



Jordan ER/KE Support Project

**Bi Annual Report
September 2006 – February 2007**

Submitted to USAID Jordan

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Background

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

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

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

1. **Early Childhood Education:** The goal of this component is to improve the physical condition and furnishing of early childhood education (ECE) facilities; modernize and update the kindergarten curriculum; strengthen the skills of ECE professionals; and promote high-quality ECE.
2. **Youth, Technology and Careers (YTC):** The goal of this component is to enhance the curriculum for the new Management and Information Stream (MIS) in grades 11 and 12 to better prepare youth for the workforce; integrate the use of Information and Communication Technologies (ICT's) into teaching and learning in the MIS program; develop e-learning curriculum elements¹ to support teaching and learning; strengthen teacher training capacity for the MIS program and help train MIS teachers.
3. **Shorouq Project:** The goal of this component is to strengthen the MoE's efforts to advance education in the South of Jordan through targeting resources to enhance connectivity, bolster the MIS learning environment and renovate additional kindergarten classrooms in the South.

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

ESP Management and Administration

- ESP contracted World Links to support ICT training. Phase I training: “Basic Computer Skills” was provided through 60 training sessions to 1000 teachers across the country between September and December 2006. Phase II “Introduction of Internet for Teaching & Learning” began in February and ends in March: 850 teachers will receive training through 50 workshops.
- ESP staff participated fully in World Bank meetings. World Bank team was very complimentary concerning ESP’s partnership with MoE citing it as a model of partnership with the Ministry.
- Shorouq in collaboration with AZEZA and MoE, initiated and hosted the first Aqaba Partners in Education meeting, Oct 15. Second Aqaba Partners meeting took place, Dec 10, hosted by Save the Children. Next meeting to be held Mar 25 hosted by Injaz.
- Avian Flu Training took place Amman, Jan 8-9. ESP worked with Ministry of Health, Ministry of Agriculture, USAID and AED Washington in organizing this event.
- ESP collaborated with David Sprague and Haif Banayan in support of their efforts to restructure JEI. We look forward to maintaining this dialogue and look to their leadership in technology piloting and professional development in relation to technology integration.
- ESP in collaboration with MoE, Microsoft, JICA/Padico have facilitated renovation of 3rd floor at QRC establishing a training and resource centre for use by all MoE programs.
- Ministry of Education approved delivery of ML150 servers to MIS online pilots schools in Salt and Karak..
- PMP Indicators completed and uploaded onto website Nov 27.
- ESP received approval for Community of Practice Champion Teacher program (48 hours) that will count towards teachers' rankings and pay scale increments. Some 14 teachers have been selected to participate in CoP program.
- ESP received conditional approval for MIS-Online General Architecture from MoE Steering Committee, Feb 2007 (outright MoE approval received in March, 2006).
- ESP Work Plan and Budget submitted Jan, 2007. ESP integrated its work plan into ERfKE structure.
- Save the Children received work order to take over STC activity.

Consultancies

Consultant name	Dates of Consultancy	
	Start date	End Date
El Houcine Haichour	July 16, 2007	August 3, 2007
	November 25, 2006	December 8, 2006
	February 4, 2007	February 19, 2007
Ramzi Ataya (Dokkaneh) (STC)	September 10, 2006	February 28, 2007
	January 15, 2007	February 19, 2007
Bassam Kahhaleh	August 1, 2006	August 31, 2007
	September 3, 2006	September 26, 2006
David Balwanz	September 20, 2006	October 13, 2006
	January 6, 2007	January 19, 2007
Lama Bendak	September 10, 2006	February 28, 2007
Dr. Audrey Moore	September 24, 2006	October 6, 2006
	January 20, 2007	February 2, 2007
Faiza Mansouri	October 7, 2006	October 13, 2006
	November 11, 2006	November 17, 2006
Jesse Rodriguez	July 31, 2006	September 17, 2006
	October 13, 2006	November 1, 2006
	February 18, 2007	March 22, 2007
Abdellatif Ghazal	April 23, 2006	May 12, 2006
	July 13, 2006	July 29, 2006
Ibtisam Hamed	February 4, 2007	February 30, 2007

Staff Changes In

Munthir Samawi, Learning Resource Officer, YTC, Amman	September 1, 2006
Hisham Siam, IT Systems Administrator	September 1, 2006
Vladislav Yashkov, Consultant	November 6, 2006
Yasmin Najia, Administration and Finance Manager	November 8, 2006
Bara' Zaidan, Chief Information Officer	December 3, 2006
Yassir Salem Mhawesh	January 3, 2007
Rana Subaih, ECE Curriculum and Training Coordinator	February 7, 2007

Out

Hadeel abu Shama, STC Programme Co-ordinator	September 30, 2006
Mutayyam al Oran, Administration and Finance Manager	September 30, 2006
Siem Azar, ECE Curriculum and Training Coordinator	December 14, 2006
Reham Sawalha, Administration and Financial Assistant	February 7, 2007
Munthir Samawi, Learning Resource Officer, YTC, Amman	February 15, 2007

Component I: Early Childhood Education

Bi Annual Report Overview

September 2006 – February 2007

The ECE Component accomplished all planned activities as outlined in the previous Bi Annual Report. Renovation work is on track and has moved to kindergartens in the South of Jordan work having been completed in the North during this reporting period. Parent Involvement Initiative Phase I began and was well received in all fourteen participating schools. In collaboration with the Ministry of Education, ESP is moving into Phase II. The Accreditation Pilot study report is complete and two trainings, ESP Kindergarten In-Service Training and Training Kindergarten Teachers on Strategies to Evaluate and Assess Kindergarten Children's Skills, have been completed.

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

Primary Objective 2006: Build the capacity of MoE/ECE staff, involving them in the planning and implementation process such as the development of training manuals, training of trainers, renovation of kindergartens and increased parental involvement in schools.

Kindergarten Teacher Training Programs

During the period of this report the Ministry of Education's Technical Committee, supported by ESP/ECE prepared several training manuals and supporting booklets. The manuals are being used by trainers to support the kindergarten teacher training programs.

The Ministry of Education's Technical Committee supported by ECE developed the Comprehensive Teacher Training Manual. This manual was a culmination of information from previous manuals; Basic, Advanced I and Advanced II. The kindergarten supervisors took the lead in implementing this manual, training all newly appointed teachers in September 2006. One hundred and thirty eight newly appointed teachers were trained on strategies for implementing the national curriculum themes and activities covering the national curriculum, planning, daily routine, physical environment, utilization of everyday objects such as educational materials, teaching aids, activity tables, children's literature, evaluation of children and parent involvement in the kindergarten classroom.

In December all kindergarten teachers working in ESP/ECE prepared classrooms were trained on use and maintenance of furnishings and how to use and manipulate materials appropriately, eighty three teachers participated. A manual has been developed to cover this seven hour training program that was implemented by the MoE's kindergarten supervisors/trainers. These supervisors, as a result of the work of ECE with the Ministry are now considered as part of the continuing training effort in early childhood education, effectively these supervisors are now taking the lead in all ECE training as a result of the capacity building process which has been encouraged by ECE.

In February all kindergarten teachers received training on strategies for evaluating and assessing children's performance. The main focus was on the kindergarten report card which evaluates the child's skills and abilities. This report card was a collaborative effort between the MoE and ESP. ESP/ECE printed the 10,000 report cards required and were subsequently distributed to all Ministry schools with kindergartens by the MoE.

In response to the Ministry's need to certify teachers who have received the various national curriculum trainings from ECE, MoE and ECE worked collaboratively in developing the teacher certificates which ESP/ECE were subsequently responsible for printing. Certificates will be distributed by the MoE within the next month.

In collaboration with the MoE, ECE developed the Principal Awareness Booklet to be used as a guide by MoE supervisors during principal awareness seminars. These seminars will focus on two main areas: Parental Involvement Initiative and Kindergarten Program/Daily Routine.

Supervisors and Trainers

To further promote the supervisors pivotal role in the creation of a cadre of qualified and capable kindergarten teachers they were heavily involved in the modification of the supervisor forms specific to kindergarten teachers. Additionally supervisors have also been integral to the development of all training manuals and the kindergarten report card. ECE believes that this is a vital part of the development of capacity with the Ministry to ensure sustained kindergarten development.

Objective 2: Refurbishing ECE Classrooms

Primary Objective 2006: To complete kindergarten renovations in several regions of Jordan. ECE will also develop the Renovations and Furnishings Manual in cooperation with the Technical Committee covering the renovation and furnishing of kindergartens.

During this reporting period ECE has completed the renovation and furnishing of 30 kindergartens in the North of Jordan; Mafrak, Zerka and Irbid II clusters. All playground equipment has been installed in these areas. The kindergartens have been handed over to the Ministry of Education. Assessment of 15 kindergartens in Tafila and 9 in Aqaba and assessment of kindergartens in Ma'an has also been completed. The renovation works in Tafila began in January.

The Renovations and Furnishings Manual draft is complete.

Objective 3: Enhancing the National Interactive ECE Curriculum

Primary Objective 2006: To complete the modified National Curriculum according to the developed learning outcomes and indicators for kindergartens.

ESP/ECE assisted the MoE Curriculum Department in reviewing the National Curriculum general and specific outcomes which were approved by the MoE's Board of Education. In February the draft modified curriculum was sent to the Curriculum Supervisory Committee headed by Secretary General Tayseer and the document has gone for review by four independent reviewers to provide final recommendations.

Objective 4: Assisting MoE to Develop a Kindergarten Accreditation Framework

Primary Objective 2006: To finalize development of standards for the accreditation system, organize the standards at different levels and develop forms to monitor the system.

During this reporting period the ECE team managed to finalize development of standards for the accreditation system, organize the standards at different levels and develop forms to monitor the system.

In November the draft accreditation document was field tested in 12 kindergartens, 9 of them private and three MoE kindergartens. A report on the pilot studies has been completed.

Objective 5: Parent/Community Participation

Primary Objective 2006: Explore the possibility of introducing the Parent Involvement Initiative to pilot schools and evaluate outcomes of this program.

Phase I of the Parent Involvement Initiative was launched in 14 schools in the Amman and Madaba areas. MoE, Whiz Kids and ESP/ECE worked collaboratively to produce the parent involvement handbook, classroom observation forms and several administrative documents in order to ensure a systemic organized implementation of this phase.

A general meeting was held for all Amman and Madaba school principals. The 14 schools were chosen as a result of the information gathered from this general meeting. Two workshops were subsequently held with the 14 participating schools during which participants were trained on how to encourage parents to participate as kindergarten volunteers and sustain their presence in the long term.



aides and to provide support in accordance with teachers needs. The volunteers are still in the classroom and interest in participation remains high.

MoE, Whiz Kids and ESP/ECE held “open house” sessions in each participating school which were very well attended by parents in each locality. As a result of the open house functions mothers and other family members began immediately to take part in the life of the kindergarten. During this first semester parents and kindergarten teachers received in service training. Teachers were trained on how to schedule parent volunteers and make parents aware of teacher and children's needs during the kindergarten day. Parents were supported during these in service trainings by encouraging them to continue to volunteer as teacher

Phase two of the Parent Involvement Initiative was launched in February for schools in the Shouna and Badiya Wasta areas. Again a general meeting was held for teachers and principals in these areas where the initiative was announced and teachers and parent volunteers from phase I participated. They provided information about their experiences and successes in phase I. Twelve schools from these areas were selected after meeting a predetermined set of criteria. Training workshops were held with the principals and teachers of the twelve identified participating schools which focused on how to encourage volunteers to participate. Open houses were subsequently held at all participating schools and the attendance was very high. By the end of February most of the schools already had parents participating as teacher aides in their classrooms.

Monitoring and Evaluation

Primary Objective 2006: ESP/ECE will work closely in collaboration with the MoE on the design of the ERfKE ECD evaluation study.

The two formative Kindergarten and First Grades study reports have been completed.

Summary of Significant Achievements September 2006 – February 2007

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

- Completed comprehensive kindergarten teacher training program; 138 teachers trained.
- Finalized the kindergarten teacher supervisory form with the MoE Technical Committee.
- Completed ESP kindergarten Teacher Training Manual and Classroom Environment Booklet.
- Completed training of MoE ECE supervisors on ESP Training Manual.
- Completed ESP kindergarten Teacher Training Manual and related booklets.
- Completed training session with Ministry trainers on ESP Teacher Manual.
- Completed ESP kindergarten teacher training program; 83 teachers.
- Completed feedback meeting with Ministry trainers on ESP kindergarten teacher training program.
- Kindergarten children's report cards printed and delivered to Ministry' kindergarten section.
- Kindergarten teacher training certificates printed.
- Completed Training Manual and related teacher booklet covering evaluation and assessment strategies of children.
- Completed training of all kindergarten teachers on strategies for evaluating and assessing children's performance: 339 teachers were trained.
- Completed Principal Awareness Booklet; parental involvement information and kindergarten program/routine.

Objective 2: Refurbishing ECE Classrooms

- Completed renovations of 30 kindergartens in North of Jordan; Mafrak, Zarka, Irbid II.

- Completed "hand over" of Irbid II, Zarka, and Mafrak kindergartens to MoE.
- Completed furnishings of 30 kindergartens in North of Jordan; Mafrak, Zarka, Irbid II.
- Completed installation of all playground equipment in Mafrak, Zarka, Irbid II.
- Completed assessment of 15 kindergartens in Tafila and 9 in Aqaba.
- Completed Tafila governorate site visits for kindergarten cluster 11.
- Completed bidder's conference with contractors bidding on Tafila kindergartens.
- Purchase order for kindergarten cluster 11 (Tafila) completed and sent to AED home office. Renovation works in Tafila commenced in January.
- Completed assessment of kindergarten cluster Ma'an (A) and invitation to bid received by contractors; proposals received by ESP/ECE.
- Completed distribution of heaters to kindergarten clusters 7&8.
- Completed distribution of educational puzzles to kindergarten clusters 7, 9, and 10.
- Completed installation of pin boards, fire extinguishers and coat hangers in 36 kindergartens for cluster 7 and 9.

Objective 3: Enhancing the National Interactive ECE Curriculum

- Kindergarten general and specific curriculum outcomes were developed and approved by Ministry of Education's Board of Education.
- Modifications on National Curriculum are complete and approved by Supervisory Committee headed by Secretary General Tayseer.

Objective 4: Assisting MoE to Develop a Kindergarten Accreditation Framework

- Completed 14 hour accreditation training workshops with MoE assessors.
- Data collection phase for accreditation draft document completed, Nov 29.
- Accreditation pilot study report completed and sent to S.G. and DCU.

Objective 5: Parent/Community Participation

Phase I

- The parent involvement contract was signed by local implementing agency, Whiz Kids.
- Parent Involvement Training Handbook approved by Ministry of Education.
- Completed parent involvement workshop with Amman and Madaba school principals and kindergarten teachers.
- Finalized principal's kindergarten program and activities observation booklet.
- Completed first training and awareness workshops with schools involved in Parental Involvement Initiative.
- Completed kindergarten classroom observations and open house functions in 14 schools in Amman and Madaba for Parent Involvement Initiative.
- Parent Involvement Initiative December implementation plan approved by Ministry.
- Completed in-service kindergarten teacher and parent guidance program in 14 schools involved in Parent Involvement Initiative.

Phase II

- Completed two general parental involvement meetings for all schools with kindergartens in Shouna and Badia Westa.
- Completed two parental involvement implementation workshops with the 12 selected schools in Shouna and Badia Westa.
- Completed all Phase II "open house" functions.

Monitoring and Evaluation

- Kindergarten formative study report completed.
- First grade formative study report completed.
- PMP Indicators completed and loaded onto website, Nov 27.

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

Summary of Planned Activities for next Bi Annual Period March 2007 –August 2007

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

- Involve ECE supervisors in development of all training manuals and booklets.
- Conduct field visits; training kindergarten teachers with ESP prepared classrooms in North and South of Jordan
- Conduct meetings with ECE supervisors to promote teacher competencies through activities such as exchange of experiences, production of learning aids and production of children's stories.
- Conduct kindergarten principal awareness seminars (parent involvement and kindergarten program).

Objective 2: Refurbishing ECE Classrooms

Renovations and Furnishings

- Renovate and furnish kindergartens: Clusters 11-Tafilah, 12-Ma'an (A), and Cluster 13-Ma'an (B)
- Complete Renovations and Furnishings Manual.

Objective 3: Enhancing the National Interactive ECE Curriculum

- Supervision Committee to meet and review all modifications and make recommendations.
- Curriculum Technical Committee will incorporate requested modifications.
- Approval of curriculum design by Supervision Committee.
- Unify design of all curriculum units. Edit design and content.
- Submit modified curriculum to Board of Education for approval.
- Incorporate modifications requested by Board of Education.
- Incorporate pictures and drawings in text.
- Prepare all books for printing in preparation for open bids (MoE).
- MoE to review and approve printed curriculum.
- Receive all curriculum materials from printers.
- Distribute curriculum to all MoE kindergartens.

Objective 4: Assisting MoE to Develop a Kindergarten Accreditation Framework

- Prepare ToR's for local consultants for accreditation task.
- Prepare accreditation documents; booklet, assessors guidebook, training manual, awareness raising materials, self-assessment booklets, data collection forms, and management system.
- Divide accreditation standards for each area into levels.
- Create organizational structure for accreditation.

Objective 5: Parent/Community Participation

Phase II Parent Involvement Initiative (MoE/ESP/Whiz Kids)

- Identify two additional directorates to include in pilot.
- Conduct program orientation for all principals and kindergarten teachers: Shouna and Badia Wasta areas.
- Begin program orientation/implementation training for selected schools.
- Conduct principal and teacher in-service training for selected schools to support implementation of parent involvement in kindergartens.
- Parent/volunteer and teacher in-service at each participating school.
- Program fully implemented in all pilot schools.

Monitoring and Evaluation

- Collect and analyze data on children's academic performance in first grade (children tested in kindergartens in 2005 and 2006).
- Follow-up study on effect of kindergarten experience on child academic performance in second grade.

Component II: Youth Technology and Careers

Bi Annual Report Overviews

September 2006 to February 2007

During the past six months, YTC worked with MIS-Online content developer JAID Productions to develop the General Architecture, First Storyline and Introductory Module for MIS Online. After receiving rejections of initial design ideas, JAID restructured its team, and worked with ESP on an authentic business-IT sequence built upon the business lifecycle which enabled ESP to contribute to the emerging design. To date seven modules have been developed, another six were put in production, and elements of the first drafts have been reworked or shifted to later storylines and modules.

The Ministry's demand-driven, subject-specific training program was launched in the Fall of 2006, along with the new MIS teacher orientation program and the introduction to MIS-Online for pilot teachers. MoE approved the community of practice champion teacher training; instructional designers worked on the training design and on the finalization of the Spring 2007 subject-specific, demand-driven training.

A MoE Technical Committee convened to develop the competency framework for MIS teachers, providing feedback to ESP developers responsible for creating the teacher competency tracking/standards application.

STC transition from ESP to Save the Children was completed in early Fall. ESP has otherwise finalized the drafts and publications of the School-to-Career Idea Book and Resource Manual.

Objective 1: Enhancing Management Information Stream (MIS) Curriculum

Primary Objective 2006: *To develop forty integrated e-MIS lessons and implement the lessons in various stages of pre-testing, yielding increases in student MIS subject knowledge.*

ESP assisted the Ministry and JAID Productions to create an innovative, project-based instructional design that integrates the six MIS subjects. Following rejection of initial JAID designs, JAID restructured its team to include two senior consultants, who worked with ESP and Ministry content experts on the development of an authentic storyline.² This "authentic map" was used to finalize the General Architecture for the MIS Online program, submitted January 2007 to the Ministry for final approval. Conditional approval was received in February 2007.³ The JAID team continued work on: (1) an initial module introducing students to MIS-Online, (2) Storyline 1 (modules 2-6) which focus on the selection of a business idea, and (3) Storyline 2 (modules 7-11) which focus on market research and initial steps towards developing a business plan. Modules 1-6 have been submitted to ESP for review in January-February, for pilot testing in March, 2007.



The MIS online program is behind schedule. By January 2007 ESP had expected that 20 modules would have been completed for piloting in the Spring Semester (see appendices). Measures are in

² JAID subcontractor e-Learning Arabia was removed from the project team. MoE designer Jehad Al-Anati joined the group, as did senior SMEs Abed Shamlawi (former USAID AMIR project employee) and Dr. Ahmed Qtamin (professor of business management).

³ Formal Ministry approval of the architecture was received in early March, 2007.

place to retrieve piloting time; however, this will require the extension of pilot testing into summer 2007, and potentially the Fall semester.

In November, ESP and JAID worked on improving the navigability of the Eduwave interface for MIS-Online. The improved navigation enables students to access learning materials and resources from within the lesson. These improvements were shared with the JEI, which works with other content developers on Ministry e-learning programs.



MIS-Online Piloting. ESP has been working on preparations for piloting in eleven MIS Schools across the country. JAID conducted a first training of teachers at the Queen Rania Center, subsequently working with ESP, redesigning and improving the training program. ESP has developed formative evaluation instruments, and conducted surveys of the 11 pilot sites. School servers have been upgraded and ESP arranged for Earthwalk mobile computer carts to be serviced prior to launch of the pilot. It is expected that MIS-Online pilot testing will begin in March 2007.

Developing the Learning Outcomes Framework and MIS Curriculum Review. The Ministry of Education's Curriculum Directorate is leading a curriculum review process, which will result in the integration of VB.NET and economics education into the MIS curriculum. Microsoft conducted a VB.Net orientation for committee members in February, 2007. The committee analyzed learning outcomes for computer programming, filing a draft report and curriculum framework late February 2007. In the coming months, instructional designers will receive training on Visual Basic, and will begin authoring activities for inclusion in the curriculum. Economics integration will be supported by local and international consultants, with international expertise provided by the National Council for Economic Education (NCEE). ESP recruited experts in January-March for this assignment, and proposed formal partnership with NCEE as part of its workplan submission to USAID at the end of 2006. Selection of consultants and formalization of contracts is expected to be completed in March, 2007.

Learning Resources and MIS Applications. ESP/YTC reached agreements with Venture Magazine to use and reprint articles and materials for the MIS curriculum. YTC submitted materials to the Ministry of Education for approval, along with the concept paper for the development of the QRC learning resource centers and online learning resource library. In January 2007, ESP/YTC organized training for MIS instructional system designers and MIS-Online SME's. Negotiations continued with the Ministry of Higher Education to have MIS included in the agreements covering online business education subscriptions. The primary subscription – EBSCO – will hopefully be available at QRC for all designers, should agreement be reached. EBSCO subscription will be renewed in April-May, and ESP has requested that MoE/MIS be included in the renewal process.

Dokkaneh E-Commerce Application. Dokkaneh is emerging as a fundamental tool for the successful design of blended project-based learning through MIS-Online. Dokkaneh development is taking place in three phases: (a) the launch of an official release (complete with tutorials and reporting services), with integration into MIS-Online, (b) the pilot testing in MIS schools in the e-Village area in collaboration with UNIFEM, and (3) the longer-term prospect of developing simulations with potential for linking students to markets.



Throughout the period, ESP has worked with JAID Productions on the integration of the e-Commerce application into MIS-Online, and activities have been developed in the initial storylines that introduce students to Dokkaneh. In December 2006, UNIFEM and ESP concluded a Memorandum of Understanding providing UNIFEM with ESP support for e-commerce in the e-Village and providing ESP with UNIFEM support for developing MIS student capacity for offering business services in the e-Village. In February, UNIFEM, ESP and the Directorate of Dhiban concluded an agreement to pilot Dokkaneh in the e-Village and in the MIS schools in the directorate, notably Lib Secondary School

ESP finalized the authoring of the Dokkaneh Point System concept paper, connecting students to global markets through point-equivalent, non-credit-card transaction systems. The concept paper was released in February for stakeholder consideration, and will be formally publicized during the April launch of Dokkaneh 1.0 "Basta Version". Work continued on the technical and pedagogical manuals for the application, with work on the graphical user interface completed by ESP and MorphX in December 2006. In the Fall of 2006, Dokkaneh was installed on Active Directory/SMS servers in the Shorouq area, and on similar servers for MIS-Online Pilot Schools in January-February 2007.

Objective 2: Strengthen MoE's Professional Development System

Primary Objective 2006: To ensure that MoE teachers demonstrate MoE competencies to constructively teach the new MIS textbooks in 6 subjects at levels 1 and 2. Also, to institutionalize a professional development program in collaboration with MoE Training Directorate to improve the professional skills of MIS teachers, School Supervisors and Principals.

In 2005-2006, ESP's focus shifted from training to teacher professional development, from teaching strategies to teaching subject matter challenges within the MIS curriculum itself, and from training-program authoring to instructional systems design of professional development materials. These changes have been welcomed by teachers who appreciated the demand-side training, and expressed an interest in seeing a wider selection of courses available. Teacher interest was particularly high for the e-Commerce training, which unveiled the Dokkaneh e-Commerce platform. The application was introduced to teachers during spring subject-specific training in February-March, 2007.

ESP continues to work on a competency and standards-based framework for in-service professional development, and also supported the Ministry's New Teacher Orientation program which was delivered to some 270 teachers during both semesters of the 2006-2007 academic year.

Professional Development and Communities of Practice. ESP refined its strategy for developing an MIS learning community centered upon school and cluster-based learning teams, presenting revisions to the Ministry for review. This strategy was integrated into the MoE strategy which emphasizes school based programs through the School Development Unit. In the Fall of 2007, ESP proposed a 48-hour program for professional development of champion teachers, subsequently approved by the MoE, February 2007. Fourteen champion teachers will receive the first round of training on leadership and team-building in April 2007. In November, ESP conducted a workshop with the instructional systems designers responsible for finalizing the program preparation. Drafts of the initial program on leadership and team-building were developed and are in the process of finalization. For further explanation of Instructional Systems Design see **Annex IV**.

In November 2007, Microsoft and the Ministry of Education launched the Innovative Teachers' Network, a portal for collaborative knowledge sharing and building. ESP and JICA will be piloting the use of this portal with teachers from science and MIS curricula.

MIS Teachers' Guides. At the request of the MoE Curriculum Department, ESP conducted a quality assurance exercise for all 19 MIS teachers' guides, which was completed at the beginning of the reporting period. Comments, suggested changes and statistical analyses of quality by component were presented to the authoring teams in August-September, and the results enabled the 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.

Objective 3: Assist MoE in Developing and Implementing Competency Standards

Program Objective 2006: Support the Ministry of Education to approve and integrate the MIS teacher competencies as part of the overall standards for promoting teachers.

A technical committee was named by the Ministry to design a competency/standards framework for MIS teachers, and a teacher portfolio system that will put into practice the new national standards. The committee met in December 2006 and provided inputs to a requirements document for the design of the online portfolio and standards tracking application. ESP subsequently began the process of application development. Ministry reservations about the portfolio program were resolved in September when ESP received approval from the Ministry to develop and pilot the teacher portfolio system in 10 locations. The committee, headed by Drs. Mohammed Ayasara and Omar Al-Shaykh will work through the summer on standards domains 2 and 3 (Knowledge of Subject Matter and Planning for Instruction). Piloting of the portfolio system will take place in September 2007.

Minimum Standards for MIS Learning Environments. ESP formulated a committee to examine the design of the physical learning environment of the MIS classroom of the future, as well as the design of MIS professional development centers to support formal training and clusters of school-based professional teams. The MIS physical environment includes technology but configures the room layout and resource areas to support blended, project-based learning. The MIS professional development center (formally the MIS emergency teacher training center) enables teachers to follow training, conduct research, meet with other professionals in learning teams and develop instructional materials for use in their classrooms. In November the Technical Committee drafted a final report with recommendations for both the MIS classroom and the MIS Professional Development Center. The report was received favorably by the Ministry and approved upon review.⁴

Objective 4: Design and Implement an Effective STC Program

Program Objective 2006: Initiate School to Career transition program which includes capacity building at a national level and pilot projects in 12 schools.

ESP continued to work with a Ministry Technical Committee to edit and review the final versions of the School-to-Career Idea Book and Resource Manual. Final publication of the manuals was delayed due to issues related to cover design and the introduction of the Resource Manual. At the time of writing the Idea Book has been printed whilst the Resource Manual is in the final stage of review with printing expected in March/April 2007. These materials are the main products of Year 1 STC work, which was spent building significant capacity and recognition within the Ministry for School-to-Career as a concept and orientation for reform.

ESP and Save submitted the employability skills matrix to the Ministry of Education for review and approval. This work was initiated during the early part of 2006 – as reported in the last bi-annual report.

⁴ The standards aim to create a physical environment putting the student at the center of the educational process. The educational environment provides teachers and students with resources and facilities needed to support learner-centered processes including cooperative learning and blended, project-based learning. The environment contains adequate technology for delivering the MI stream. It is anticipated that the physical standards will also encourage openness to the community and foster linkages to the development of local society. From this starting point, the interactive educational environment provides students of different ages opportunities to acquire the knowledge and skills necessary to develop professional abilities through project-based learning.

Objective 5: Assist Teachers to Use and Integrate Technology

Primary Objective 2006: *Ensure that teachers and students use, integrate, reflect upon and evaluate new technologies in the classroom and their contribution to learning.*

Technologies. In this period, ESP discussed with JEI the restructuring of JEI and the focus of ESP in 2007-2008 on the testing of the MIS learning environment with MIS-Online in the pipeline. As



mentioned above, ESP finalized proposed standards for the MIS learning environment and professional development center standards which were approved by the Ministry in Fall 2006. ESP advised JEI that it seeks to limit its piloting activities to the Shorouq area, and that it does not wish to test technology "sets" but rather fully-developed "environments" similar to the kindergarten strategy used by Early Childhood Education. Environments would contain technology and non-technology aspects, tools and applications, furniture, peripherals and computers.

School Technology and Readiness. ESP has completed the school technology and readiness survey with the assistance of Dajani Consulting and the Ministry of Education in September 2006. Some 219 of an original 225 schools were included in the survey. The survey contains general information regarding technology infrastructure, the state of computers and computer labs, teacher training, teaching methods, and teacher status in the education system. A total of 12 domains have been established for school technology and readiness reporting purposes, and data is being generated for each domain. Reports are scheduled to be released in their final version in March 2007. Application-generated reports have been developed for the web application, which will enable repeat survey information to be collected in 2007 and 2008.

Professional Development through Technology. The CADER program concluded in December 2006. Of the 99 participants, 86 passed the course after filing their Masterpieces (professional projects) and completing the online examination approved by the Ministry of Education. Graduation ceremonies are planned to be held at local schools in March-April 2007.

ESP contracted World Links to support ICT training. Phase I training: "Basic Computer Skills" was provided through 60 training sessions to 1000 teachers across the country between September and December 2006. Phase II "Introduction of Internet for Teaching & Learning" began in February and ends in March during which 850 teachers will receive training through 50 workshops. Later in the year World Links will begin Phase III covering Curriculum & Technology Integration and later still Phase IV: Innovations: Pedagogy, Technology & Professional Development.

Objective 6: Build Technology Infrastructure

Primary Objective for 2006: *Ensure schools are connected to the Data Centre via NBN enabling delivery and exchange of e-content, professional development, education management, information and support systemically across Jordan*

Technology infrastructure development 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) establishing reliable Internet connections between the data center and MoE's 2000+ education institutions, (c) configuring an administrative server and network architecture at each school capable of unique authentication and remote network administration, and (d) connecting the administrative server to individual laboratories and computers that exist within the school networks.

During this reporting period, ESP introduced Active Directory/SMS servers in the remaining MIS-Online Pilot Schools. Introduction was delayed over uncertainties and issues regarding AD/SMS performance of servers rolled out in Round 1, in addition to issues regarding capacity-building plans for the MoE to take on this project. MIS Virtual Servers were built containing all MIS applications and tools necessary to teach MIS. Nineteen MIS servers were configured with AD/SMS and Virtual Server installed. These images contain the Dokkaneh e-commerce application.

There are no ESP/YTC plans to continue infrastructure work per se through Objective 6 in 2007, as our attention turns towards the development of MIS learning environments. However, ESP will use MIS-Online testing as a means for providing feedback to the MoE regarding Eduwave and Hashem Data Center performance. The work will also inform the MoE about the status of internal networks at MIS schools.

In order to solve connectivity problems between the Hashem Data Centre and schools, ESP is supporting the Ministry in the development of an RFP for a connectivity provider.

Work continues on modifications to the 3rd floor at QRC which would allow ESP, JICA and STIC to develop an integrated approach to providing training and assistance to teachers.

Work began with MoE staff to begin the process of developing a data repository with the accompany data dictionary for the Ministry. This data repository will take on an increasing importance as the Ministry continues to install systems to provide eLearning curricula to students. Work still needs to be done to ensure that the data repository schema provided by Mr. Rodriguez meets the Ministry's needs. Work on the schema will continue during Mr. Rodriguez's trip in May during which it is expected to be completed.

Objective 7: Monitoring & Evaluation

Subject Specific Training Evaluation Report. The MIS subject-specific training program used a new approach to the delivery of professional development training. Consequently, ESP developed an evaluation strategy that was comprised of three phases reflecting the different objectives of each: a training workshop assessment (and training-specific outcomes associated with curriculum "hard spots" or areas of difficulty), a second performance-based assessment immediately following the training that assessed the trainees' ability to perform training-related tasks in the classroom (evidence of conceptual knowledge acquisition and teaching competencies), and a third assessment one month after training allowing time to assess teacher behavior and performance on training-related objectives. This last evaluation was conducted during an MIS subject class with a sample of teachers and employed classroom observation tools.⁵ The results showed that the teachers who were assessed were very strong in a number of pedagogical areas that were the subject of the training: transitions and ties among concepts using constructivist teaching methods, the use of suitable and appropriate assessment instruments and preparation of the learning environment and resources in order to meet the objectives among others. Yet at the same time there were distinct areas of weakness, only eight of the 26 teachers were considered excellent in directing students to resources that support learning, only one-third ended instruction by way of synthesis, recapitulation of topics learned, introduction of homework, and previews of content to be covered in next sessions; less than half defined the instructional time devoted to each class activity and only half involved students in understanding the criteria and standards by which their performance is judged.

CADER Training Program. Competency results were provided within the Phase II CADER report, showing significant increases in teacher competencies. A total of 99 teachers finished the CADER 160-hour training program. The final evaluation consisted of an on-line test, completion of

⁵ This work was jointly conducted by ESP and members of the Ministry's Examination Directorate.

assignments and submission of a Masterpiece (Phase III). All 99 teachers took part in the final evaluation with 86 passing the course.

Systemic Change Evaluation. The first round of interviews was undertaken with members of the Training Department and the Digitization Section of the Curriculum Department and from the wider stakeholder community working alongside these departments. A second round of the study will be undertaken in June/July 2007. The Systemic Change Evaluation was presented at the CIES Conference in February 2007.

Other assessments. In addition to CADER and the subject-specific training, ESP also participated in discussions regarding ERfKE evaluation, JEI evaluation and the drafting of formative and summative instruments that will be used in conjunction with MIS Online. A monitoring and evaluation plan for YTC has been developed in conjunction with the submission of the Annual Workplan.

Summary of Significant Achievements September 2006 - February 2007

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

- First module, Storyline 1 (Modules 2-7) and General Architecture submitted to ESP. General Architecture conditionally approved by MoE February 2007 – the first of its kind at the Ministry and in the region to our knowledge.
- Technical Committee reviewed first storyline, rejecting final on-line version (September 2006) having approved draft storyline in August 2006. JAID resubmitted to MoE for approval (February, 2007), including new architecture and much improved structure.
- MIS Teachers' Guides published by Ministry of Education.
- Dokkaneh deployed on MIS servers throughout Shorouq and MIS-Online pilot schools; interface is completed, along with technical and pedagogical manuals.
- ESP receives commitments from Venture Magazine and Higher Education Ministry to assist MoE in securing business/IT content. Venture grants MoE rights of use and reprinting for articles in Arabic version.

Objective Two: Strengthen MoE's Professional Development System:

- Completed subject-specific demand training program design for Spring 2007.
- Completed new MIS teacher orientation Fall, 2006 - Phase I. Phase II underway.
- Designed subject specific demand training program for Second Semester.
- Developed online registration mechanism for MIS courses through Edu-wave.
- Adopted instructional design systems approach in developing MIS Professional Development strategy at MoE.
- Completed Community of Practice Champion Teacher training program design and materials for first training on leadership and team building. Delivered in February 2007 to 14 champions teachers.
- MIS Committee report on MIS Learning Environment and Professional Development Center standards approved by Ministry of Education.
- Ministry continues support for demand-driven training program designs, approving use of Eduwave to promote and sustain teacher online registration for courses offered.
- Ministry of Education and Microsoft with support from Queen Rania's Office, ITG, ESP and JICA, launch Innovative Teachers' Network (ITN) portal to be integrated into learning management system of MoE.

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

- Approval received to develop and test an operational MIS teacher competency/standards framework that employs e-portfolio and competency-tracking tool.
- Approval received to form committee to develop MIS teacher standards and portfolio system.

Objective Four: Design and Implement an effective STC Program

- Idea Book printed after delays regarding final edits and design of front cover.
- Resource Manual revised an official approval awaited from MoE.
- School-to-Career Program was expanded through sub-contractual arrangement with Save the Children. More programmatic and management resources have been earmarked for the program. Secretary General, Dr. Tayseer Al-Nahar Al-Noaimi, reviewed and approved general orientations for new program.

Objective Five: Assist Teachers to use and Integrate Technology

- CADER program delivered totality of Phase III training to 99 pilot school teachers, who took final examination at the Ministry of Education. Some 86 teachers passed.

Objective Six: Build Technology Infrastructure

- Dajani finalized data collection for MIS school survey in September-October, 2006. Datasets were normalized and matched to MoE databases, and initial results received in December-January period.
- Dokkaneh e-commerce application fully developed for deployment in MIS classrooms. Application is being adopted by MoE for official use in MIS curriculum.

Monitoring and Evaluation

- PMP Indicators completed and loaded onto website, Nov 27.
- First stage of systemic change evaluation completed Jan 2007.

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

Summary of Planned Activities for Next Biannual Period, March 2007 - August 2007

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

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

- Finalize remaining 90% of storylines to be developed for MIS-Online program (September, 2007).
- Finalize review process for integrating economics education and VB.NET programming.
- Complete first round of MIS Pilots in period March-September, 2007, and introduce necessary changes into modules.
- Complete design of teacher training program, focusing on trans-disciplinary planning and coordination of project-and subject-specific periods.
- Complete formative evaluation design and begin implementation.
- MIS Strategy Study Tour planned for May 2007

Objective Two: Strengthen MoE's Professional Development System:

- Launch subject-specific training program for MIS teachers, Spring Semester, and sustain mechanism of demand-driven training for MIS teachers at MoE.
- Design 48-hour training program for MIS champion teachers.
- Complete design of MIS-Online teacher training program.
- Integrate MIS-Online training into new teacher orientation beginning Fall, 2007.

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

- Develop first draft of MIS teacher standards/competency framework.
- Develop first prototype of MIS teacher portfolio/portfolio system complete with competency-tracking application.

Objective Five: Assist Teachers to use and Integrate Technology

- Complete recommendations on continuation of CADER program.
- Assist Shorouq in piloting MIS learning environment/PD center standards.
- Assure technology piloted by ESP in 2006-2007 is supported by MoE.
- Complete analysis of school technology and readiness survey for 2006, repeat study in Fall 2007.

Objective Six: Build Technology Infrastructure

- Test MIS virtual images on school servers and connections to Eduwave at Hashem Data Center through pilots of MIS-Online.

Monitoring and Evaluation

- Undertake second stage of the Systemic Change Evaluation with members of MoE Training Department and Digitization Section of the Curriculum Department along with stakeholders.
- Policy research evaluations: ESP will design and support implementation of research studies investigating key policy questions involving ESP MIS-Online and teacher professional development activities
- MIS Online formative evaluation in pilot schools will be implemented along with evaluation of professional development programs and development of teacher competencies and the competency tracking tool.

Component III: Shorouq Activity

Bi Annual Report Overview

September 2006 – February 2007

The Shorouq component completed two of its three planned activities as stated in the previous Biannual Report. Renovations of ICT labs in Aqaba have begun with six ICT lab renovations and two MIS Lab renovations completed with furnishing of MIS Labs to continue into the next biannual period.

The development of the Professional Development strategy for Aqaba has made significant progress. Working closely with the Directorate of Education-Aqaba, the Professional Development Strategy has focused on enhancing the MoE's ability to deliver training on Project Based Learning, ICT in Education and Lesson Plan development.

The third planned activity was the renovation of Kindergarten classrooms in Aqaba. Due to increased coordination with CDM through USAID's Jordan School Renovation Program, the number of Kindergartens to be renovated by ESP was not finalized until January, 2007. The four kindergarten classrooms to be renovated in Aqaba City will begin in second quarter 2007, with the renovation of the fifth and final kindergarten classroom in Aqaba planned to begin in the summer of 2007.

Objective 1: Kindergartens in the South

Expand USAID/ESP renovation of Kindergarten classrooms throughout the South of Jordan.

Through ESP/ECE the Shorouq activity has completed BoQ's and Tendering processes for 13 additional kindergartens in Tafila and 12 addition kindergarten classrooms in Ma'an governorate. Renovations in the governorate of Tafila were scheduled to begin in January of 2007, however due to particularly poor weather there has been a slight delay in the program. It is expected that renovations of kindergarten classrooms in Tafila will be finished by May 2007. The tender for renovations of the first of two clusters in Ma'an was opened in February of 2007. Renovation of all kindergarten classrooms in Ma'an are planned to be completed in the summer of 2007. (Shorouq Renovations in Aqaba, Ma'an and Tafila see **Annex V**)

Objective 2: ICT Lab Renovations

Enhance the learning environments, function and safety of ICT labs in the governorate of Aqaba.

Based on the recommendations for lab renovations drafted by members of the MoE ICT Directorate,



USAID, and ESP, the Shorouq component began a Pilot Phase of ICT lab renovation in Aqaba city. This Phase included the renovation of six ICT labs and two MIS labs in four schools inside of Aqaba City – Hussein Bin Ali School, Aqaba Girls Secondary Comprehensive School, Arabic Revolution School, and Khawla Bint Al Azwar School. The civil works and installation of electric and data networks has been completed at all of these labs.

There were challenges regarding the electricity supplied to schools and creating a safe electric supply for the ICT equipment in these labs. In close coordination with the Directorate of Education, Aqaba and with the consultation of USAID, solutions to the fluctuations of electric supply to labs was solved by piloting the use of electric voltage stabilizers at each lab.

The layout of these labs was changed to hold more computers and increase teacher access to students. A major accomplishment in the renovations of these labs was the redesign of MoE provided desks and chairs. The new designs allow for more computers to be housed in each lab whilst increasing the number of students able to sit and have full access to each computer.

By working closely with private sector partners in Aqaba such as Aqaba Container Terminal and Aqaba Development Corporation ESP/Shorouq has facilitated private sector involvement and investment in the schools of Aqaba. Aqaba Container Terminal will co-sponsor the MIS lab at Aqaba Girls Secondary Comprehensive School by providing furniture for the lab. Aqaba Development Corporation is sponsoring the establishment of the first School to Career Knowledge Center at Abu Ayoub Al Ansary School. (Shorouq Renovations in Aqaba, Ma'an and Tafila see **Annex V**)

Objective 3: Professional Development (Technology in the Classroom)

Enhance the MoE's capacity to deliver ICT related and pedagogical appropriate training to the teachers of Aqaba.

ESP/Shorouq has worked closely with the Directorate of Education to develop a Professional Development program that enhances the use of ICT in education and supports the renovation of labs by strengthening the skills of Computer Teachers and ICT Technicians in the governorate.

ICT Technicians and Computer Teachers will receive a four hour training that will improve their knowledge of the physical network in the labs and the function and connectivity servers, switches, and ICT equipment installed by ESP. This training will also emphasize basic trouble shooting of software issues such as software viruses, keyboard malfunctions and network delays.

After conducting focus group discussions with Principals, Supervisors, and Teachers throughout the governorate of Aqaba, the primary gap in the use of ICT in the classroom was defined as the practical use of ICT in education by all teachers. Teachers exhibited a basic knowledge of computers and the internet but are unable to tie this knowledge to their curriculum and practical activities in the classroom. Therefore, the Professional Development program in Aqaba will focus on the teaching strategy of Project Based Learning, applicable in all curricula. The use of ICT as a research tool for teachers will be addressed by a practical training. The structure for including these newfound skills into education will be the development of a Lesson Plan that clearly shows the use of PBL and ICT by both teacher and student.

Through the Shorouq component's involvement in the ASEZA/MoE sponsored school adoption program, the private sector will be involved in supporting and strengthening the incentive system for teacher participation in professional development programs.

Objective 4: Strengthen the Connectivity of schools in Aqaba.

Facilitate the connectivity of all schools in Aqaba governorate and support the connectivity of MIS schools in Ma'an and Tafila.

By installing servers into the schools of Aqaba the Shorouq component has strengthened the ability of schools to be connected to the MoE network. Shorouq installed 35 ML150 servers in Aqaba with one additionally in a school in Ma'an and another in Tafila. The ICT equipment installed into the labs of these schools will support the current connectivity options of ADSL lines and alternatives such as GSM and Edge technologies for rural schools. Additionally, the schools will easily connect to the planned/eventual installation of fiber networks in the South of Jordan (For Shorouq Delivery of HP ML150 Servers see **Annex VI**).

ESP/Shorouq is currently working with Fastlink and Umnia to seek and develop alternative connectivity options for schools that do not fall within the range of Jordan Telecom's telephony network.

Summary of Significant Achievements September 2006 - February 2007

- Completion of renovation of 6 ICT labs and 2 MIS labs in Aqaba.
- Redesign of ICT lab tables and chairs with MoE.
- Finalized content outline for Professional Development program for teachers.
- Developed content specific training for ICT technicians in governorate of Aqaba.
- Established and coordinated Aqaba Partners in Education meetings with implementing partners and private sector investors.
- Joined ASEZA and MoE on Committee for School Adoption, Shorouq providing technical support (on going).
- Established Career Knowledge Center and providing technical assistance to Aqaba Development Corporation and Save the Children for maintenance and use of center and activating of STC in school.
- Mobilized community in support of investments and improvements being made to school by USAID and private sector investors.

For comparison of achievement vs. work plan in Shorouq see (Annex III)

Summary of Planned Activities for next Bi Annual Period, March 2007 –August 2007

- Implementation of ICT Technician Training.
- Complete Renovations of Secondary School Labs in Aqaba City and begin Cluster 3 renovations outside of Aqaba City.
- Begin selection/training of MoE Trainers for Professional Development and assess need for external trainers.
- Complete kindergarten Renovations in Ma'an, Tafila, and Aqaba (see ESP/ECE).
- Further community mobilization efforts in support of schools with ESP renovated ICT labs and kindergartens.
- Promoting school adoption outside of Aqaba city in coordination with ASEZA and MoE.

IMPLEMENTING PARTNERS

NETCORPS JORDAN (NCJ)

SPECIFIC PROJECT ACTIVITIES AND RESULTS

- Two interns attended training provided by STIC at the QRC covering "Supporting Users and Troubleshooting a Microsoft Windows XP Operating System", Sept 17-21.
- NCJ JEI Theme Coordinator provided training and coaching for interns to further enhance their technical skills in Macromedia Flash, Microsoft Front Page and MS Project.
- NCJ provided interns with monthly trainings on technical and professional skills development.
- NCJ held a one day professional skills development training session focusing on "Organizational Skills", Nov 28.
- NCJ held a one day technical training on "System Engineering with MS Access", at QRC, Jan 22. Training focused on the system engineering process (Waterfall lifecycle model) including planning, system analysis with data flow diagrams, system design with ER diagrams and implementation using MS Access 2003. Subsequently interns worked on developing IT projects which have the potential to be implemented in the Discovery Schools.
- NCJ held another technical training session, Feb 1, covering Discovery Schools current setup (via ADSL and PPPoE), overview of National Broadband Network project and fiber technology.

- Interns began their placements performing technical support roles in Discovery Schools. NCJ held bi-weekly team meetings to discuss technical and professional issues related to their work.
- Position of Field Support was created and an intern was selected for the post. Field Support visited Discovery Schools monitoring intern performance (Oct – Dec). Visits supported creation of the Beneficiary Satisfaction Survey beginning in the second school semester.
- Interns began 9th Site Survey, Sept 2006, the first in school year 2006/2007, covering 100 Discovery Schools. This site survey included the teacher survey, monitoring teacher movement from school to school and within their school. Interns started the 10th Site Survey, Dec 4.
- Interns completed the technical template revision with JEI PMO, MoE and MoICT.
- JEI Update Meeting took place Nov 20. Interns helped prepare for the event along with WEF coordinators. NCJ showcased its role in the JEI and intern involvement.
- Intern Graduation Ceremony was held under the patronage of the MoICT, Dec 5. Twenty Three interns from the “Support to the JEI” project graduated. The NCJ exit strategy for interns is to link them with employment opportunities and all NCJ project graduates as well as the current graduates were invited to attend this event along with beneficiaries and partners.
- NCJ participated in the Injaz Job Fair, Dec 5. Fourteen JEI Interns participated, manning the booth, representing NCJ and collecting CVs from the students who visited.
- NCJ activated its Outreach Component. Interns were outsourced to provide support in events and campaigns; gaining experience in working in an office environment and being exposed to the cycle of event management. Several interns were involved in this activity.
- NCJ is helping to find jobs for interns, especially those in their second and third internship cycle. NCJ targeted several companies depending on intern preference and interest.
- Eight interns left the program to take up employment opportunities.
- Interns’ second quarterly performance evaluation (May-August) was completed Sept 2006. Assignment of team leaders for the following quarter was based on the results of the evaluation. None of the interns scored below 70%.
- The NCJ/JEI Project monthly newsletters for August and September were issued and disseminated among partners and interns. They contained updates of all the events which took place, the Site Survey, interns’ corner, upcoming events, and interns who left NCJ.

Summary of Significant Achievements

- NCJ completed recruitment process for new interns.
- All interns underwent a 2-week training program covering technical and professional skills development.
- Interns resumed ongoing technical support role in 100 Discovery Schools to end of academic year. Roles included troubleshooting and hardware, as well as software and network support.
- Interns have completed a total of 10 Site Surveys in Discovery Schools gathering student, teacher and technical information. Site survey provided periodic feedback and a snapshot of the situation in schools.
- Performance of interns during administration and documentation of site surveys improved noticeably.
- One intern was promoted to Field Support position.
- NCJ activated its outreach component, exposing interns to professional interaction and responsibilities.
- NCJ held intern graduation ceremony at Injaz Job Fair to provide interns with opportunity to foster business linkages and search for good employment opportunities.

SUMMARY OF PLANNED ACTIVITIES FOR NEXT BI-ANNUAL PERIOD

(March - August 2007)

- NCJ interns will continue technical support to 100 Discovery Schools.
- Two site surveys will be conducted by end of June 2007. One in February another in May.
- Several ongoing technical and enablement trainings sessions are planned to take place. Topics to be determined based on identified needs and interest.

- Opportunity Round Table (ORT) training to be held mid August. Interns will be led through a series of exercises transitioning from NCJ program to labor market.
- Interns Graduation Ceremony for 2007 scheduled for September.
- A team-building social activity is planned for July 2007.
- Interns will undergo 2 performance evaluations.
- Field Support will conduct beneficiary satisfaction survey, results shared in August.
- During summer vacation interns will work on potential IT projects which may be implemented in Discovery Schools.

SAVE THE CHILDREN

SPECIFIC PROJECT ACTIVITIES AND RESULTS (NAJAH)

- NAJAH curriculum outline was restructured based on feedback and testing during the first three NAJAH journeys, now focusing on five key employability skills (communication, team work, resource management, change management and work readiness).
- NAJAH training curriculum is now designed in four phases, all of which are being tested with youth in Aqaba (launched Oct. 2006) Irbid (Feb 2007) Amman (Feb. 2007). This was modified based on restructuring of the outline.
- Four NAJAH Journeys started during this period, Aqaba (launched Oct. 2006), Irbid (Aug. 2006) and Amman (Feb. 2007). Mobilization for launch of the seventh NAJAH Journey in Wadi Rum (South region) underway, expected to start, Apr 1.
- Youth recruitment was conducted for each NAJAH Journey. Recruitment specifically targeted disadvantaged youth in each community. A total of 647 applications were received from youth in the center, north and south. 98 youth (46 males and 52 females) were selected for NJ03- NJ06. Drop out rate has been under 5%.
- Four Community Enterprise Project's (CEP's) were launched by youth in Aqaba. CEP's developed by youth based on their study of services needed in their communities, using participatory rapid appraisal as a study tool. Three groups decided to continue with their projects as a short term career path.
- Save the Children is building partnerships with employers in the private sector in Aqaba, Amman and Irbid to support youth into work after the NAJAH Journey. Employers are offering partnership and mentorship to youth through implementation of the CEP's.
- Youth in all Journeys are organizing community events including evening galas for parents, business leaders meetings and community service activities. Youth are applying key employability skills, as they facilitate community meetings.
- Community support for NAJAH in Aqaba, Amman and Irbid resulted in significant in-kind contributions to the program. Irbid's Governor offered his support to NAJAH youth. The vocational training centers (VTC) opened their doors for NAJAH, where the training is currently taking place. Save the Children signed a Memorandum of Understanding with the vocational training centers. The VTC Director General recognized the significance of the NAJAH program and the importance of training employees from VTC on NAJAH curriculum to have it integrated into the VTC training programs. The Higher Council for Youth (HCY) is seeking to integrate certain components of NAJAH curriculum into the youth center programs. In Aqaba, ASEZA continued its support to NAJAH and agreed to contribute (JD11,000) to the "Aqaba Open Doors" community event that took place Feb 24, bringing youth, parents, private sector and ASEZA together to look at the employment opportunities for youth as part of socio-economic development in Aqaba. Youth directorates of the Higher Council for Youth in Amman and Aqaba are still hosting the NAJAH training. The National Information Technology Center continued providing NAJAH with its training services and Knowledge Station facilities.
- The youth lens activity started with participants from both Aqaba journeys.
- Several articles have been published about the program in local newspapers and magazines. NAJAH staff and youth participated in three radio talk shows.

- Parents, community leaders and official involvement in NAJAH activities and community events have been significant.

Summary of Significant Achievements

- Save the Children have launched six journeys so far, two in Aqaba, two in Amman and two in Irbid, a total of 141 youth (68 males, 73 females).
- Youth from the first NAJAH project in Aqaba which started in May 2006 has graduated with 76% employment rate. In other NAJAH Journeys, nearly 50% of youth are currently employed while continuing to participate in the non-formal education program.
- NAJAH youth and SC's NAJAH team have mobilized considerable parental and community support for youth employment and entrepreneurship in North, Center and South Jordan.
- National visibility for NAJAH has increased government, business and non-governmental interest in the program and its achievements and contributed to the development of key partnerships that will form the basis for planning program sustainability.

Summary of Planned Activities for next Bi Annual Period, March 2007 – August 2007

- Complete curriculum testing, revision and modification.
- Test and modify monitoring and evaluation tools to track youth development and impact of program on progress of participants.
- Continue to implement NAJAH Journeys in Center, North and South, and launch 7th NAJAH Journey in south.
- Follow up on work retention for employed youth and/or youth whom are continuing with CEP's as a career path.
- Support youth to implement Community Enterprise Projects as part of NAJAH Journey.
- Develop and test Employment Information Package.
- Continue to build partnerships with private sector.
- Link youth completing NAJAH Journeys to further training or entrepreneurship opportunities and monitor their progress and satisfaction.
- Organize "Aqaba Open Doors", in coordination with ASEZA, to expose all parties to job opportunities available for youth in Aqaba.
- Organize a community event bringing youth, parents, and investors from private sector and officials together in Al Hassan Industrial Zones- Irbid.
- Design NAJAH website
- Organize three orientation workshops for youth center directors in Higher Council for Youth, to introduce goals, objectives and methodology of NAJAH Program.
- Continue to build partnerships and seek support from government and non-government agencies for NAJAH Youth and youth employment and entrepreneurship in general.

SPECIFIC PROJECT ACTIVITIES AND RESULTS (SCHOOL TO CAREER)

- Training on Community Youth Mapping and data collection, took place at four schools in Aqaba. Schools developed implementation plans, CYM began early February.
- The Aqaba CYM training was attended by 32 female and 32 male students with four field supervisors and five MoE staff.
- MoE and members from Local Working Groups in all regions participated in INJAZ Job Fair. STC, MoE and ESP staff manned the booth at the Job Fair.
- Two workshops on "STC Strategies" for the local working groups took place allowing LWG's to work in teams and learn how to use the Idea Book and Resource Manual in planning and implementing STC activities. Workshops allowed participants to interact with private sector representatives, parents, students and youth who had experiences of job



shadowing and internship. The STC Strategies workshops brought together MoE staff with regional coordinators, principal's teacher's counselors, students and community leaders.

Improved capacities of partners and the MoE, at central, directorate and school level, to develop, sustain and expand STC strategies and activities

- STC plan was developed and revised with MoE and subsequently approved and integrated into the ERfKE Component II plan.
- A calendar for STC program activities for academic years 2007-2008 was developed, approved by the MoE and circulated to all STC schools to support activity planning.
- SC met with MoE Secretary General presenting the STC transition program plan. SG emphasized the need to provide more support to the program from the MoE side.
- Consensus on STC structure within MoE was reached with the Managing Director of General Education and the Counseling Department. The MD is preparing a proposal on establishing an STC department within the General Education Directorate linked to the Counseling Department with a committee responsible of running it from the various directorates of education within the ministry such as the Directorates of Vocational Education, Curricula, Training and Examination.
- MD of General Education toured the QRC and expressed his commitment to ensuring that the STC space and facilities become active, vibrant areas of work.
- STC Technical Committee was established within MoE drawn from Directorates of Vocational Education, Curricula, Training and Examination. The Committee began work on: 1) revising the STC plan estimating participation hours for Local Working Groups in STC activities, establishing the accreditation system including examinations in order to allow local working groups members to become trainers on STC related activities, 2) participating in designing and co-delivering the STC training workshops, 3) setting follow up plans as part of the monitoring and evaluation process.
- The Technical Committee participated in the 'STC Strategies Workshop' which was held for Irbid and Amman schools.
- A Core Training Team was formed within the MoE to attend STC trainings and subsequently take responsibility for delivering the second round of training workshops. The core team attended two major STC activities: Community Youth Mapping in Aqaba and STC Strategies Workshop. The core team delivered a short training on CYM in Aqaba for YouthMappers and Field Supervisors as a refresher before implementation started.
- The MoE approved addition of STC program representatives in selected STC schools to the pilot School Development Unit (SDU) led by the Directorate of Training in an attempt to decentralize the school management process.
- STC Program Coordinators facilitated Local Working Groups meetings in Irbid, Amman, Karak, Wadi Mousa and Aqaba to orientate them on upcoming STC activities.
- All needed STC consultancies were advertised in newspapers. Trainers for Community Youth Mapping, STC Strategies and Senior Management were selected. The process for selecting trainers for Project Based Learning, Career Counseling and Soft Skills is ongoing.
- The MD of General Education visited the STC unit at QRC and approved basing of STC-MoE coordinator at center.

Enhanced enabling environment within the community and the private sector that supports students to transition from school to careers

- Save/STC held several sessions on STC related issues with parents, businesses and community leaders. Attendees were orientated on the STC program through the 'STC Strategies' workshops. Parents and businesses contributed to STC Focus Group Discussions.

- Two focus group discussions with parents and businesses were conducted by INJAZ and the STC team. These meetings collect information on STC related topics: What skills/qualities do employers expect from youth seeking employment after high school or college? What do employers invest in these new employees to build those skills? The role of businesses in social responsibility (Providing volunteers, financial support, sponsorship, public private partnership), Internship vs. Job Shadowing for school students, how appropriate are each of these for students in grade 9, grade 10, grade 11? Parents as advocates for STC initiatives within the family and community context, girls' participation in activities and cultural issues that might hinder the smooth transition from school to career (gender constraints, culture of shame). An analysis report was generated and outcomes will be circulated to all schools.
- STC program summary presented to H.E Minister of Education Dr. Khaled Toukan in Aqaba through ASEZA in 'School Adoption Event'



Summary of Significant Achievements

- All program staff hired including the STC Program Manager & two Program Coordinators.
- Technical assistance from the MoE has improved to help institutionalize and mainstream the STC program within the Ministry and the participating schools.
- Numerous private sector relationships have been established and businesses started to contribute to the STC activities.
- STC and CYM program was presented at an international conference for youth in the MENA region in Morocco.

Summary of Planned Activities for next Bi Annual Period, March 2007 – August 2007

- Community Youth Mapping results and graduation ceremony for Aqaba schools.
- Develop and approve accreditation system for Local Working Groups.
- Design package for Participatory Rapid Appraisal (PRA) complementing work done in CYM.
- Develop publications for STC unit at Queen Rania Center.
- Develop STC website.
- Conduct training on Project Based Learning, Senior Management.
- Conduct Senior Management Training for MoE senior staff.
- Facilitate School exchange visits.
- Facilitate career counseling sessions.
- Schools to hold open days and career days.
- Facilitate Internship or Job shadowing experience for schools students.

ESP Financial Status as of February 28, 2007

Contract Amount as of 9/1/06	\$30,424,563
Additions during second period 2006	\$0
Funding (USAID Obligation) as of 2/28/2007	\$18,972,112
Total Expenditure as of 9/1/2006	\$11,305,942
Total Expenditures during period September 1 st 2006 – February 28 th 2007	\$3,117,642
Total Expenditures as of 2/28/2007	\$14,423,584

Report Annexes

Annex I Work Plan vs. Actual: Early Childhood Education

Objective	Planned Activity	Work plan vs. Actual	Status	Comments
1. Training				
Basic Comprehensive Manual	Develop Basic Comprehensive teacher training manual	August-July/August	Completed	ESP/ECE developed Basic Comprehensive manual, approved by MoE Technical Committee
Kindergarten Supervisory Form	Develop kindergarten teacher supervisory form.	October - November	Completed	Supervisory form was developed in collaboration with MoE's Technical Committee
ESP Teacher Training Manual and Booklet	Develop manual for teachers with ESP prepared classrooms	November - November	Completed	83 ESP teachers were trained on how to organize their classroom environment and maintain the furnishings, materials and playground equipment provided by ESP
Train Supervisors	Train MoE Supervisors on ESP Kindergarten Teacher Training Manual	November – December	Completed	MoE ECE supervisors delivered the ESP kindergarten teacher training program.
Kindergarten Report Card	Develop Report Card	December	Completed	MoE Technical Committee and ECE developed the report card. 10,000 copies printed by ECE. Delivered by MoE to all kindergartens
Teacher Certificates	Developed teacher certificates	November - December	Completed	ESP/ECE printed 1,200 certificates and delivered them to MoE Training and Supervision Department.
Evaluation and Assessment Training Manual	Develop Evaluation and Assessment Training Manual	February - February	Completed	All kindergarten teachers received 7 hours of training on Evaluating and assessing of kindergarten children
2. Kindergarten Refurbishment				
Renovate North Kg's	30 Kg's in these clusters	November – November	Completed	Completed 30 kindergartens in Mafraq, Zerqa and Irbid II.
Furnishing North Kg's	30 Kg's in these clusters	November – November	Completed	Completed 30 kindergartens in Mafraq, Zerqa and Irbid II.
Tafila Renovations	Renovate Tafila Kg's	Began January – delivery March	Ongoing	Renovation works in Tafila for 15 Kg's.
3. Enhancing Curriculum				
Complete draft modified curriculum	Work on modifying the national interactive curriculum	January - January	Completed	ESP/ECE assisted MoE's Curriculum Department in reviewing the modified curriculum
4. Accreditation Framework				
Pilot Accreditation Framework	Develop all documents for piloting accreditation	November - November	Completed	Framework was piloted in 12 schools.

	indicators			
Develop Pilot Study Report		December - February	Completed	Delivered to MoE end of February
5. Parent Participation				
Phase I Parent Involvement Initiative	Implement PII in 14 schools	October/Ongoing	Ongoing	14 schools in Amman and Madaba areas participating in this program.
Phase II	Implement PII in 12 schools	January/Ongoing	Ongoing	Program implemented in 12 schools in Shouna and Badiya Wasta areas
6. Monitoring and Evaluation				
Formative Studies	Complete kindergarten and first grade study reports	August - January	Completed	

Annex II Work Plan vs. Actual: Youth Technology and Career

Objective	Planned Activity	Work plan vs. Actual	Status	Comments
1. Enhancing Management of Information Stream (MIS) Curriculum				
E-MIS storylines developed	MoU, Modules 1-18	February 2006 February 2007	Pending	Work plan restructured; development of authentic storyline and general architecture (module breakdown and structural representation improved); Time lost in summer months on design as MoE SMEs reassigned to their schools; Development team restructured and expanded to include senior subject-matter experts and designer. Modules 1-7 redesigned in line with new architecture, other content redistributed. Modules 8-15 in production, Dokkaneh learning activities (25) finished and ready for integration. Capacity-building in project-based learning was required for SME team from MoE; learning resources also required to improve design. Intensive work between JAID and ESP facilitating development.
Curriculum Review	Revisions for plan geared to 2008 release of MIS-Online	February-March/ May-October (October start date)	Pending	Visual Basic.Net committee formed. TORs took time to discuss and refine with MoE in September-October period. Economics TORs finalized and discussed with MoE. Coincide with joint planning proposed by MoE/ESP as requested by MoE (planning began October after postponed at request of MoE).
	MIS Strategy document prepared	June-August	Draft complete	Study tour in April-May 2007 to finalize Strategy Document.
Objective 2: Strengthen MoE's Professional Development System				
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/ January-June	Pending	Program launched in September, and Spring Semester training offerings/courses were provided in February-March 2007.
Communities of Practice	Training materials development	January - February/March-April	Pending	Community of practice/champion teacher work pushed back until April; family emergencies for lead consultant, reshuffling training schedules to accommodate MIS-Online pilot schedule.
Objective 3: Assist MoE in Developing and Implementing Competency Standards				
Teacher standards and competencies	Develop MIS competency document			Draft completed, but no further work has been done pending MoE approval of national standards framework.
Objective 4: Design and Implement an effective STC Program				
	Idea Book	July – August /	100%	Idea Book delays due to cover design

Objective	Planned Activity	Work plan vs. Actual	Status	Comments
	Publication	January	complete	disapproval by MoE. Idea Book printing completed. Resource Manual reviewed for final print (table of contents/introduction)
	Hand-over to Save the Children	August-September / January	100% complete	All activities have been handed over to Save the Children. All subcontracts ended in December with one follow-on with Injaz to complete focus groups. Save and ESP agree on how to support each other, develop synergies at QRC, and MIS-STC linkages for the Ministry.
	Focus groups and work-based learning	June-August / September-November	100% complete	All six focus group discussions have been held – organized by INJAZ. The last focus group organized by Save the Children.
Objective 5: Assist Teachers to Use and Integrate Technology				
	CADER Professional Development Program	January-June / January-September Test December	100% complete	CADER Phase III training has been completed; 86 teachers pass final examination out of 96 teachers who took the exam. Graduation ceremony pending.
	Technology Pilots		100% complete	Finalized cabling/wiring issues; installed wireless labs at Ahmad Touqan; phase-out for Al-Khansa discussed; some remaining technical issues to resolve.
Objective 6: Build Technology Infrastructure				
Prepare MIS technology for pilots	PPPoE connections requested; fixed IP addresses; ADSL 1 MB connections from JT	June-August, '06	Incomplete	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.
	SMS / Active Directory Project Launched (MIS)	May-June, '06	100%	17 MIS servers have now received virtual MIS images, and have been deployed in MIS/Shorouq and MIS/Online Pilot schools.
Objective 7: Monitoring and Evaluation				
	M & E Plan Development	January, '07	Completed	Monitoring and Evaluation plan developed and included in Annual Work Plan; ESP to coordinate with ERfKE on comprehensive M&E strategy.

Annex III Work Plan vs. Actual: Shorouq

Objective	Planned Activity	Work plan vs. Actual	Status	Comments
Objective 1. Expanding Renovations of ECE facilities through the South of Jordan and supporting Professional Development of KG staff.				
KG Classroom Renovation	Renovate Classrooms: 13 KG classrooms in Tafila, 24 in Ma'an, and 5 in Aqaba.	May 2006/ February 2007 Renovations in Aqaba have begun and Tafila KG renovations are 80% complete.	In Progress	ESP/ECE engineers and ESP/Shorouq engineers focused on the KG renovations in the South of Jordan after completion of the ICT Lab Pilot Phase.
Training of KG professionals in the South of Jordan.	Expansion of Professional Development plans for KG teachers and Principals in the South of Jordan.	April 06 Start Date	In Progress	ESP/ECE training will be expanded to meet the increased need created by the renovation of KG classrooms and the creation of new KG classrooms in Aqaba.
Objective 2: Connectivity and Enhanced technology support				
Purchase and delivery of servers to Aqaba, Maan and Tafila	Delivery and Installation of Equipment	April 06 Begun in August 06	Aqaba Completed Ma'an and Tafila in April 07	Servers Purchased, formatted, and delivered to schools in Aqaba. Delivery and installation for Ma'an and Tafila pending for April 07.
Objective 3: Improving Learning Environments of ICT Labs in Aqaba				
Create a safe and efficient learning environment in the ICT labs of Aqaba.	ICT Lab Renovations and installation of new furniture and Equipment	Apr 06	In Progress	Pilot Phase of ICT Lab renovations completed in January 07 and second phase started in February. All labs in Aqaba city are scheduled to be renovated by the end of Summer 07.
Objective 4: Supporting the MoE's Delivery of Professional Development program designed for Aqaba				
Provide Professional Development for over 1000 teachers in Aqaba.	Support the use of Technology in the classroom by developing a Professional Development program tailored to meet the needs of Aqaba.	August 06	In Progress	The Ministry of Education and the Directorate of Education have officially requested the delivery of a training program that includes Project Based Learning, Lesson Planning, and technology in education content. ESP/Shorouq has worked with DOE Aqaba on the development of this program.

Annex IV Instructional Systems Design

Instructional Systems Design. In April 2006, ESP introduced "Instructional Systems Design" as an approach to support the MoE in designing educational programs, not only for training but also for other programs such as e-learning and curriculum development.



During the last six months, ESP continued to develop a capacity building program for a team of MIS instructional designers comprised of teachers, supervisors and division heads within the Ministry of Education. This team began designing the subject-specific training programs in early 2006, and participated in the training program delivery in the Fall of 2006, before turning their attention to the design of the Spring 2007 subject-specific training program and the training program for MIS champion teachers. The team's main design methodology is the ADDIE model which consists of five stages: analyze, design, develop, implement and evaluate (see graphic).

In 2007, the instructional design team will be trained in the development of online learning, and ESP hopes to provide the team with space at the QRC to continue its design work for all MIS programs. The instructional design capabilities of the MIS team are growing, and serve as the engine for professional development program development for the Management Information Stream. The Curriculum Directorate has asked ESP and members of the design team to advise other curriculum/training efforts at the Ministry.

Annex V ESP Shorouq Renovations in Aqaba, Ma'an and Tafila

Clusters	Schools	Location	Start Date	End Date
Cluster 1	8 ICT Labs & 2 MIS Labs	Aqaba-City	11/06/2006	01/12/2007
	Aqaba Secondary Comprehensive (F)			
	Al Hussein Bin Ali Secondary (M)			
	Arab Revolution (Mixed)			
	Khawla Bint Al-Azwar (Mixed)			
Cluster 2	4 KGs & 15 ICT Labs	Aqaba-City	24/03/2007	24/8/2007 (Projected)
	First Faisal Elementary (M)			
	Aqaba Secondary Male			
	Zain Al Sharaf Secondary (F)			
	That Al Sawari Secondary (F)			
	Abu Ayoub Al Ansari Elementary (M)			
	Salman Al Farisi Elementary (M)			
	Khawla Bint Al Azwar Elementary (F)			
	Arab Revolution (Mixed)			
	Wasfi Al Tal (M)			
	Aqaba Secondary Comprehensive (F)			
Cluster 3a	6 ICT Labs	Aqaba-Kings Highway	1/5/07 (Projected)	31/8/07 (Projected)
	Qa'a Al Naqab Secondary (F)			
	Salah Al Dein Secondary (M)			
	Abu Ja'afar Al Mansour Secondary (M)			
	Queira Secondary (F)			
	Rashidia Secondary (F)			
	Rashidia Secondary (M)			
	Higher Mnaisher Secondary (F)			
Cluster 3b	6 ICT Labs	Aqaba-Dead Sea	1/5/07 (Projected)	1/9/07 (Projected)
	New Finan Comprehensive (Mixed)			
	Greigra Comprehensive (F)			
	Greigra Comprehensive (M)			
	Bi'er Mazkour (F)			
	Rahma (F)			
	Risha (F)			
Cluster 4	8 MIS Labs	Ma'an	1/7/07 (Projected)	1/11/07 (Projected)
	Ma'an Secondary Comprehensive (F)			
	Ma'an Secondary Comprehensive (M)			
	Banat Shobak Secondary (F)			
	Shobak Secondary (M)			
	Banat Wadi Mousa Secondary (F)			
	Wadi Mousa Secondary (M)			
	Banat Teibah (F)			

	Rufayda Professional (F)			
Cluster 5	9 MIS Labs	Tafila	1/9/07 (Projected)	31/12/07 (Projected)
	Al Hassa Comprehensive (M)			
	Phosphate Secondary Comprehensive(F)			
	Ein El Beida Secondary (M)			
	Al Busaira Secondary (M)			
	Al Tafila Secondary Comprehensive (M)			
	Al Tafila Secondary Comprehensive (F)			
	Al Tafila Professional (M)			
	Safia Bint Abed Al Motaleb (F)			
	Prince Hassan (M)			

Annex VI ESP Shorouq Delivery of HP ML150 Servers

Governorate	School Name	Date of Delivery
AQABA Schools	First Faisal	August, 2006
	Aqaba Comprehensive Secondary (Female)	August, 2006
	Second Khadija Bint Khuwailed	August, 2006
	Ayla	August, 2006
	That Al Sawari Secondary	August, 2006
	Hussein Bin Ali	August, 2006
	Abdullah Bin Qais Al Harithi	August, 2006
	Al Hashimiah Elementary (Female)	August, 2006
	Abu Ayoub Al Ansary	August, 2006
	Princess Bassma	August, 2006
	Khawla Bint Al Azwar	August, 2006
	Arabic Revolution School	August, 2006
	Abdullah Bin Abi Sarh	August, 2006
	Zain Al Sharaf Secondary	August, 2006
	Aqaba Secondary (Male)	August, 2006
	Salman Al Farisi	August, 2006
	Fatima Al Zahra	August, 2006
	Al- Bara'a Bin Malek	August, 2006
	Wasfi Al Tal	August, 2006
	The Eighth	August, 2006
	Kuraikira Secondary (Female)	August, 2006
	Bi'er Mazkour	August, 2006
	Al Risha	August, 2006
	Kraikra secondary male	August, 2006
	Rahma	August, 2006
	Al Rashidia (Female)	August, 2006
	Al Quaira Secondary (Female)	August, 2006
	Al Quaira Elementary (Female)	August, 2006
	Qa'a Al Naqab (Secondary)	August, 2006
	Abu Ja'far Al Mansour (Secondary)	August, 2006
	Al Twaisa Elementary	August, 2006
	Al Dissa	August, 2006
	Al Rashidia (Male)	August, 2006
	Salah El deen	August, 2006
	Rum	August, 2006

Governorate	School Name	Expected Date of Delivery
MA'AN - MIS Schools	Ma'an secondary comprehensive (female)	20-Apr-07
	Ma'an secondary comprehensive (male)	20-Apr-07
	Banat Shobak Secondary(Female)	20-Apr-07
	Shobak Secondary Male	20-Apr-07
	Banat Wadi Mousa Secondary	25-Apr-07
	Wadi Mousa Secondary Male	25-Apr-07
	Banat Teibah(Female)	25-Apr-07
	Rufayda Professional(Female)	25-Apr-07

Governorate	School Name	Expected Date of Delivery
TAFILA - MIS Schools	Al Hassa Comprehensive(Female)	08-Apr-07
	Phosphate Secondary Comprehensive(Male)	08-Apr-07
	Ein El Beida Secondary(Male)	08-Apr-07
	Al- Busaira Secondary (Male)	08-Apr-07
	Al Tafila Secondary Comprehensive (male)	11-Apr-07
	Al Tafila Secondary Comprehensive (female)	11-Apr-07
	Al Tafila Professional(Male)	11-Apr-07
	Safia Bint Abed Al Motaleb(Female)	11-Apr-07
	Prince Hassan (Male)	11-Apr-07

Annex VII Training Events undertaken by ESP project and Implementing Partners, September 2006 -February 2007 Period

Early Childhood Education								
Training Program Name	Field of Study	Start	End	Training Type	Facility	Group Name	# of Male	# of Female
Comprehensive new teacher training	Comprehensive	September '06	September '06	Training Program	Training centers throughout Jordan	Teachers		138
ESP Teacher Training	Physical environment of ESP KG classes	December '06	December '06	ESP Teacher Training	Training Dept. @ MoE	Teachers		83
Kindergarten Assessment	Assessing Kindergarten Children	February '07	March '07	ESP Teacher Training	Training centers throughout Jordan	Teachers		339
Total ECE Trained Teachers in August 2006- February 2007							0	560

Youth Technology and Careers								
Training Program Name	Field of Study	Start	End	Training Type	Facility	Group Name	# of Male	# of Female
CADER phase III	Technology Integration	28 August '06	29 November '06	Workshop	Technology Pilot School	Technology Pilot Schools' Teachers	55	26
New MIS teachers training - Phase I	-Training for new MIS teachers	September '06	Each Saturday for 7 weeks	Workshop	MoE- MIS Centers	New MIS Teachers	86	82
New MIS teachers training - Phase II	-Training for new MIS teachers	17 February '07	Each Saturday for 7 weeks	Workshop	MoE- MIS Centers	New MIS Teachers		
								168

Youth Technology and Careers							
Training Program Name	Field of Study	Start	End	Training Type	Facility	Group Name	Total
							# of Male
							# of Female
Subject –Specific Demand Training- First Semester:							
-MIS	MIS PD	September '06	October '06	Workshop	MoE- MIS Centers	MIS Teachers	91
- Statistics	MIS PD	September '06	October '06	Workshop	MoE- MIS Centers	MIS Teachers	34
- Programming	MIS PD	September '06	October '06	Workshop	MoE- MIS Centers	MIS Teachers	19
- Accounting	MIS PD	September '06	October '06	Workshop	MoE- MIS Centers	MIS Teachers	39
- Management	MIS PD	September '06	October '06	Workshop	MoE- MIS Centers	MIS Teachers	42
- e- Commerce	MIS PD	November '06	December '06	Workshop	MoE- MIS Centers	E-Commerce Teachers	131
MIS Online Pre pilot Orientation	MIS Online	November '06	November '06	Workshop	STIC-QRC	MIS Online Pilot Schools' teachers	20
Using Internet search engines and databases	MIS Online	24 January '07	24 January '07	Workshop	Center of Excellence for Library Services at Yarmouk University	JAID SMEs and MIS Spervisors	25
Subject –Specific Demand Training- Second Semester:							
-MIS	MIS PD	26 February '07	12 March '07	Workshop	MoE- MIS Centers	MIS Teachers	84
- Statistics	MIS PD	26 February '07	12 March '07	Workshop	MoE- MIS Centers	MIS Teachers	30

Youth Technology and Careers									
Training Program Name	Field of Study	Start	End	Training Type	Facility	Group Name	# of Male	# of Female	Total
- Accounting	MIS PD	26 February '07	12 March '07	Workshop	MoE- MIS Centers	MIS Teachers	33	27	60
- e- commerce	MIS PD	26 February '07	12 March '07	Workshop	MoE- MIS Centers	E-Commerce Teachers	24	42	66
Total YTC Trained Teachers in August 2006- February 2007							451	439	890

NetCorps Jordan									
Training Program Name	Field of Study	Start	End	Training Type	Facility	Trainee Information			
						Group Name	# of males	# of females	Total
Technical and Enablement Training	Technical IT skills and professional skills training for interns	08/01/2006	16/8/2006	Full training program	AMIR Program training room, MoICT, QRC Discovery School	Interns	23	10	33
Microsoft Certified Desktop Support Technician (MCDST)	Support Users and Trouble shooting a Microsoft Windows XP Operating System	17/9/2006	21/9/2006	Workshop	Queen Rania Centre (STIC)	Interns	1	1	2
Monthly training – Technical	Macromedia flash, swish, movie maker, Ulead	24/10/2006	20/11/2006	Coaching	NetCorps Jordan	Interns	4	0	4

Monthly training – Technical	Microsoft Frontpage, Illustrator, Photoshop	24/10/2006	20/11/2006	Coaching	NetCorps Jordan	Interns	0	3	3
Monthly training - Professional Skills	Organizational skills	29/11/2006	29/11/2006	One day training	Excellence Inc.	Interns	17	8	25
Monthly training – Technical	MS Project 2003	15/01/2007	21/01/2007	Coaching	NetCorps Jordan	Interns	1	0	1
Monthly training – Technical	System Engineering with MS Access 2003	22/1/2007	22/1/2007	One day training	Queen Rania Centre (STIC)	Interns	15	8	23
Monthly training – Technical	Broad Band Network Technology	02/01/2007	02/01/2007	One day training	Al Farouq Discovery School	Interns	16	8	24

Save the Children									
NAJAH									
Training Program Name	Field of Study	Start	End	Training Type	Facility	Group Name	# of Male	# of Female	Total
Work and Life Skills Capacity Building	NJ04	October '06	April '07	Training Program	South Region- Aqaba	Unemployed, out of school youth, age 18-24 years	9	7	16
Work and Life Skills Capacity Building	NJ05	February '07	August '07	Training Program	Central Region- Al Nuzha	Unemployed, out of school youth, age 18-24 years	8	25	33
Work and Life Skills Capacity Building	NJ06	February '07	August '07	Training Program	North Region- Irbid	Unemployed, out of school youth, age 18-24 years	10	15	25

Introducing NAJAH to potential Candidates and their Parents	NAJAH Day for NJ04	October '06	One Day	Presentation & discussion Group	South Region- Aqaba	youth candidates, parents & family members	32	41	73
Introducing NAJAH to potential Candidates and their Parents	NAJAH Day for NJ05	February '07	One Day	Presentation & discussion Group	Central Region- Al Nuzha	youth candidates, parents & family members	28	37	65
Introducing NAJAH to potential Candidates and their Parents	NAJAH Day for NJ06	February '07	One Day	Presentation & discussion Group	North Region- Irbid	youth candidates, parents & family members	34	41	75
community Awareness for Parents	Community Awareness Activity NJ01	December '06	One Day	Youth- Parents Discussion Groups	South Region- Aqaba	youth, parents & family members, community leaders	38	49	87
Community Service for Vulnerable Children	Voluntary Community Service	December '06	One Day	Voluntary Community Service	South Region- Aqaba	Vulnerable Children of Al Thager Center, NAJAH youth, Parents & Community Leaders	49	56	105
Community Awareness for Parents	Community Awareness Activity NJ02	October '06	One Day	Youth- Parents Discussion Groups	Central Region- Jabal Amman	youth, parents & family members, community leaders	29	34	63
Community Service for Vulnerable Children	Voluntary Community Service	November '06	One Day	Voluntary Community Service	North Region- Irbid	Vulnerable Children of SoS, Youth of SoS, NAJAH youth, Parents & Community Leaders	63	59	122

Community Awareness for Parents	Community Awareness Activity NJ03	November '06	One Day	Youth-Parents Discussion Groups	North Region-Irbid	youth, parents & family members, community leaders	32	34	66
Business Leaders Meeting	Community Enterprise Projects NJ02	January '07	One day	Youth Presenting CEP to Business Leaders	Central Region- Jabal Amman	Employers, business leaders, community leaders, youth	16	15	31
School to Career									
CYM-orientation	STC connecting activity (CYM)	December '06	December '06	Workshop	Aqaba Youth Center	STC students, teachers & parents	47	46	93
CYM Training	STC connecting activity (CYM)	December '06	December '06	Workshop	Aqaba Youth Center	STC students& teachers	26	36	62
Data Entry Training	STC connecting activity (CYM)	January '07	January '07	Workshop	Aqaba Youth Center	STC students & teachers	19	31	50
CYM Implementation	STC connecting activity (CYM)	January '07	March '07	on-Job Training	Aqaba	STC students & teachers	27	31	58
Focus Group Discussions	needs assessment	January '07	January '07	Roundtable discussion	QRC	parents	3	7	10
Focus Group Discussions	needs assessment	January '07	January '07	Roundtable discussion	QRC	Businesses	5	10	15
STC Strategies Training	STC Strategies &STC idea book &resource manual	February '07	February '07	Workshop	Zein Al Sharaf Institute	Principals, counselors, teachers, students, parents& businesses in Irbid & Amman	24	18	42

STC Strategies Training	STC Strategies & STC idea book & resource manual	February '07	February '07	Workshop	Aqaba Youth Camp	Principals, counselors, teachers, students, parents & businesses in Karak, Wadi Mousa & Aqaba	20	28	48
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