologies in order to build self-esteem, under personal choice vs. social and cultural norms and start to set personal goals. Finally, youth will collectively conduct community mapping exercises in order to identify services, opportunities and support for their community enterprise projects.

By the end of this component, youth will have:

- Enhanced their self-confidence and self-esteem
- Developed their own personal performance plan for the NAJAH Journey
- Developed a booklet about community based services, opportunities and supports
- Developed into a wider team with smaller sub-groups
- Defined success and identified different skills required to achieve it
- Identified community based opportunities which can evolve into feasible community enterprise projects

##### **II. Workplace Success**

In this component, youth will examine workplace values and ethics and compared these to personal and community values and ethics. The purpose of this exercise is to encourage the application of positive cultural values in the workplace – values such as hospitality, commitment, productivity. The component will also activities that build skills in team work, communication, conflict resolution, presentation and representation and change management.

By the end of this component, youth will have:

- Considered and defined a set of positive workplace values and ethics
- Developed personal plans for applying these agreed values and ethics
- Developed a set of basic workplace skills

##### **III. Project Design and Management**

In this component, youth will be introduced to project design and management using the workplace success skills previously introduced and the opportunities and supports for community enterprise projects identified in component I above.

By the end of this component, youth will have:

- Designed and started to test out small scale community enterprise projects.
- Sought and engaged a community based mentor to support their project.

#### **IV. Project Implementation**

Over a period of 2 months, youth, in small groups, will implement their small scale community enterprise projects with support from a local mentor. Each youth group will have a budget averaging \$5,000 with which to implement their project. Projects may be social or economic enterprise initiatives. The focus is on the process of implementation, the application of the skills learned to date and the continuous assessment of results rather than on economic success although the latter is also encouraged. Community impact and involvement in the project is also very important. Save the Children staff will support youth teams throughout the implementation process.

By the end of this component, youth will have:

- Started and nearly or fully implemented their community enterprise project.
- Applied their learned skills in project delivery/management
- Learned from both successes and challenges and documented their learning process
- Increased community support for effective youth action in the community
- Enhanced their entrepreneurship skills and capacities
- Learned about responsibility and accountability
- Built partnerships with the community and employers

#### **V. Building Our Careers**

Having learned and gained experience, youth are now ready to explore the workplace in depth in order to make their decisions based on evidence rather than local perceptions. As such, small teams of youth will conduct in-depth participatory rapid assessments of different sectors that are important in the local community. These PRAs will enable youth to examine actual pay scales, opportunities for advancement, work conditions, employer approaches and hiring processes, sectoral economic prospects, customer and community perceptions. The component will also focus on workplace rights and responsibilities as well as healthy lifestyles and workplace safety.

By the end of this component, youth will have:

- A clear, in-depth knowledge of local employment opportunities, working conditions, employer practices and potential career prospects.
- Developed a personal career plan that considers local opportunities, skills learned as well as skills still required.
- Developed a personal CV that truly reflects their capacities and goals.

#### **VI. Ready to Work!**

This final component will help youth to find appropriate job opportunities. Topics to be covered include interview skills and dealing with the first month at work.

By the end of this component, youth will:

- Attend actual interviews with employers
- Be supported into work
- Be linked to micro-credit facilities where they demonstrate entrepreneurial capacities
- Be linked to further technical training opportunities where they demonstrate an inclination for this career path.



# **Jordan ER/KE Support Project**

**Bi Annual Report  
April – August 2006**

**Submitted to USAID Jordan**

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

August 31, 2006

### **ESP Management and Administration**

- Lease agreement signed between Shorouq team and landlord for the rent of the office and temporary living space in Aqaba which was approved by AED Home Office
- USAID/ESP received request for transfer of ownership of donated equipment for Hashem Data Centre from MoE. Equipment was cleared from ESP inventory and specifications of equipment were sent to MoE in July.
- USAID/ESP received request for transfer of ownership of donated equipment for Shrouq project to be implemented in accordance with direction from MoE directorate Aqaba.
- After approval from USAID ESP ordered 60 ML150G2 servers which were delivered to Aqaba schools. Server cabinets were also delivered to the same schools.
- E-MIS MoU was signed by MoE, ESP and JAID with an official signing ceremony at HE Minister Toukan's office, Apr 18.
- Waiver was received for equipment for Shorouq activity. Waiver included kindergarten, technology equipment and cabinets.
- Dajani Consulting was selected for the MIS survey and a final report was received for their work
- Shorouq signing ceremony took place in Aqaba, Jun 5. Aqaba office was opened with a full staff complement.
- Internal AED audit was completed by KPMG of all ESP activity. Their report was very positive.
- Whiz Kids Creative Educational Products have been chosen to support the ECE Parent Participation Initiative.
- PO was signed with Abdullah Khalifeh Engineering and Contracting for renovation work in Kg Clusters 9&10.
- PO signed with Ideal Systems to support implementation of MIS infrastructure.
- PO signed with Morph X for the development of logo's for Dukkaneh and STC.
- ArtiKids Services and Playground Industries Co. have been contracted to supply additional playground materials for the Shrouq project in the South of Jordan.
- Phase 1 of Lieceing study completed by NCFA. Phase 1 focuessed on compliance. Phase 2 focusses on MoE Recourse requirements for full implementation is in process.
- Implementation of STC program has been outsourced to Save the Children effective September 1 2006

### Consultancies

| Consultant name       | Dates of Consultancy |           |
|-----------------------|----------------------|-----------|
|                       | Start date           | End Date  |
| Ramzi Ataya           | July 30              | August 15 |
|                       | July 9               | July 12   |
|                       | June 10              | June 12   |
|                       | June 1               | June 8    |
|                       | May 22               | May 24    |
|                       | May 15               | May 17    |
|                       | May 7                | May 9     |
|                       | April 30             | May 2     |
|                       | April 23             | April 25  |
|                       | April 11             | April 13  |
|                       | April 8              | April 10  |
|                       | April 3              | April 5   |
| Thomas Markham        | July 12              | July 20   |
| Tristan De Forneville | July 12              | July 20   |
| Hucine Haichour       | July 13              | August 3  |
|                       | April 23             | May 18    |
|                       | July 15              | July 27   |
| Margie Joyce          | July 13              | July 29   |
|                       | April 23             | May 12    |
| David Balwanz         | May 6                | June 15   |
| Eric Rusten           | May 21               | June 1    |
| Keith McAllum         | April 18             | May 5     |
| Jesse Rodriguez       | May 3                | June 18   |
|                       | July 31              | Sept 17   |
| Raul Ratcliffe        | April 5              | April 14  |
| Marwa Muhsen          | April 5              | April 13  |
| Nancy McDonald        | June 6               | June 17   |
| Jeff Davis            | Aug 7                | Aug 17    |

**Staff Changes****In**

|                                                                                                 |                           |
|-------------------------------------------------------------------------------------------------|---------------------------|
| Gaby Hallak, ICT and Networking Specialist, Shorouq, Aqaba                                      | May 1 <sup>st</sup> 2006  |
| Ehab Nasif, Systems Administrator, Amman.                                                       | June 1 <sup>st</sup> 2006 |
| Sultan Sharfi, Software Engineer, Amman.                                                        | June 1 <sup>st</sup> 2006 |
| Walid Tarawneh, Community Participation and Professional Development Specialist, Shorouq, Aqaba | June 1 <sup>st</sup> 2006 |
| Riham Sawalha, Admin and Finance Assistant, Shorouq, Aqaba                                      | July 1 <sup>st</sup> 2006 |
| Amal Husban, MIS Training and Communities of Practice                                           | July 1 <sup>st</sup> 2006 |
| Habib Ghazaleh, Civil Works Officer, Shorouq, Aqaba                                             | July 1 <sup>st</sup> 2006 |

**Out**

|                                                       |                              |
|-------------------------------------------------------|------------------------------|
| Shadi Bushnaq, Senior ECE Procurement Engineer, Amman | June 30 <sup>th</sup> 2006   |
| Mohammed Al Kassem, STC Manager, Amman                | June 30 <sup>th</sup> 2006   |
| Ehab Nasif, Systems Administrator, Amman.             | August 23 <sup>rd</sup> 2006 |
| Sano Sanoussian, Pilot Technology Officer, Amman      | August 23 <sup>rd</sup> 2006 |

## **Component I: Early Childhood Education**

### **Quarterly Report Overview**

*April - August 2006*

The ECE team made significant progress in the period covered by this report.

In service training which had begun in March 2006 was completed in 26 ESP renovated schools.

The MoE's early childhood education supervisors contributed to the development and modification of the Supervisory Observation and Assessment Form and kindergarten teacher booklets in a series of technical workshops in conjunction with the ministries technical committee. The technical committee took the lead, assisted by ECE, in the formulation for the new Basic/Comprehensive Teacher Training Manual.

During the same period 22 kindergartens were renovated and a further 41 furnished and opened for use by the schools. To date 72 kindergartens have been renovated. Refurbishment continues on track with clusters 9 (Irbid B and Zarqa) and 10 (Mafrqa) now under way.

Important developments were made in the realization of the Parental Participation Initiative which will break new ground in Jordanian kindergarten classrooms and is showing real promise, receiving very positive input from Secretary General Tayseer and others within the Ministry of Education.

A major teacher training initiative took place in April with 298 kindergarten teachers trained by MoE trainers assisted by ESP/ECE staff on Advanced II manual.

Again in April ECE supported the development of General Curriculum outcomes with the MoE Curriculum Dept. The subsequent curriculum framework was endorsed by the MoE's Board of Education. As of the end of August the specific curriculum indicators will also have been approved by the Board of Education.

MoE and ECE representatives visited the United States in May as part of the development of accreditation frameworks and standards resulting in the production of the accreditation indicators which have been validated by early childhood professionals.

All new teachers are undergoing ESP Teacher Training which will be completed in early September.

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

*As kindergarten renovation continues at a rapid pace, in service teacher training has sought to maintain the momentum and parallel physical improvements with newly enhanced teacher's skills.*

*MoE/ECE supervisor technical skills continue to be promoted through field work and the development of supporting documents as part of the MoE technical committee support.*

*Trainers, supervisors and teachers were trained on the Advanced II topics including children's literature and enhancing the classroom physical environment.*

#### **Supervisors**

MoE/ECE supervisors were trained in April with the national curriculum trainers on the Advanced II Kindergarten Teacher Training manual. As a result the supervisors were able to train the teachers using their newly acquired training skills. 298 teachers were trained as a result of the collaborative team teaching approach used by trainers and supervisors.

As part of a process of capacity building supervisors have been heavily involved with the MoE's technical committee assisted by ESP/ECE in producing kindergarten teacher booklets and supervisory forms.

The supervisor's contribution to the collection of observational data from 28 ESP refurbished kindergartens was instrumental in the completion of the ESP's kindergarten materials assessment study which sought to evaluate the frequency of use of individual educational materials.

#### **Kindergarten Teacher Training Programs**

Teachers working in ESP/ECE refurbished classrooms received individual training support from ESP staff between March and June in how to organize their classrooms physical environment in a way which was optimum for children's learning and promote their experiential skills and abilities. This close support training extensively covered how to use classroom materials effectively providing the teachers with an in depth understanding of the potential of individual items for learning. The teachers



were also introduced to a DVD which showed them how to create story books and classroom materials and use them effectively in the future, seeking to make them more self actualizing and less reliant on outside stimuli. ECE pursued this direction in order to ensure that the work done by teachers continued to be of a high quality with a cadre of capable and innovative kindergarten teachers which would ensure that kindergartens remained vibrant exciting learning environments for years to come.

In April 298 kindergarten teachers received twenty training hours on Advanced II topics; the importance of children's literature and promotion of classroom physical environment. Teachers received information about the importance of printed materials to children's development and hands on practical experience in developing children's story books and how to convey stories effectively in the classroom to children. This training also provided teachers with the opportunity to use a range of materials common in every day use

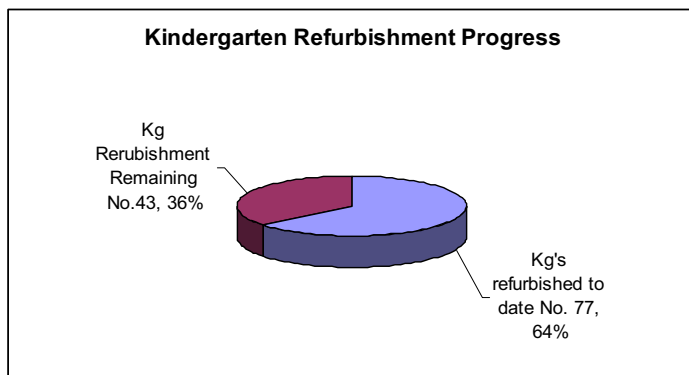
donated by the community to enhance their classroom physical environment to benefit children's learning and development.

All new teachers are undergoing ESP Teacher Training which will be completed in early September.

### **Objective 2: Refurbishing ECE Classrooms**

*To date 72 kindergartens have been renovated, furnished and handed over to the Ministry of Education Department of Civil Works. Work on renovation and furnishing of kindergartens proceeds on schedule. A kindergarten classrooms materials assessment study was completed in 28 ESP refurbished kindergartens. Work on the kindergarten renovations manual for MoE is ongoing and is expected to be completed within the period of the next biannual report.*

The ECE engineers continued to apply themselves with dedication to the refurbishment of kindergartens in Jordan which has seen the completion of 72 of the scheduled target number to date. As of the end of August the engineering team have moved on to work in clusters 9 (Irbid B and Zarqa) and 10 (Mafraq), work proceeds smoothly. This period saw 22 kindergartens renovated and 41 furnished. All these kindergartens are now fully operational and holding classes for kindergarten age children, increasing the number of kindergarteners exposed to quality educational environments and working towards the MoE's expansion program.



As part of the assessment of the frequency of use of educational materials in kindergartens ECE undertook a study of 28 ESP renovated kindergartens. The objective was to assess the frequency of material used by kindergarten children. As a result of this study ESP has reassessed the materials which it has identified as educational significant for kindergarten children in Jordan. Therefore some materials have been removed from the lists of

supplies delivered to the newly refurbished classes.

### **Objective 3: Enhancing the National Interactive ECE Curriculum**

*ESP/ECE assisted the MoE's early childhood curriculum department in developing the national curriculum framework which was endorsed by the ministry's Board of Education. ESP also worked closely with the curriculum department in developing the specific curriculum indicators. The framework and indicators will be used in guiding the modification process for the national curriculum.*

In January ESP staff became members of the Ministry of Education Curriculum Departments newly developed committees. There are two committees the first of which worked on making minor modifications to the existing National Interactive Curriculum which will be distributed to schools at the start of the 2006/2007 school year. Modifications included the reduction of the activities expected of teachers, children's booklets were also modified in order to reflect a more logical and sequential learning approach.

The second committee of which ESP/ECE was part, worked on the development of the National Curriculum framework and related specific indicators. The framework was subsequently approved by the Ministry's Board of Education. The Curriculum Dept is making progress in modifying the curriculum assisted by ESP and other local stake holders and is attempting to reach its goal of presenting a modified curriculum by the beginning of 2007.

### **Objective 4: Assisting MoE to Develop a Kindergarten Accreditation Framework**

*MoE and ESP/ECE representatives participated in a US accreditation study tour in May. Major accrediting agencies were visited by the group and discussions covered issues in accreditation in the States. Indicators and outcomes of the accreditation working groups was taken to the states and reviewed by specialists in the field. The completed accreditation document was validated by local ECE professionals and reviewed by AIR consultant during his August consultancy. Review turned indicators into measurable items in preparation for field testing the document.*

MoE education representatives joined with ESP/ECE representatives on a study tour to the United States to learn from professionals in the field about their work in accreditation and how the lessons learned could be applied to the work presently underway in Jordan. The accreditation document prepared in Jordan by four working groups was reviewed by US specialists and modified according to their recommendations after discussion and thought about the application of modifications considering the context of Jordan. The document was further modified and sent to local early childhood education professionals once the group returned to Jordan at the end of July.

Jeff Davies, Measurement and Evaluation Specialist, arrived in Jordan at the beginning of August to turn the indicators into measurable items in preparation for field testing which will be carried out in November of this year.

In the second half of the year ECE will field test the accreditation document in several private schools.

### **Objective 5: Parent/Community Participation**

*ESP/ECE and MoE staff developed a concept paper which was approved by the Ministry of Education which sought to clarify how family members could assist kindergarten teachers with their daily classroom tasks.*

The Parental Participation Initiative was designed to encourage family members to participate in kindergarten classroom activities. Kindergarten teachers as a result will have an increased opportunity to focus on the provision of individualized quality educational experiences to children whilst parents provide support through the provision of ancillary services. Effectively teachers spend more time teaching and less time doing other domestic classroom tasks.

The MoE/ESP in collaboration with an implementing agency began planning for the implementation of this activity for the up coming school year. The initiative is a two phase process. Phase I will be piloted in 14 schools during the first semester of 2006/2007 school year. In this phase MoE and ESP through the implementing agency will be working with teachers' parents and principals in order to create consensus on the role of parents in the classroom.

Phase II, will see the roll out of the Parental Participation Initiative in 25 additional schools across Jordan. This initiative will last initially for one year with the opportunity to look at the progress of this development on a regular basis throughout this period. Potentially this is a ground breaking initiative which would have a significant impact on both teachers and kindergarten children.

#### *Summary of Significant Achievements April-August 2006*

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

- 298 Kindergarten teachers received twenty hours of training on advanced early childhood topics.
- MoE trainers received eight hours of training on advanced II kindergarten teacher manual.
- Completed in-service training in ESP prepared kindergartens with 26 teachers in Ajloun, Jarash, Amman, and Madaba.
- Completed a series of MoE/ECE supervisor workshops during which supervisors modified supervision form, kindergarten teacher booklet, and developed the kindergarten teacher training manual. This took place with assistance from ESP/ECE and the Ministry's technical committee.

##### **Objective 2: Refurbishing ECE Classrooms**

- Renovation work for clusters 7&8 (Irbid and Balqa) began and was completed during the period of this report.
- Assessment for clusters 9&10 (Irbid B Zerqa & Mafraq) completed
- Renovation work for clusters 9&10 in progress
- Assessment for clusters 11&12 (Aqaba and Tafila) completed.

##### **Objective 3: Enhancing the National Interactive ECE Curriculum**

- Assisted the Ministry's curriculum department in developing the national curriculum framework and specific indicators.
- The national curriculum framework and specific indicators have been approved and endorsed by the Ministry's Board of Education.

##### **Objective 4: Assisting MoE to Develop a Kindergarten Accreditation Framework**

- MoE and ESP representatives completed a U.S. accreditation study tour.
- Accreditation study tour report completed and delivered to USAID, DCU, AED, and AIR.
- Accreditation workshop held in April with Dr. Elizabeth Spier for accreditation consultants and committee members.
- Four accreditation technical committees developed a draft accreditation criteria and outcomes document.
- The draft accreditation criteria and outcomes document was validated by ten early childhood professionals from the private sector.
- Dr. Jeff Davis, during his consultancy in Jordan, reviewed the document and transformed the criteria and outcomes into measurable indicators.

##### **Objective 5: Parent/Community Participation**

- ESP/ECE received official permission from MoE to plan for and implement parent participation in kindergarten classrooms in collaboration with all MoE departments and local agency.
- RfP for parent involvement project publicized.
- A committee consisting of Ministry and ESP/ECE staff reviewed proposals from three local organizations.
- Parent involvement contract sent to AED for processing and local agency contracted.

##### **Monitoring and Evaluation**

- Kindergarten classroom materials assessment report completed.
- Data collection for phase II of first grade study completed and analyzed.

**For comparison of achievement vs. work plan in ECE see (Annex I)**

*Summary of Planned Activities for Next Bi Annual Period (September 2006 -February 2007)*

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

- Form technical committee to develop Mater Kindergarten Teacher Program.
- MoE trainers (national curriculum trainers and ECE supervisors) to train all ESP refurbished kindergarten classroom teachers on classroom organization and usage of educational materials.
- Continue to work with the ECE supervisors through workshops to build their supervisory capacity.
- Follow up on modified supervisory form status.

**Objective 2: Refurbishing ECE Classrooms**

*Renovations and Furnishings*

- Renovate and furnish kindergartens in Aqaba, Tafilah, Ma'an, Shobak, and Petra.

**Objective 3: Enhancing the National Interactive ECE Curriculum**

- Assist the Ministry's curriculum department in modifying the national interactive curriculum.

**Objective 4: Assisting MoE to Develop a Kindergarten Accreditation Framework**

- Accreditation workshop to review and standards, criteria, and scoring system before field testing.
- Train field testers on data collection using the final accreditation standards and criteria forms.
- Field testing of accreditation criteria in private schools.
- Modify accreditation instructions and forms according to analysis results.

**Objective 5: Parent/Community Participation**

- Work with MoE and implementing organization in planning for and implementing the parent involvement activity in 14 kindergartens.

**Monitoring and Evaluation**

- Follow up second grade children tested on the EYE in first grade to assess the sustainability of kindergarten experience.

## Component II: Youth Technology and Careers

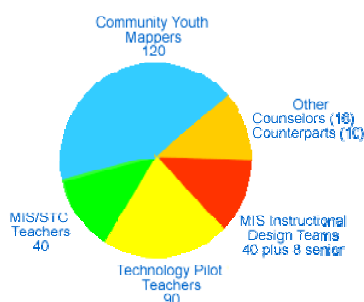
### Biannual Report Overview

*April to August 2006*

During this past five month period, YTC continued to work with MIS-Online content developer JAID productions. School-to-Career finalized its Idea Book and Resource Manual at the end of August, following a co-sponsored Project-Based Learning training conducted by Buck Institute in July. Community Youth Mappers celebrated their graduation from the program in the presence of Dr. Tayseer Al-Nahar Al-Noaimi in July.

In the area of professional development, an ESP consultant team finalized the quality assurance review of 19 MIS teachers' guides, which were subsequently all brought up to minimum standards and prepared for printing in August.

*Figure 1: Training Recipients, April-August, 2006*



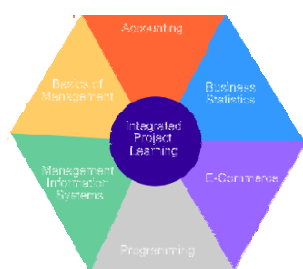
The MIS professional development program finalized instructional design work on the subject-specific training program and accompanying manual. CADER finished Phase II training of in the ESP pilot schools for 90 teachers. YTC continued discussions on technologies and models to be rolled-out in 2006-07, the most important of which are the MIS learning environment and professional development centers. Technology infrastructure continues to be improved as efforts shift downstream from the Hashem Data Center to the Internet connections and school servers. Hashem succeeded in disseminating Tawjihi examination results via Internet and SMS to graduating secondary seniors throughout the

Kingdom in July without difficulties. Teacher competencies and teaching standards have kept pace with national efforts to revise the professional development framework.

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

*The Ministry of Education and JAID revisited the Memorandum of Understanding on the issue of subject-matter experts. JAID's team was finalized and trained. The Ministry of Education approved MIS-Online architecture, and document formats used to present storylines. In addition, the Ministry agreed to a proposed breakdown of learning outcomes for MIS-Online. Agreements and revisited terms of the Memorandum placed the project behind schedule for piloting first modules in Sept, 2006.*

Following the signing of the MIS-Online Memorandum of Understanding, ESP and JAID completed the Subject-Matter Expert Training for new team members. Concurrently, ESP and JAID embarked



on a series of working sessions to develop initial themes and storylines for the on-line curriculum. The first MIS Technical Committee meetings were held in April-May to ensure common understanding regarding MIS-Online structure and presentation within the Eduwave platform. In August, the Ministry and JAID reached agreement on basic storyline presentation and links to learning outcomes, and approved presentation of initial storylines to be delivered in Grade 11, Semester 1. ESP developed a master plan document to guide MIS development, and deal with deployment issues from central servers to the classroom student. The draft of the quality assurance framework

was circulated for review in late June, but only approved and used in August.

Eleven MIS schools were selected to participate in the MIS-Online pilot implementation. The schools are distributed across all regions in the Kingdom, 4 of them are in Aqaba-Shorouq project area.

*Developing the Learning Outcomes Framework and MIS Curriculum Review.* MIS Online will incorporate outcomes drawn from the knowledge economy skills framework of the National Education Strategy, and also incorporate competencies gained through student "learning by doing." ESP has facilitated the creation of a ministerial committee to refine the Knowledge Economy Skills

Framework, and worked with NCHRD in defining career and occupational profiles for 16 occupations closely associated with the MIS curriculum which may structure collaborative learning and student roles assumed in the course of elaborating MIS projects.

Additionally, the Ministry with ESP support will review its current curriculum and propose changes that will guide the development of MIS-Online. Two areas – VB.Net and economics education are areas where ESP and MoE will focus initial attention in work beginning October 2006. ESP supported the candidacy of two MIS specialists to attend a year-long economics education training provided by the U.S. based National Council on Economics Education.

## **Objective 2: Strengthen MoE's Professional Development System**

*MoE approved the MIS subject specific professional development program to deliver MIS in-service programs. ESP continues to adopt World Bank recommendations that ERfKE transition from supply to demand-side training, to teacher-support materials (teachers' guides), to peer-to-peer networks facilitated by school development clusters and to the creation of educational communities. MIS teacher guide quality assurance review was completed. The subject-specific training for 2006 was launched with a workshop on Project-Based Learning. Instructional and learning systems design training continued with the completion of subject-specific training design, and the community of practice concept was refined, benefiting from collaborative relationships with Microsoft and JICA .*



In 2005-2006, ESP's focus on preparing teachers dramatically shifted – from training to teacher professional development, from teaching strategies to teaching specific difficulties within the MIS curriculum itself, and from training-program authoring to instructional systems design of professional development materials. ESP continues its work on a competency and standards-based framework for in-service professional development, and worked with the MoE in supplementing a demand-driven, non-cascading training system with the introduction of the community of practice. The ESP competency framework covers many areas, including subject-matter, pedagogy, assessment, technology integration, leadership, change management, instructional

design, and school-based professional development designs (See below).

*MIS Teachers' Guides.* At MoE Curriculum Department request, ESP conducted a quality assurance exercise for all 19 MIS teachers' guides. Comments, suggested changes and statistical analyses of quality by component were presented to the authoring teams. The Results enabled authors to advance standards in guide sub-areas to acceptable levels. MIS teachers' guide templates and quality assurance procedures are now viewed by Curriculum Department as the standard for all other guide work.

*Professional Development Program and Competency Framework.* ESP made progress towards developing training programs that are aligned with a new vision for professional development. Ministry educators continued to receive training and support in instructional design principles, enabling the project to produce the MIS subject-specific training program for 2006-2007. A manual on instructional design and training program is close to completion, with further training scheduled for later this year. The design team has also finalized the training program covering approximately 20 MIS areas of difficulty which to be launched in September. In collaboration with the School-to-Career Program, YTC/MIS trained 40 people in Project-Based Learning through a workshop facilitated by Buck Institute and ESP in July. ESP is working with the Ministry to consolidate training offerings into a unified program for which educators will register (see **Annex III**).

*Professional Development and Communities of Practice.* ESP refined its strategy for developing an MIS learning community centered upon school and cluster-based learning teams, and will present these revisions to the Ministry for review and implementation this year. ESP has also developed

standards for MIS professional development centers replacing in role and function the emergency teacher-training centers created in 2004. The proposed centers will serve local learning teams and facilitate the diffusion of formal training offerings by the Ministry. In addition, ESP worked closely with JICA and Microsoft to configure and install SharePoint portal servers that support MIS and Science education communities (see **Annex III**).

### **Objective 3: Assist MoE in Developing and Implementing Competency Standards**

*ESP/YTC developed teacher competency framework for MoE conference in May. ESP awaits framework approval coordinated between the Ministry of Education and the Jordanian higher education institutions. ESP is developing with its partners the competency outcomes for MIS teachers, MIS instructional designers, STC career counselors, which can inform larger standards frameworks. In addition, ESP launched an RFP for the creation of an application enabling teachers to track progress towards competency-related teaching standards, creating portfolios of evidence for ESP-related professional development programs. RFP suspended pending MoE review and discussion.*

ESP drafted a framework for MIS subject-specific competencies in April-May that was used internally by ESP to engage the Ministry in discussions as it prepared for the National Conference on Teaching Standards. At the conference, a draft framework was approved for further refinement by the Ministry of Education and Higher Education. ESP participated at the meeting, providing comments on the framework, and circulating draft ideas for a competency-tracking/portfolio tool linking assessments of ESP-sponsored learning event outcomes to the new framework for professional development.

In May, ESP then refined ideas gained from the conference and worked with the Ministry on the development of an RFP for the creation of a competency-tracking tool/e-portfolio that would be used to assess ESP competency-based professional development programs, and use the tool as a proof-of-concept for competency/standards-based programs at the Ministry. The tendering process continued through July, but was suspended as questions and answers were incorporated into a revised RFP and circulated through the MoE for comment. The Ministry's Directorate of Training and other directorates should be commenting on the RFP at the time as the release of this report.

### **Objective 4: Design and Implement an Effective STC Program**

*Community Youth Mapping was completed ending Phase 1 with the CYM graduation ceremony. Year 1 activities for school-to-career were completed, with NCHRD career counselor training continuing in north and center, and focus-group discussions with stakeholders conducted by INJAZ. ESP continues dialogue on the work-based learning strategy with STC consultants and INJAZ. CYM and focus group data will feed into STC planning and continuation of Year 2 work expanded with support provided by Save the Children. The School to Career Idea Book and Resource Manual are ready for dissemination. For school-based activities, STC co-sponsored a Project-Based Learning seminar led by Buck Institute benefiting teachers from pilot schools.*

The School-to-Career Program ended its first school year, capped by a graduation ceremony for its Community Youth Mapping program, developed through a partnership between the Ministry of Education and Princess Basma Youth Resource Center (PBYRC). Some 120 Youth Mappers and 12 supervisors continued training and data collection about STC community assets in twelve participating schools. After one month of data collection by youth, data was entered and analyzed at the end of the school year. In July, a graduation ceremony for the CYM participants was held



in Amman, at which Secretary General Dr. Tayseer Al-Nahar Al-Noaimi congratulated students on their achievements and encouraged them to continue to participate in changing public education. The Ministry has expressed its desire to study CYM and to extend the activity to other schools.

ESP worked with a ministerial technical committee to complete the Arabic version of the School-to-Career Idea Book and Resource Manual. The committee responsible for revising and editing these publications was comprised of members from various directorates. The two works are headed for publication as of the writing of this report, and will be used in STC training activities in early September. The dates of the training have been pushed back in order to assure that an expanded STC team comprised of new members be on staff at ESP and that the training provide continuity to a new strategy for STC to guide the program through its next 18 months.

In the area of school-based activities, STC co-sponsored the Project-Based Learning (PBL) training in July, led by Buck Institute. Eleven teachers associated with the STC local working groups from Aqaba, Wadi Moussa and Kerak attended. Teachers were trained in how to plan, implement and evaluate school projects with their students to emphasize specific employability skills. Upon the completion of the training, STC learning teams will be formed to help guide the process of capacity building for the other members of the local working groups. Another round of training for local working group members from the north and center is scheduled for September, and these ideas will also be reinforced through the Idea Book training. In addition, the Dokkaneh e-commerce application will include business simulation functionalities that will illustrate the use of simulations to better develop student skills and competencies required for entry in the knowledge economy.

Focus group discussions were completed with various STC stakeholders as teachers, students in collaboration with INJAZ. Part of the data collected will inform school-to-career program development generally, and part will be used to develop ideas for potential INJAZ-MoE areas of collaboration on program development. ESP worked with INJAZ on a draft collaboration paper which was presented to Managing Director Mr. Al-Okour, to the regional STC coordinators and members of the STC working group. Subsequent work-based learning discussions held at ESP were put on hold until a transition to a new and expanded STC management team and strategy could be developed and finalized.

The STC program started its capacity-building program in the area of connecting activities by training local career counselors in the use of labor market information and in career problem-solving. Six counselors were trained on problem-solving in career counseling in Amman during the month of April. The session was led by CIDA consultant Michel Turcotte and involved counselors from higher education and the STC pilot schools (including ASEZA). In addition, twenty-seven people from the STC local working groups were trained on how to use the labor market information database (Al-Manar database) on career counseling.

STC started working on developing the employability skills matrix with the Ministry of Education to help identify the employability skills which the program should emphasize on and thus serve as indicators to help evaluate the efficiency of STC programs. The matrix should be approved and disseminated by the MoE, and eventually inserted into a revised Idea Book.

Effective Sept 1 2006 implementation of STC is being outsourced to SC. ESP will maintain management and oversight responsibilities

#### **Objective 5: Assist Teachers to Use and Integrate Technology**

*ESP worked with JEI to discuss evaluating and testing of new technologies and new models/learning environments. During this period, a ministerial committee defined standards for MIS learning environments and professional development centers. ESP agreed to assist the Ministry to test a multi-purpose room projection and sound system to support e-learning. Applications development continued with strategy developed for Dokkaneh (e-commerce application), for improved ITAC accounting software, for a teacher standards/competency-tracking tool, and for an MIS school*

*technology readiness application. CADER completed Phase II training in the five pilot schools and provided its evaluation of the Earthwalk Computer-on-Wheels cart used in four pilots.*

Objective 5 of ESP consists of four separate activities: (a) testing technologies, (b) developing learning models, (c) developing learning applications, and (d) integrated professional development through technology.

*Technologies.* In this period, ESP began planning for the evaluation of the technologies tested in 2005-2006, and undertook discussions with JEI and its partners about technologies that might be further tested in 2006-2007. During the period, ESP continued to suspend decisions regarding the piloting of thick clients, as MoE experts weighed the possibilities of testing minimal computer solutions (AMD PIC devices and Intel laptops). In addition, discussions with MoE continued on the potential for testing refurbished computers, and the MoE requested that ESP complete an economic analysis of the comparative costs of refurbishing versus other devices. See **Annex IV** for Technology Pilot Table)

*Models.* ESP finalized the work of a ministerial committee in charge with developing minimum standards for an MIS Learning Environment, and an MIS Professional Development Center (formerly Emergency Teacher Training Centers). The formal committee report is presently being published. The committee's findings and recommendations will be presented to the MoE for consideration, and will be used to fill resource gaps existing in MIS program schools.

The Ministry of Education requested ESP's assistance in developing a new model – a school auditorium with multimedia/e-learning functionality equipped with quality data show projectors and audio systems. ESP procured necessary equipment and will be piloting the model in three schools. ESP has also developed proposals and plans for testing an STC Career Center – one site is currently budgeted for the project, and the possibility of second and third sites sponsored by Pepsi are under consideration by the company.

ESP plans in early fall to evaluate the wireless classrooms established at Ahmad Toukan school in Amman, and to continue discussions that started in July with JEI on the types of models to be tested this year.

*Applications.* ESP has worked on five technology applications that support MIS and STC:

1. Dokkaneh E-Commerce Application. ESP has developed a three-track strategy for moving forward with the deployment of Dokkaneh. Initial version of the application is now ready for release to MIS teachers, and will be placed on virtual servers for MIS/Shorouq pilot schools.
2. ITAC Accounting Package. A ten-day consultancy for members of ITAC began in June. ESP and ITAC explored possibilities for building interoperable applications supporting the Management Information Stream. The consultancy is still underway, and discussions will resume once Dokkaneh development has advanced through Phase I.
3. Competency-Tracking/Portfolio Application. RFP was released in May for development of a teacher competency-tracking/portfolio tool supporting ESP professional development programs and new standards-based framework of MoE. After a month of questions and answers, a revised RFP has been drafted for discussion with the MoE, and the deadline for submissions suspended until a formal MoE review has occurred.
4. School Technology and Readiness Database. As part of the MIS school survey, Dajani Group began development of a web application and database for survey results. A quality assurance review by ESP showed early work needed significant improvement. Work on the application will continue in August, as survey teams resume their school survey work getting access to schools not surveyed prior to close of public schools in June. (Approximately 20 schools).
5. Community of Practice Portal. ESP met with JICA and Microsoft to coordinate efforts on the installation and configuration of SharePoint portal applications on servers purchased by ESP.

Ideal Systems were contracted by ESP for installation, with supervision and quality assurance provided by Microsoft. Initial work neared completion at the end of August.

*Professional Development through Technology.* Professional Development in Use and Integration of Technology (CADER Program)

Percentage Increases in Competency Levels Associated with CADER Program

| Competencies/Level | 0     | 1     | 2    | 3    | No. of Competencies |
|--------------------|-------|-------|------|------|---------------------|
| Pedagogy           | -40.9 | -25.7 | 46.7 | 19.9 | 23                  |
| Communication      | -40.4 | -27.3 | 51.2 | 16.6 | 7                   |
| ICT                | -77.2 | 8.9   | 53.3 | 15.0 | 6                   |
| Coaching           | -55.7 | 1.6   | 42.9 | 11.2 | 8                   |

### Objective 6: Build Technology Infrastructure

*ESP assisted MoE to refine and improve Hashem Data Centre function with addition of content-filtering. ESP tested deployment of SMS-Active Directory in a handful of school sites. Server images will contain applications for the MIS curriculum and other curricula. Requests are made to Jordan Telecom to move a select number of schools to fixed IP addresses and PPPoE connections. ADSL 1MB connections to schools are planned for school year 2006-07. Hashem servers successfully disseminate Tawjihi examination results in July via the Internet and SMS.*

Technology infrastructure construction is a program that consists of four phases: (a) the development of an education data center housing applications and the ministry's learning management system, (b) the Internet connection between the data center and MoE's 2000+ education institutions, (c) the configuration of an administrative server and network architecture at each school capable of unique authentication and remote network administration, and (d) the management of individual laboratories and computers that exist within the school networks.

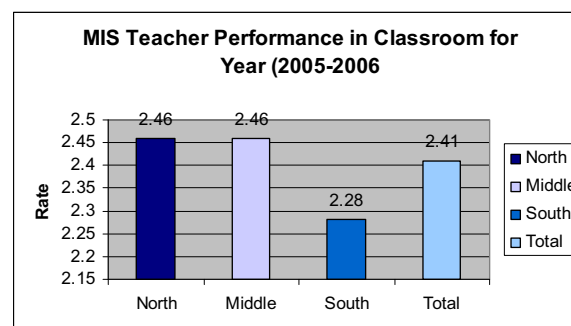
During this reporting period, ESP finalized the installation of equipment at the Hashem Data Center. The last pieces contributed by the project included a subscription to a filtering application and its blacklisted sites, so that students will be prevented from accessing illicit material within the MoE's Intranet. The Hashem Center has run without problems, and successfully served Tawjihi exam results to secondary school seniors during a very hectic 2-3 day period in late July. According to the Minister himself, 2006 marked the first time in the past six years that Internet reporting and massive student exam traffic did not crash the system.

### Objective 7: M & E Component

#### "MIS Teachers Performance inside Classroom and ICT Challenges" Study:

In 2005 a study was undertaken to assess teacher skills and knowledge looking at instruction and assessment strategies. Accordingly YTC conducted several workshops for MIS teachers aimed at developing teacher skills, knowledge of instructional and assessment strategies and how to integrated technology through learning processes. In 2006 YTC conducted a study along the same lines as that of 2005 with additional technology skills assessment.

MIS supervisors prepared three tools to assess teacher's performance inside classrooms, the first being an observation report of teacher's ability to apply different instructional assessment strategies in the classroom. The second was a questionnaire aimed at defining challenges MIS teachers face in integrating technology, and what ICT concepts are clear for them. The third tool is



3.0 < High, 2.99-2.0 Average, 2.0 < Low

oriented to MIS students to take their opinion in teacher's behaviors and attitude. 130 MIS teachers and 500 students were targeted in this study, chosen randomly.

### **CADER Evaluation Report**

In order to assess the worth of the CADER training which has been implemented throughout the first part of 2006 an evaluation was undertaken to assess exactly what teachers undertaking the training felt about the course. The assessment covered the content of the training and also the quality of the trainers. The results showed that there were some positives in four of the schools which took part in the training and the survey with many teachers believing that the course gave them new ideas and fresh impetus to try new ideas in the classroom. However it also highlighted a need for more careful selection of trainers and closer involvement of ESP/YTC in the running of the course.

#### *Summary of Significant Achievements April-August 2006*

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

- First storyline and general architecture for MIS-Online have been submitted to ESP.
- Technical committee reviewed and commented on MIS-Online within Eduwave platform.
- First storyline approved with comments (expected end of August).

##### ***Objective Two: Strengthen MoE's Professional Development System:***

- Completed subject-specific training program design (100% of the subject difficulties identified in January 2006 have been addressed).
- Completed instructional design guide (used to design subject-specific training program).
- Trained select group of teachers and supervisors from southern Jordan in Project-Based Learning (in collaboration with Buck Institute).
- MIS Committee drafted and filed report on MIS Learning Environment and Professional Development Center standards.
- MIS Supervisors receive workshop/training on MIS orientation program and materials to be delivered to new MIS teachers in September 2006.

##### ***Objective Three: Assist the MoE in Developing and Implementing Competency Standards***

- Draft requirements document for the development of a competency-tracking/e-portfolio tool was submitted to the MoE for review.

##### ***Objective Four: Design and Implement an effective STC Program***

- Idea Book and Resource Manual has been approved and revised for printing.
- Community Youth Mapping. The 120 participants graduated from the CYM program in July 2006. Wrap-up session held to discuss next steps and program extensions, as initially recommended by the Secretary General, Dr. Tayseer Al-Nahar Al-Noaimi.
- NCHRD launched career counseling workshops for STC school counselors. Initial workshops focused on the use of labor market information. NCHRD training design to be studied by the MoE's Ranking Committee.

##### ***Objective Five: Assist Teachers to use and Integrate Technology***

- The CADER program delivered totality of Phase II training to 92 pilot school teachers, who will continue on to Phase III professional projects development in September.

##### ***Objective Six: Build Technology Infrastructure***

- Hashem Data Center performed and tested extremely well in delivering Tawjihi examination results to graduating secondary school students in July, 2006.
- Dajani began comprehensive MIS school survey in May-June 2006. The data collection phase will be completed at the end of this reporting period.

- Dokkaneh e-commerce application fully developed for deployment in MIS classrooms. The application is being adopted by the MoE for official use in its MIS curriculum.

***Objective Seven: Monitoring and Evaluation***

- Survey of CADER training was completed.
- MIS Teacher “performance in the classroom” study completed for 2006

**For comparison of achievement vs. work plan in YTC/STC see (Annex II)**

*Summary of Planned Activities for Next Biannual Period, September 2006-February 2007*

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

- Finalize main e-MIS storylines and present initial Semester I storylines and modules to the Technical Committee for approval.
- Begin process of MIS curriculum review, with attention to economics education and VB.NET programming.
- Conduct review of MIS teachers’ guides.
- Complete first round of SMS pilot with support from Microsoft

***Objective Two: Strengthen MoE’s Professional Development System:***

- Launch subject-specific training program for MIS in September-October.
- Edit instructional design guide for MIS developers, and publish on MIS portal.
- Complete MIS school and training center survey, and related database application.
- Publish paper on professional development standards and competencies related to MIS
- Seek MoE approval for revised communities of practice plan (scheduled now for last week of August 2006).

***Objective Three: Assist the MoE in Developing and Implementing Competency Standards***

- Integrate MIS competency, portfolio and tracking into emerging teacher standards framework.

***Objective Four: Design and Implement an effective STC Program***

- Train all STC participants in the use of the School-to-Career Idea Book and Resource Manual.
- Deliver MoE-approved career counseling training to counselors in all STC schools.
- Disseminate report on focus group data collected in collaboration with INJAZ.
- Launch revised STC strategy for the 2006-2008 period with additional assistance provided by Save the Children (subcontractor).
- Extend Phase II Project-Based Learning Training.

***Objective Five: Assist Teachers to use and Integrate Technology***

- Complete CADER Phase III Masterpiece portion of the training program, and make recommendations on continuation of the CADER program.
- *Complete installation of the Multi-media room/Auditorium model.*
- Finalize report on computer refurbishing feasibility.
- Implement first school models for the MIS Learning Environment and Professional Development Centers in pilot schools. .

***Objective Six: Build Technology Infrastructure***

- Deploy MIS virtual images on school servers.
- Develop and implement first version of community of practice portal.
- Prepare all 11 MIS-Online pilot schools and 3 professional development centers.

### **Component III: Shorouq Activity**

#### **Quarterly Report Overview**

*April - August 2006*

Shorouq office officially opened Jun 1, with a full compliment of staff. Shorouq Signing Ceremony took place Jun 5, in the presence of HE Minister Toukan, Nader Al Dahabi, Chief Commissioner of AZEZA and Ms Ann Aarnes Head of USAID, in Aqaba. First equipment distribution and installation was in early August when over 25 servers were delivered to schools. Shorouq team has established numerous contacts with private sector businesses taking part in the AZEZA/MoE sponsored adopt a school program. Shorouq team regularly updates AZEZA on progress and program implementation.

#### **Kindergartens in the South**

*Shorouq team is presently completing designs for the refurbishment of kindergartens in the South and transitioning to the implementation phase.*

Two ECE engineers visited Aqaba several times during the reporting period to visit potential renovation sites in Aqaba. As a result of these visits three new Kindergarten classrooms have been added to the renovations in Aqaba bringing the total to nine. Two schools which were previously to receive renovations have now been reassigned for inclusion in USAID's new construction program.

#### **ICT Renovations**

*The team has worked with engineers from the MoE and USAID to finalize the designs for the renovation of general ICT labs in Aqaba. The pilot phase for lab renovations will begin late August 2006. The Shorouq team has also worked with the MoE MIS committee to finalize potential renovations for MIS labs.*

The Shorouq team finalized furniture layout, electrical and data infrastructure and air conditioning and ventilation specifications for computer lab renovations. Eight general computer labs will be renovated as the pilot phase for Shorouq. This pilot phase will begin late August. MIS labs will receive more resources than general computer labs as a result of discussions with the MoE MIS committee. These resources will include areas for group study, electronic wipe boards, special supervisory software for teachers and additional ICT accessories such as digital cameras. Each MIS lab will benefit from its own unique design reflecting the need to maximize group work space and connectivity at the same time.

#### **Professional Development (Technology in the Classroom)**

*Shorouq has worked with the steering committee in MoE Directorate to identify ways of strengthening teaching in Aqaba. The team has begun to coordinate with the training directorate and the Managing Director of Supervisors at the central MOE to meet identified teacher professional development needs.*



Shorouq has met regularly with its 5 steering committee members in the governorate of Aqaba to examine the professional development needs of teachers in the area. Areas of need such as English training, ethics and strengthening of pedagogical knowledge were raised. Using ESP's experience with student centered learning and project based learning Shorouq will focus on strengthening these identified areas and the use of ICT therein. Shorouq team will continue to work on the design of the professional development element of the program with the steering committee and the supervisors to further hone the objectives and supporting initiatives.

*Principals discuss approaches to professional development and ICT in Aqaba School*

## **Connectivity and Technology**

*Servers have been installed in over 25 schools in Aqaba and cabinets will be delivered and installed by mid September.*

The first pillar of connectivity in Aqaba is the provision of servers. To this end servers have been provided and installed in all suitable schools in the city of Aqaba (amounting to 27 schools in which servers have been located). Shorouq is working with Jordan telecom and the MoE to ensure appropriate connectivity to all the recipient schools. The second phase of connectivity enhancement will be the installation of wireless technologies to all suitable schools in the governorate of Aqaba. This will begin in late September with a completion date of approximately the end of the first semester (late December).

### *Summary of Significant Achievements in the Last Quarter:*

- Establishment of ESP-South Aqaba office with “Shorouq” Staff
- Installation of Servers into all schools inside of the ASEZ (Aqaba Special Economic Zone)
- Confirmation of Aqaba Kindergarten classrooms to be renovated in the autumn of 2006
- Finalized Computer Lab renovation plans with the MOE-ICT Directorate, USAID, and the MOE-Aqaba Directorate

### *Summary of Planned Activities for Next Bi Annual Period, September 2006 - February 2007*

- Begin the Renovation of Computer Labs in Aqaba
- Renovate all KG classrooms in Aqaba
- Plan implementation of the teacher training and Professional Development strategy with MoE central and MoE in Aqaba

## **IMPLEMENTING PARTNERS**

### **NETCORPS JORDAN (NCJ)**

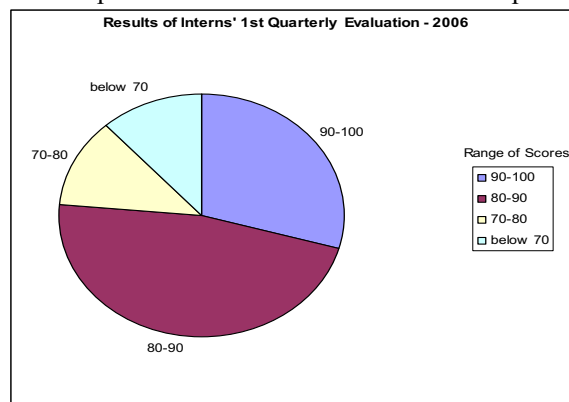
#### **SPECIFIC PROJECT ACTIVITIES AND RESULTS**

- NCJ and JEI PMO conducted a technical assessment test for interns to measure their knowledge relevant to their assignments. The test also tackled information covered with the interns during the previous refresher session (March one-day training session).
- Two JEI interns and the JEI Theme Coordinator (NCJ) participated in the World Economic Forum held in Sharm El Sheikh, May 19-22. They reported on their participation and ideas for collaboration involving youth in cross regional interaction in preparation for next WEF.
- The NCJ JEI Theme Coordinator and intern team leaders participated in the JEI PMO workshop. The event covered knowledge sharing among school principals, sharing practices relevant to prioritizing problems, negotiation, team spirit, and the importance of understanding each others' roles and responsibilities, setting goals and action points.
- NCJ called upon groups of interns to support and help in activities and events, such as 2 NCJ Graduations and the JEI Update Meeting.
- Interns participated in the session NCJ held with media representatives to introduce itself, its projects and its achievements. Interns shared success stories with the participants.
- NCJ management and one JEI intern participated in a radio talk show. NCJ management talked about NetCorps Jordan whilst the intern talked about his success story as an intern.
- 5 interns nominated by their team leaders represented NCJ at an event covering youth and employment, hosted by Wadi Al Hoor Youth Center, Balqa Jun 17/18.
- NCJ provided the interns with numerous opportunities to enhance their capacities, skills and capabilities:
  - Conducted exam for interns testing skills in technical aspects and networking concepts.
  - JEI Theme Coordinator (NCJ) provided training to interns covering practical Excel and Access DB skills in April.

- NCJ conducted a Technical Writing session covering preparation of a presentable CV.
- NCJ Training Coordinator ran a training session entitled "Fun with English", May 29.
- The NCJ team attended two complimentary trainings on Events Management.
- Two JEI interns supported NCJ Finance and Admin Department.
- A strike system was put into effect for interns who violate procedures and regulations.
- The interns documented their profiles, including their educational background, internship experience with NetCorps, skills gained, impact on the community and changes they witnessed in teachers and/or students during their placement in the discovery schools.
- Interns developed websites for the discovery schools as part of an NCJ web-application assignment. The task entailed the creation of a website for one of the discovery schools under their responsibility.
- "Nadyna", the NCJ Club has begun. One JEI was elected to a seat on the club committee.
- In recognition of the achievements and efforts the interns demonstrated in the last 6 months, NCJ hosted a social activity, Jun 15. Interns, NCJ staff and JEI PMO celebrated together and had the chance to show their support, encouragement and appreciation of interns' work. Interns were recognized for their performance at this event following the first evaluation of their work.
- A group of interns worked on reviewing and revising the curriculum to be delivered during the training for the new batch of JEI interns recruited for the academic year 2006-2007.

#### *Summary of Significant Achievements*

- NCJ conducted two quarterly intern performance-based evaluations. Recognition of Achievement Certificates were distributed to interns making an outstanding contribution to the program in view of both their peers and members of staff at NetCorps. The results of the interns' performance evaluations exceeded expectations for the first quarter of this year.



- The interns completed monthly site surveys in the Discovery Schools gathering student, teacher and technical information. The survey provides periodic feedback and a snapshot of the current situations in the schools. During the survey cycle, the interns take into consideration all the decisions and refinements highlighted in each of the previous surveys. Their analysis of survey data resulted in improved performance.
- The interns continued ongoing technical support in the Discovery Schools till the end of the academic year. This included troubleshooting, hardware, software and network support.
- Several interns left the program on finding good employment opportunities.
- The NCJ JEI Theme Coordinator has started a monthly update newsletter (See **Annex III**).

NCJ is working on creating a culture of cross-project learning and experience sharing as part of its internal integrated knowledge-sharing strategy. This model can later expand to the interns' interaction with the Discovery Schools.

One NCJ intern participated in Supporting the JEI project in Amman, coordinating with another NCJ intern participating in the support for SMEs project in Zarqa, and created and delivered a session to the SME beneficiaries focusing on the use of MS Access. The session shared knowledge about both projects running under NetCorps Jordan, sharing success stories from both and then an advanced Access session with a case study relevant to the SME field of work "Invoice Database System".

- One intern appointed deputy in the absence of the NCJ JEI Theme Coordinator is being considered for appointment as NCJ Field Support position.
- NCJ completed the recruitment process for the new batch of interns. 13 new interns were finally identified and began with the program Aug 1. These will join the 12 who remained with the program into the second year.

*Summary of Planned Activities for Next Bi Annual Period (September 2006 -February 2007)*

- At the beginning of 2006-2007 academic year the interns will perform an initial Site Survey for each of the Discovery Schools they will be serving during the year.
- NCJ will complete and implement the intern placement plan for the coming academic year.
- NCJ will continuously seeking opportunities to build the capacities of its interns and staff.

**SAVE THE CHILDREN**

**SPECIFIC PROJECT ACTIVITIES AND RESULTS**

- The first 2 phases of the draft NAJAH curriculum have been developed and tested with youth in Aqaba and are currently being modified for application with youth in Amman and Irbid.
- 2 NAJAH Journeys have started, Aqaba (launched May 21) and Amman (launched Jul 30). Mobilization for launch of third NAJAH Journey in Irbid underway, expected to start Sept 3.
- Youth recruitment was conducted for each NAJAH Journey. Recruitment processes specifically targeted the most disadvantaged youth in each community. A total of 156 applications were received from youth in the center and south. 43 youth (21 males and 22 females) have been selected for Aqaba and Amman.
- To date, drop out rate has been under 5%. Given the time and effort required of youth in the program, this suggests that the curriculum is meeting youth needs and interests.
- Youth in the Aqaba Journey are organizing community events including an evening gala for parents organized by NAJAH youth. Youth are facilitating community meetings, posing questions to employers and key service providers. Youth achievements are notable in critical thinking, problem solving, responsibility, presentation, conflict resolution and negotiation.
- Employment preference assessments show that youth on the Journey who initially saw government jobs as their primary goal now increasingly (54%) see the private sector as an attractive area.
- Parental involvement in Aqaba has increased significantly (38%) with nearly all parents attending the most recent event. Parents have participated in sessions, offering their own skills and support to the NAJAH youth group as a whole.
- Save the Children is building partnerships with employers in Aqaba and Amman to support youth into work after the NAJAH Journey. Employers have been eager to participate.
- All Aqaba and Amman NAJAH youth have now participated in the employment preference assessment. This tool will be used 3 times during the program to assess youth choices and enable the Job Development Coordinator to link youth to work.
- Community support for NAJAH in Aqaba resulted in significant in-kind contributions to the program. ASEZA welcomed NAJAH youth and His Excellency, Mr. Nader al Thahaby, has asked to meet with NAJAH youth. The Higher Council for Youth has opened the doors of its centers to NAJAH. The National Information Technology Center has offered its training services and Knowledge Station facilities.
- SC study on the culture of shame has been completed. The study was conducted in the north, center and south of the Kingdom. The study focused on the views of youth, their parents and employers. Findings are now being used to develop a media strategy for the program.
- Partnerships with the media are being established in Aqaba, Amman and Irbid. SC has held media lunches in the north and south to increase program visibility and engage media as important program partners. Several articles have been published about the program.
- Technical assistance from the ACCESS Community and SC Youth EO Advisor has improved program quality including curriculum development, M&E and Job development.
- Save the Children has now established sub-field offices in the north and the south.

#### *Summary of Significant Achievements*

- All Project staff hired, oriented and working to task
- All offices opened and functional
- NAJAH is on target with beneficiaries (43 youth participants) gender mix (21 males and 22 females) and is recording a low drop out rate (less than 5%) for NAJAH Journeys thus far.
- Partnerships were solidified with government institutions including the Higher Council for Youth and National Information Technology Center thereby mainstreaming NAJAH concepts and activities into the strategic plans of the respective agencies.
- Numerous private sector partnerships and relationships have been established ensuring a receptive job market for NAJAH graduates.
- Parental involvement in NAJAH activities has increased by 38% since the start of the project.
- National and international recognition of the NAJAH effort was realized when Her Majesty Queen Rania Al Abdullah attended the “Promise of Youth” forum in New York hosted by Save the Children in May. The event has generated significant corporate interest and support including Saraya Holdings and the Aqaba Development Corporation.
- A success story of one particular member of the youth is included (see **Annex IV**)

#### *Summary of Planned Activities for Next Bi Annual Period (September 2006 -February 2007)*

##### **Expanded work and life skills for Jordanian Youth**

- Complete the curriculum development process including review and modification of the first 2 phases.
- Continue to implement NAJAH Journeys in the center and south, launch NAJAH Journey in the north and launch the 4<sup>th</sup> NAJAH Journey in the south.
- Support youth to implement Community Enterprise Projects as part of the NAJAH Journey.
- Monitor youth self-efficacy, employability skills, participation and employment preference. Monitor parental involvement in the NAJAH Journey.
- Start to develop the Employment Information Package

##### **Increased youth access to employment in high demand sectors and increased youth entrepreneurship**

- Continue to build partnerships with the private sector
- Link youth completing the first NAJAH Journey to jobs and monitor youth access to jobs as well as job retention and satisfaction.
- Link you completing the first NAJAH Journey to further training or entrepreneurship opportunities and monitor their progress and satisfaction.
- Formalize tools for supporting and monitoring youth in work for the first six months of employment

##### **Enhanced enabling environment for youth employment and entrepreneurship**

- Support youth to identify mentors for their Community Enterprise Projects and monitor the number and quality of mentorship’s established.
- Continue to build partnerships and seek support from government and non-government agencies for NAJAH Youth and youth employment and entrepreneurship in general.
- Develop and start to implement a media strategy based on the outcomes of the culture of shame study.
- Launch the Youth Lens activities.

##### **Cross Cutting Activities and Results**

- Review, further develop and implement the program sustainability plans.
- Hire a new NAJAH Program Manager. Amy Mina has now transitioned to the position of Deputy Country Director for Programs.
- Seek synergies between NAJAH and STC.

**Financial Status as of August 31, 2006**

**Awaiting report from AED Washington**

## **Annex I Work Plan vs. Actual**

### **Early Childhood Education**

| <b>Objective</b>                            | <b>Planned Activity</b>                                                                   | <b>Work plan vs. Actual</b> | <b>Status</b> | <b>Comments</b>                                                                                                                                                                                        |
|---------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>1. Training</i></b>                   |                                                                                           |                             |               |                                                                                                                                                                                                        |
| Advanced II Manual                          | Develop advanced II teacher training manual                                               | March-April                 | Completed     | ESP/ECE developed advanced II manual which was reviewed and modified by Ministry's technical committee.                                                                                                |
| Trainers and ECE supervisors                | Train on advanced II manual                                                               | April                       | Completed     | Manual topics: organizing classroom environment, children's literature                                                                                                                                 |
| Supervisors                                 | Supervision form, kindergarten teacher booklet, ESP refurbished classroom teacher booklet | June-August                 | Completed     | MoE/ECE Supervisors, as part of support technical committee, modified and/or developed supervision form, kindergarten teacher training booklet, and ESP refurbished classroom teacher training manual. |
| Teachers                                    | Advanced II training                                                                      | April                       | Completed     | 298 kindergarten teachers received 20 hours of training on advanced topics: children's literature and organizing classroom environment.                                                                |
| Teachers                                    | In-service training                                                                       | March-June                  | Completed     | 26 ESP teachers received in-service training from ESP/ECE staff                                                                                                                                        |
| <b><i>2. Kindergarten Refurbishment</i></b> |                                                                                           |                             |               |                                                                                                                                                                                                        |
| Refurbishment                               | Kindergarten classroom renovations and furnishings                                        | April-August                | Completed     | 22 classrooms renovated and 41 furnished.                                                                                                                                                              |
| Materials assessment study                  | Assess ESP refurbished classrooms                                                         | April                       | Completed     | Educational material use by children in 28 kindergarten classrooms was assessed. Appropriate changes were made as a result.                                                                            |
| <b><i>3. Enhancing Curriculum</i></b>       |                                                                                           |                             |               |                                                                                                                                                                                                        |
| Curriculum framework                        | Develop national curriculum framework                                                     | March- July                 | Completed     | ECE members participated in developing national curriculum framework which Ministry board of Education endorsed in July.                                                                               |
| Curriculum specific indicators              | Develop national curriculum specific indicators                                           | March-August                | Completed     | ECE members participated in developing national curriculum specific indicators which Ministry board of Education endorsed in August.                                                                   |
| <b><i>4. Accreditation Framework</i></b>    |                                                                                           |                             |               |                                                                                                                                                                                                        |
| Study tour/Report                           | MoE and ESP representatives participate in U.S. study tour.                               | May                         | Completed     | Two week study tour to Washington D.C. NAEYC and Maryland Board of Education. Study tour report delivered to USAI, DCU, AED, AIR.                                                                      |
| Accreditation criteria and outcomes         | Draft criteria and outcomes                                                               | April-May                   | Completed     | Four consultants and committee members drafted accreditation criteria and outcomes for administration, teaching and learning., health and safety, and assessment and evaluation                        |
| Validate criteria and outcomes              | Validation phase                                                                          | July                        | Completed     | Ten early childhood professionals from private schools validated the criteria and                                                                                                                      |

|                                |                                                      |           |           |                                                                                                                                                                   |
|--------------------------------|------------------------------------------------------|-----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                |                                                      |           |           | outcomes document.                                                                                                                                                |
| Measurable indicators          | Transfer outcomes to measurable indicators           | August    | Completed | Dr. Jeff Davis, during his consultancy, reviewed and transferred the outcomes into measurable indicators.                                                         |
| <b>5. Parent Participation</b> |                                                      |           |           |                                                                                                                                                                   |
| MoE permission                 | Request permission from MoE to proceed with activity | April     | Completed | ESP/ECE received permission from MoE to contract local organization to implement parent involvement activity in kindergarten classrooms in collaboration with MoE |
| Review committee               | Review proposal from local organizations             | June-July | Completed | An MoE/ESP committee reviewed three technical proposals. Contract sent to AED and local organization contracted.                                                  |

## **Annex II Work Plan vs. Actual**

### **Youth Technology and Career**

| <b>Objective</b>                                                                          | <b>Planned Activity</b>                                                                       | <b>Work plan vs. Actual</b>                                               | <b>Status</b>                 | <b>Comments</b>                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>1. Enhancing Management of Information Stream (MIS) Curriculum</i></b>              |                                                                                               |                                                                           |                               |                                                                                                                                                                                                                                                                                                     |
| E-MIS storylines developed                                                                | MoU, Modules 1-18                                                                             | February/February<br>March-August                                         | Pending                       | Work plan restructured, accelerated development schedule with more teams; revisited MoU through June; quality assurance document accepted, general architecture accepted, first storyline structure and management documents approved; overall breakdown of modules by learning objective approved. |
| Curriculum Review                                                                         | Revisions for plan geared to 2008 release of MIS-Online<br><br>MIS Strategy document prepared | February-March/<br>May-October<br>(October start date)<br><br>June-August | Pending<br><br>Draft complete | Discussions and planning began at time of writing last report – on VB.Net programming and economics education, and process for curriculum review. Microsoft asked to contribute to underwrite VB.Net training; Economics and other curriculum review now postponed until October at request of MoE. |
| <b><i>Objective 2: Strengthen MoE's Professional Development System</i></b>               |                                                                                               |                                                                           |                               |                                                                                                                                                                                                                                                                                                     |
| Development of Professional Development Framework                                         | Strategy document prepared                                                                    | January/January                                                           | Completed                     | Draft strategy revised for communities of practice, and now supplemented by proposals for MIS professional development centers.                                                                                                                                                                     |
| Subject-Specific Needs Assessment                                                         | Needs assessment prepared                                                                     | January/January                                                           | Completed                     | Completed by MIS supervisors, and presented at planning workshop in January.                                                                                                                                                                                                                        |
| Subject-Specific Training Program Development                                             | Instructional Design workshop and training                                                    | January-February/<br>January-June                                         | Pending                       | Instructional design process and guide have incorporated revisions and have generated revised subject-specific designs. Program now scheduled for launch in September after August review by MoE.                                                                                                   |
|                                                                                           | Training materials development                                                                | February-April/February-June                                              | Pending                       | Most subject "hard spots" addressed and materials and design are being prepared for approval by Ministry; program to be launched in September.                                                                                                                                                      |
| <b><i>Objective 3: Assist MoE in Developing and Implementing Competency Standards</i></b> |                                                                                               |                                                                           |                               |                                                                                                                                                                                                                                                                                                     |
| Teacher standards and competencies                                                        | Develop MIS competency document                                                               |                                                                           |                               | Draft completed, but no further work has been done this period pending MoE approval of national standards framework.                                                                                                                                                                                |
|                                                                                           |                                                                                               |                                                                           |                               |                                                                                                                                                                                                                                                                                                     |
| <b><i>Objective 4: Design and Implement an effective STC Program</i></b>                  |                                                                                               |                                                                           |                               |                                                                                                                                                                                                                                                                                                     |
|                                                                                           | Idea Book Training                                                                            | July/<br>August                                                           | Completed                     | Three-day training program delivered following on Project-Based Learning workshop (school-based activities) in July.                                                                                                                                                                                |
|                                                                                           | CYM                                                                                           | January-April /<br>January/July                                           | 100% complete                 | CYM participants graduated. Second phase focus groups under consideration, as well as extensions of mapping experience. Databases to be evaluated                                                                                                                                                   |

| Objective                                                           | Planned Activity                                                                                                                    | Work plan vs. Actual                                                               | Status       | Comments                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     |                                                                                                                                     |                                                                                    |              | and data used for STC programming.                                                                                                                                                                                                                                                                                                              |
|                                                                     | Focus groups and work-based learning                                                                                                | June-August / September-November                                                   | Incomplete   | Five of six focus group discussions have been held. Wrap-up session to be followed by private sector focus group in early September; work-based learning strategy on hold pending review of STC and team transition in September.                                                                                                               |
| <b>Objective 5: Assist Teachers to Use and Integrate Technology</b> |                                                                                                                                     |                                                                                    |              |                                                                                                                                                                                                                                                                                                                                                 |
|                                                                     | CADER Professional Development Program                                                                                              | January-June / January-September                                                   | 80% complete | CADER Phase II training has been completed. Phase III Masterpiece work will begin in late August in all pilot locations                                                                                                                                                                                                                         |
|                                                                     | Technology Pilots                                                                                                                   |                                                                                    | 80% complete | Finalized cabling/wiring issues; installed wireless labs at Ahmad Touqan; phase-out for Al-Khansa discussed; some remaining technical issues to resolve.                                                                                                                                                                                        |
| <b>Objective 6: Build Technology Infrastructure</b>                 |                                                                                                                                     |                                                                                    |              |                                                                                                                                                                                                                                                                                                                                                 |
| Phase 1                                                             | Hashem Center                                                                                                                       | December-January/February Updates; / inventory and content filtering (June-August) | Completed    | Outstanding filter and illicit content subscription purchased for Hashem. Inventory and official reception of equipment completed in July 2006.                                                                                                                                                                                                 |
| Phase 2-3                                                           | PPPoE connections requested; fixed IP addresses; ADSL 1 MB connections from JT<br><br>SMS / Active Directory Project Launched (MIS) | June-August<br><br>May-June                                                        |              | Lists of MIS-Online pilot sites and professional development centers (proposed) provided to JT and MoE for inclusion; servers for pilots procured, with additional servers slated for delivery in early Fall.<br><br>17 MIS servers awaiting MoE applications to be loaded on virtual server; ITAC and Dokkaneh prepared for release on server. |
| <b>Objective 7: Monitoring and Evaluation</b>                       |                                                                                                                                     |                                                                                    |              |                                                                                                                                                                                                                                                                                                                                                 |
|                                                                     | M & E Plan Development                                                                                                              | January                                                                            | Completed    | Monitoring and Evaluation plan developed and included in Annual Work Plan; ESP to coordinate with ERfKE on comprehensive M&E strategy.                                                                                                                                                                                                          |

**Annex III: Emerging MIS professional development program offerings as of August, 2006**

| Component                           | Responsibility                                        | MIS Teachers                 | Program material content                                                                                                                            | Deliverables                                               | Status                                        |
|-------------------------------------|-------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------|
| <b>Core Courses</b>                 |                                                       |                              |                                                                                                                                                     |                                                            |                                               |
| Orientation                         | MoE estimated 100 teachers                            | New Teachers                 | Instructional Strategies, some material from Emergency Teacher Training                                                                             | Kit with CD-ROMs covering instructional strategies         | Materials ready; packaging is being prepared  |
| Subject-Specific Training           | MoE / MIS 40 people                                   | Teachers with specific needs | Materials covering curricular hard spots                                                                                                            | Subject-specific training manuals (6 subjects, 20 courses) | Ready for roll-out in September               |
| Community of Practice               | 19 Champion teachers / Learning Teams in south Jordan | All                          | Introductory program developed with MoE                                                                                                             | TBD                                                        | Awaiting MoE approval on plan prior to design |
| <b>Special Topics</b>               |                                                       |                              |                                                                                                                                                     |                                                            |                                               |
| PBL (Buck Institute)                | MIS / STC program teachers                            | All MIS, STC pilots          | Arabic Manual                                                                                                                                       | Arabic PBL manual                                          | Completed                                     |
| Economic Education (NCEE)           | MoE/DCT MIS                                           | TBD                          | TBD                                                                                                                                                 | TBD                                                        | Under discussion with DCT                     |
| VB.NET (Microsoft)                  | MoE / DCT MIS                                         | 100 teachers                 | TBD                                                                                                                                                 | TBD                                                        | Under discussion with Microsoft               |
| <b>Advanced Topics</b>              |                                                       |                              |                                                                                                                                                     |                                                            |                                               |
| Instructional Design/ (ADDIE Model) | Core Team from 8 people                               | All                          | Training with weekly coaching by ESP                                                                                                                | Instructional design guide                                 | Completed                                     |
| Teachers' Guide Authoring           | 25 authors                                            | All MIS teachers             | <ul style="list-style-type: none"> <li>• Instructional strategies</li> <li>• Technology integration</li> <li>• Evaluation and assessment</li> </ul> | 19 Teachers' Guides                                        | Completed                                     |

#### Annex IV Technology Pilots

| Computer Hardware                  | Schools                                                                                                                                 | Pros                                                                                                                                                                     | Cons                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EarthWalk 16-Laptop<br>Smart Carts | Ahmad Toukan,<br>Naifeh, Prince<br>Hassan, Al-<br>Balqa                                                                                 | Mobility, rechargeable<br>batteries;                                                                                                                                     | Model received has weak<br>connectivity; difficulty in using<br>NetSupport School with all<br>laptops simultaneously; mobility<br>limited by school infrastructure;<br>batteries not recharging at rates<br>necessary. High Cost.                                                                                                         |
| Thick Clients                      | Suspended;<br>MoE working<br>on piloting<br>Windows<br>Embedded in six<br>schools; Wyse-<br>Citrix<br>experiment<br>suspended by<br>ESP | Eliminates maintenance<br>issues at local school; non-<br>moving parts extends device<br>life by 3-5 years; small<br>device maximizes desktop<br>space                   | Never tested at MoE; purported<br>multimedia constraints; requires<br>scaleable servers, difficult to<br>manage system-wide; requires<br>competent engineer at data center;<br>thickness may not enable all<br>applications that should be<br>accessed locally to be accessed;<br>relatively expensive compared<br>with minimal computers |
| AMD PIC Devices                    | Under Study                                                                                                                             | Fully functional computer;<br>price of \$<250 may make it<br>affordable to MoE; relatively<br>small device easily shipped;<br>provides some space-saving<br>in classroom | Current make and model uses<br>external dongle for connectivity;<br>Need for extra RAM may increase<br>cost of the machine; PICs moving<br>parts may not provide expected<br>longevity                                                                                                                                                    |
| Refurbished Computers              | Under Study<br>(2005-6)                                                                                                                 | Provides MoE with strategy<br>for extending life of 70,000<br>computers in its inventory                                                                                 | Costs of labor may make thinner<br>computers more economical, and<br>repair over refurbishment a<br>stopping point                                                                                                                                                                                                                        |
| Thin Laptops                       | Under Study                                                                                                                             | Fully functional computer;<br>price may make it affordable<br>to MoE; flexibility provided<br>to the classroom                                                           | Intel may not make these units<br>available to Jordan.                                                                                                                                                                                                                                                                                    |



## Events

### ELECTIONS 11/6/2006:

Two interns nominated themselves for NADYNA NCJ Club "Mustafa Qtaishat" and "Alaa Al Turk"...Mustafa won the elections by 37 votes out of 60. "WELL DONE TO BOTH !!"

### Social Activity 15/6/2006

Team building activity took place at Reem Al Bawadi restaurant and included NCJ Management, JEI PMO and JEI Interns. "THE FOOD WAS DELICIOUS"

### Multaqa Shabab Al Balqa'a 18/6/2006

Interns : Mustafa, Ghadeer, Lina, Essam, Ammar and Mohammed Yousef participated in this event as Interns representing youth, internship and leadership in Netcorps.

### JEI Update meeting 28/6/2006

JEI Update meeting covered JEI progress: key achievements and challenges. The panel Discussion included NCJ CEO "Tania Jordan" who brilliantly talked about Private sector's view on the JEI. "WAY TO GO TANIA !!"

### Fann FM 29/6/2006

"Masa AlKheir" Radio talkshow hosted NCJ CEO "Tania Jordan" and Program Manager "Rami Al Karmi". Intern Mustafa Qtaishat also participated by phone and talked in specifically about the education theme and JEI Project.



## Nadyna



Mustafa Qtaishat won the elections against Alaa Turk.

## Training

### Event Management 4/6/2006

Training on Event management system by AMIR at NCJ office for NCJ team.

### Event Management Workshop 14/6/2006

Workshop took place at Amir for NCJ team

### STIC 18/6/2006 - 22/6/2006

Intern Alaa Turk attended training, at Queen Ranaia Centre (STIC) from 9:00-4:00 and for 5 days starting 18/6/2006 which was given by microsoft for lab technicians.

### Monthly Ongoing Training 29/6/2006

Interns May ongoing training took place in Amir and was conducted by Miss "Rawan Khour". "Fun with English" session objective was to improve Interns English language in a fun creative environment as well as team building. Session covered Vocab, Presentation and writing skills. "RAWAN IS THE BEST"

## Upcoming Events

MACP Social Activity 4/7/2006

Second Quarter Intern Evaluation 30/7/2006

Intern June Training session 30/7/2006

## Survey

8th Final Survey Completed



## First Quarter Evaluation

First place : Mustafa Qtaishat

Second place : Alaa Turk

Third place : Hanan Masamreh



## Interns Who Flew Away

Intern Kawther Al Hourani last day was 1/7/2006. X-intern Razan Menazel recently wrote : "I encourage all interns to continue their trainings with NCJ because with the experience they will easily have chances outside NCJ and their experience may be shared and transferred outside Jordan. I want to thank every one in the team and it was a pleasure meeting new friends like JSS team and I hope we'll always be in contact."

## Annex VI Save the Children Success Story

### **NAJAH Program / Aqaba Region**



Sana' Mansour Bakeer was born in Amman and is 22 years old. She moved with her family a couple of years ago to Aqaba city since her father found a job in Phosphate Company in Aqaba. Sana' comes back from a very traditional family where they refuse to let their daughters work. Sana' completed her education and obtained a diploma in Finance from Aqaba College.

During NAJAH Day her father at first was not convinced of the NAJAH program since he is against females joining the labor market. Also Sana' herself was not very convinced. Sana' was

not so much seeking a job but more an opportunity to develop new skills such as the English language and computers. During the first NAJAH Day Sana' was very inflexible and refused to participate in the group activities. She was totally unengaged only listening about the NAJAH program.

Sana' wanted to write her story by herself. Illustrated below are some quotes written by her since she joined NAJAH journey from the first day: *"Today is 9:00am from Sunday morning the 21<sup>st</sup> of May, 2006, I sat in the training room with strange people, I knew no one and tried to isolate myself from them. At first I did not know what the trainer was talking about, I even did not know why and what I was doing there. I felt depressed in the first couple of hours since I had to go through a long process to convince my father in joining the NAJAH Journey."* *"Today is 9:00am the 8<sup>th</sup> of August, 2006 I am preparing myself to start a full busy day in NAJAH Journey after three months I am totally transformed into a completely new person and an effective member among my colleagues. Today I can envision NAJAH program a strong preparatory phase for a new career path and working with my colleagues as one for from each one of them I learn something new. NAJAH Journey completely changed me, I only used to sleep, watch TV or listen to music. Today I feel that I am learning new things such as communication skills, identifying available recourses, utilizing information and presenting it creatively and confidently. I would like also to mention that even my parents noticed the behavioral changes in me from the first two weeks, now I can communicate with my parents more effectively instead of fighting with them. My parents are totally astonished sine they are used to me either sitting in my room listening to music or talking on the mobile. Now they can see me investing my time in preparing homework for the next training day or talking about the program. I am not ashamed to mention that I used to have problems in communicating with people from different levels, now I learned that I have to respect and appreciate myself and listen to opposite views and respect all."* Sana' said.

As for joining the labor market, before joining the NAJAH Journey she was thinking of a traditional job accepted by the community. Today Sana' discovered through the field implementation of the Participatory Rapid Appraisal techniques that voluntary work is also an essential service that increases the level of self-esteem and self-confidence, it is also a mythology to explore the available resources, new opportunities, the surrounded community. "I intend to continue in developing my skills through NAJAH Journey, I even started thinking about new job opportunities and developing my hobby in painting. After the completion of the Journey I intend to search for a creative job opportunity for only now I discovered my true self."

# ESP Training Activities 2004 – 2006

## Component 1 / ECE

| Workshop                                                                      | Date              | Participants |          |                  |             |            | Materials                                | Reports           |
|-------------------------------------------------------------------------------|-------------------|--------------|----------|------------------|-------------|------------|------------------------------------------|-------------------|
|                                                                               |                   | Total        | Trainers | Teachers         | Supervisors | Principals |                                          |                   |
| 2004                                                                          |                   |              |          |                  |             |            |                                          |                   |
| Needs assessment workshop                                                     | July              | 29           | 29       |                  |             |            | Needs assessment form                    | Workshop report   |
| The national curriculum training                                              | August            | 29           | 29       |                  |             |            | The national curriculum                  | Evaluation report |
| The national curriculum training                                              | August            | 147          |          | 147              |             |            | The national curriculum                  | Evaluation report |
| The national curriculum workshop                                              | November          | 263          |          |                  |             | 215        | 48 directors of educational governorates | Report            |
| Training needs assessment seminar                                             | December          | 225          |          | 225              |             |            | Needs assessment form                    | Evaluation report |
| 2005                                                                          |                   |              |          |                  |             |            |                                          |                   |
| Needs assessment workshop                                                     | January           | 11           |          |                  | 11          |            | Needs assessment form                    | Workshop report   |
| The national curriculum training                                              | February          | 111          |          | 111 New teachers |             |            | The national curriculum                  | Training report   |
| Using supervision forms training                                              | March             | 29           | 18       |                  | 11          |            | Supervision forms                        | Evaluation report |
| Needs assessment workshop                                                     | March             | 18           | 18       |                  |             |            | Needs assessment form                    | Workshop report   |
| Needs assessment workshop                                                     | May               | 11           |          |                  | 11          |            | Needs assessment form                    | Workshop report   |
| Training on the basic training manual                                         | August            | 18           | 18       |                  |             |            | Basic manual Teachers' booklets          | Training report   |
| Basic training for new teachers.                                              | August/ September | 57           |          | 57               |             |            | Teachers' booklets                       | Training report   |
| In-service training for all ESP teachers in Karak on the physical environment | September         | 6            |          |                  | 6           |            | Classroom support materials              | In-service report |
| Training on training skills                                                   | November          | 20           | 10       |                  | 10          |            | Training skills manual Training booklet  | Training report   |
| Training on the advanced manual 1                                             | November          | 28           | 17       |                  | 10          |            | Advanced manual 1 CD Teachers' booklets  | Evaluation report |
| Advanced training 1                                                           | December          | 282          |          | 282              |             |            | Teachers' booklet                        | Training report   |



# Component 2 / YTC

| Workshop                                                                            | Date                                       | Participants |          |          |                |            | Materials                                               | Reports                                                                                        |                                      |
|-------------------------------------------------------------------------------------|--------------------------------------------|--------------|----------|----------|----------------|------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------|
|                                                                                     |                                            | Total        | Trainers | Teachers | Supervisors    | Principals |                                                         |                                                                                                | Others                               |
| 2004                                                                                |                                            |              |          |          |                |            |                                                         |                                                                                                |                                      |
| Emergency training for MIS teachers (level 1)                                       | August 14-19                               | 92           | 9        | 60       | 15             | 0          | 3 members of Curriculum Department<br>5 Master students | Training manual<br>Workshop evaluation<br>Questionnaire                                        | Workshop report<br>Evaluation report |
| Emergency training for MIS teachers (level 2)                                       | Each Saturday from August 22 – December 31 | 646          | 25       | 603      | 15 As trainers | 0          | 3 members of Curriculum department                      | Training manual                                                                                |                                      |
| Challenges facing MIS Training                                                      | November Two days                          | 30           | 3        | 20       | 4              | 0          | 3 Curriculum department members                         |                                                                                                | List of challenges                   |
| Preparing e-learning materials (1) (integration between 6 MIS curriculum textbooks) | December 5-6                               | 40           | 2        | 20       | 10             | 0          | 3 Curriculum department members<br>5 Master students    | Draft integration was issued after discussion and approved by the e-learning committee         | Workshop report                      |
| 2005                                                                                |                                            |              |          |          |                |            |                                                         |                                                                                                |                                      |
| Preparing e-learning material (2) (Scope and sequences in MIS curriculum)           | February 19                                | 40           | 2        | 20       | 10             | 0          | 3 Curriculum department members<br>5 Master students    | Materials from previous workshop                                                               |                                      |
| Cow training workshop                                                               | June 11-12                                 | 30           | 4        | 16       | 3              | 3          | 2 Curriculum department<br>2 Training department        | Training Guide<br>Pre & post KAP survey<br>Workshop evaluation<br>Questionnaire<br>Examination | Workshop report<br>Evaluation report |

|                                                                                                            |                                                                  |     |    |      |                |   |                                                                               |                                                                                                                              |                                                |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----|----|------|----------------|---|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| Teacher Guide Template                                                                                     | August<br>Two weeks                                              | 40  | 4  | 24   | 6              | 0 | 6 curriculum<br>and training<br>department                                    | Teacher guide template                                                                                                       | Workshop<br>report                             |
| Instructional and assessment<br>strategies level (1)                                                       | September                                                        | 70  | 4  | 40   | 15             | 0 | 5 members<br>from<br>Curriculum,<br>examination<br>and training<br>department | Training guide<br><br>Pre & post KAP survey<br><br>Workshop evaluation<br>Questionnaire                                      | Workshop<br>report<br><br>Evaluation<br>report |
| Instructional and assessment<br>strategies level (2)                                                       | 7 days from<br>October to<br>December                            | 803 | 60 | 743* | 15 As trainers | 0 | 5 members<br>from<br>Curriculum<br>and training<br>department                 | Training guide<br>Instructional strategies<br>video<br><br>Pre & post KAP survey<br><br>Workshop evaluation<br>Questionnaire | Evaluation<br>report                           |
| “Introducing technology in the<br>classroom using the CoW”<br>workshop for teachers in 3<br>pilot schools. | 5 days in<br>each school<br>( during<br>September -<br>October ) | 87  | 4  | 80   | 0              | 3 |                                                                               | Training Guide<br><br>Pre & post KAP survey<br><br>Workshop evaluation<br>Questionnaire                                      |                                                |
| <b>2006</b>                                                                                                |                                                                  |     |    |      |                |   |                                                                               |                                                                                                                              |                                                |
| Identify resources needed for<br>teacher instructional design                                              | January<br>6                                                     | 40  | 3  | 25   | 6              | 0 | 6 members<br>Curriculum,<br>training,<br>examination<br>departments           | Identified needed<br>resources in report                                                                                     |                                                |
| Teacher Instructional Design<br>Workshop                                                                   | February<br>7-9                                                  | 48  | 5  | 30   | 7              | 0 | 6 members<br>Curriculum,<br>training,<br>examination<br>departments           | Training Guide<br>6 instructional design<br><br>Workshop evaluation                                                          | Workshop<br>report<br><br>Evaluation<br>report |



**YTC/ School to Career**

| <b>Workshop</b>                                | <b>Date</b>          | <b>Total</b> | <b>Counselors</b> | <b>Teachers</b> | <b>coordinators</b> | <b>Principals</b> | <b>Others</b>              | <b>Materials</b>                                                                 | <b>Reports</b>                       |
|------------------------------------------------|----------------------|--------------|-------------------|-----------------|---------------------|-------------------|----------------------------|----------------------------------------------------------------------------------|--------------------------------------|
| <b>2004</b>                                    |                      |              |                   |                 |                     |                   |                            |                                                                                  |                                      |
| Internship for MIS teachers in private sector  | January              | 30           | 30                | 0               | 0                   |                   |                            |                                                                                  | Participants reports<br>Final report |
| <b>2005</b>                                    |                      |              |                   |                 |                     |                   |                            |                                                                                  |                                      |
| 3 STC workshops (Establishing STC in schools)  | September (11,17,24) | 65           | 12                | 36              | 5                   | 12                |                            | Power point presentation, handouts, manual.<br>Workshop evaluation Questionnaire | Workshop report                      |
| 3 STC workshops ( STC partners introduction)   | December 21-26       | 65           | 12                | 36              | 5                   | 12                |                            | Power point presentation, handouts, manual.<br>Workshop evaluation Questionnaire | Workshop report                      |
| <b>2006</b>                                    |                      |              |                   |                 |                     |                   |                            |                                                                                  |                                      |
| Problem solving in employment counseling       | March 6-9            | 6            | 6                 | 0               | 0                   | 0                 | NCHRD                      | Problem solving in employment counseling materials                               | Workshop report                      |
| 4 Community Youth Mapping Orientation sessions | Feb-March            | 157          | 9                 | 3               | 5                   | 0                 | 120 students<br>20 parents | CYM film<br>CYM flyers                                                           | Report                               |
| 2 Community Youth Mapping training sessions    | March - April        | 137          | 9                 | 3               | 5                   | 0                 | 120 students               | CYM survey and publications<br>Training guide                                    | Report                               |
| 4 CYM database training sessions               | April 15-20          | 137          | 9                 | 3               | 5                   | 0                 | 120 students               | CYM database                                                                     | Report                               |