THE HASHEMITE KINGDOM OF JORDAN

MINISTRY OF EDUCATION

Education Reform for knowledge Economy Second Phase

(ERfKE II)

Annual Narrative Report

April 2013 (Mid-Term Stage)

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Foreword

The Education Reform for the Knowledge Economy Program (ERfKE) is a multi-donor sector program designed to deliver on the 2002 Vision Forum for the Future of Education in Jordan: "*The Hashemite Kingdom of Jordan has the quality competitive human resource development systems that provide all people with lifelong learning experiences relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and an educated workforce*."

The first phase of the Education Reform for the Knowledge Economy Program (ERfKE I) ran from (2003-2009) and closed in June 2009 after five and a half years of implementation. The second phase of the Program (ERfKE II) continues to build on the achievements of the first phase and follow the same implementation arrangements that have proven to be successful in (ERfKE I), and in the same time, focuses on schools as the locus of change as well as on the need to enhance capacity building at the central and field levels.

The development objective of (ERfKE II) is to provide students enrolled in pre-tertiary education institutions in Jordan with increased levels of skills to participate in knowledge economy. This objective is monitored through the following key indicators:

a) Increase in the national assessments scores aligned with knowledge economy skills (NAfKE).

b) Increase in the enrollment rates for the basic and secondary cycles.

The joint Mid-Term review for (ERfKE II), conducted in November 2012, has considered the implementation status of ERfKE II as satisfactory despite the constrains that were faced in the early implementation stages, particularly the school construction component. However, the Mid-Term review highlighted the concrete progress achieved by (ERfKE II) in several key areas related to policy development, quality of education interventions and school construction, and identified the key issues as a summary of the overall progress that will be tackled and addressed during the remaining stage of implementation

ERfKEII Program consists of the following components :

Component One: Establishment of a National School-based Development System

Component objective : To create effective, school-based development process as the main vehicle to deliver to all young people of the Kingdom a quality education focused on developing the abilities, skills, attitudes and values associated with a knowledge-based economy

Component Two: Monitoring & Evaluation and Organizational Development

Component objective: To build upon ERfKE I investments related to policy, planning and M&E, and to ensure that outputs from these activities fully support and inform the adoption of a school centered approach to the delivery of education services.

Component Three: Development of Teaching and Learning

Component objective: To improve the quality of all elements of the teaching and learning continuum in order to ensure the achievement of quality learning outcomes for all children.

Component Four: Development of Special Focus Program Development

Component objective: To improve inclusive access to learning for all children in Jordan through special focus on three critical subsectors: Early Childhood Education, Special Education and Vocational Education.

Component Five: Improvement of Physical Learning Environments

Component objective: To improve provision of quality education facilities in a cost effective and sustainable manner so that students have access to environmentally friendly and efficiently operated quality physical learning environments.

This report presents the key progress of the five components of ERfKE II since the launch of the Program's second phase in March 2010, as well as the challenges that are faced. The Development Coordination Unit hopes that this report would be a useful reference to provide the stakeholders with an updated brief on the Program's progress and achievements.

General Overview of the Components' Progress

The following is an overview of the key progress areas achieved during the three years of (ERfKE II) implementation arrangements.

Component One:
Establishment of a National School-based Development System

1.1 Field Directorate and School-based Improvement and Development Planning and Management

- **School and Directorate Development Program (SDDP)**

The School and Directorate Development Program (SDDP) is a five - year project, which supports Component One and some activities of Component Two (gender, policy, monitoring and evaluation) related to the School and Directorate Improvement. The Canadian International Development Agency (CIDA) provides technical assistance for (SDIP) Project, in addition to the block grants for building the development plans at the schools and directorates levels.

To achieve this objective, the five- year Project Implementation Plan (PIP), approved in April 2011, is developed within the procedural frameworks, mechanisms and tools that are applied subsequent to providing the required infrastructures that ensure effective implementation of the Program in all schools and directorates. Moreover, the Program contributes to the development of the educational policies and strategic planning based on the actual needs of the schools as well as the implementation of the monitoring and evaluation system that ensures the sustainability of the Program. In this regards, the Ministry of Finance is requested to provide the allocations for this Program within the 2012 Ministry's budget to ensure the Program's future implementation and sustainability.

- **Program's Implementation**

1. The Program's first phase was implemented in 2009 in group one that consists of **seven directorates** (Jeezah, Muwaqqar, Jerash, Mafraq, West Badia, East Badia and South Aghwar) with the participation of (766) Schools. Group two consists of three directorates (Madaba, South Mazar, and Irbid II) where the SDDP Program was implemented in April 2010 with the particiaption of (241) Schools. Moreover, the Program was implemented in June 2011 in group three that consists of six directorates (Ein Albasha, Rusaifah, Ramtha, Bani Kinanah, Tafeelah, Amman IV). Group four, consistiing of six directorates, was selected (Petra ,Tafela , Al-daybeha and Wasatehya, Ajloun, Qwaysema, Salt) with the

participaption of (520) Schools. Awareness workshops on this Program were conducted in July, 2011 and the readiness phase started in (2011-2012) with the participaption of (551) Schools.

2. The suggested grouping of the remianing districts and schools are still under discussion with CIDA and the Canadian executing Agency taking into consideration the reqiured capacities necessary for the implementaion of the relatively remaining large number of schools and districts, availability of resources, and sustanability measures.

	No. Field Districts (Year)	No. Schools
Group One	7 FDs (SJE 2009 / 2010)	789 Schools
Group Two	4 FDs (2010 / 2011)	244 Schools
Group Three	6 FDS (2011 / 2013)	503 Schools
Group Four	6 FDs (2012 / 2014)	508 schools
Group Five	5 FDs (2013 / 2015)	425 Schools
Group Six	14 FDs (2014 / 2016)	1000 Schools

Supervisors New Roles

The Ministry developed the supervisors' new roles that are currently being piloted in the seven directorates included in the first phase to be adopted in the future training programs provided for supervisors. This piloting stage will be followed by an assessment of the new roles to ensure their national roll out.

Achievements

1. The efforts made in the field of training and professional development for supervisors, field directorates staff, principals, principals assistant and community members have been impressive. Moreover, (22) field directorates and (2078) schools are now participating in this Program at various implementation phases and the block grants are allocated within the Ministry's budget.

2. The schools are distributed into clusters and the clusters' centers are selected in order to form the development councils. The educational development councils in the directorates and the school clusters were formed and the instructions of these councils as well as the bloc grants' regulatoins are currently being revised.

3. Training is conducted on the ToT leadership programs, community participation programs, gender mainstreaming programs within the School and Directorate Development Program. The leadersrhip program was revised based on the feedback recieved from the field.

4. The implementation continues on schedule as per the above groupings .The development plans at schools in group three were developed in order to transfer the block grants.

5. Workshops on Results based Planning were held at the schools and directorates levels.

6. ERfKE II /SDDP Communications strategy was developed in 2012, and the Action Plan for the year 2013 is being reviewed to initiate the implementation accordingly. Pilot training on communications will be conducted targeting the first group of media and communications officers in the field directorates in April 2013, followed by a ToT training to select master trainers and roll out the training across the targeted directorates. The Communications Training Manual will be finalized and submitted to the ETC for revision and approval during the second quarter of 2013.

The MoE has presented the first monitoring report for this Component developed based on the approved Monitoring and Evaluation Framework.The results were shared with the ETC for the necessary actions and consideration. The MoE will produce the monitoring report annually covering the additional directorates and schools implementing the Program.

Component Two:
Monitoring & Evaluation and Organizational Development

2.1: Policy Development, Strategic Planning, Monitoring and Evaluation

Educational policies are developed and guided by the strategic planning approach taking into consideration the legislative, institutional and financial regulations and the Monitoring and Evaluation Framework to improve the quality education system at the school level.

2.1.1: Policy and Strategic Planning

1. A new policy template is designed upon the best international practices and revised to be used for the assignments related to the development of Policy Framework for the thematic areas of Early Childhood Development and Special Education.
2. Training courses on capacity building in strategic planning and policy analysis, and gender mainstreaming were conducted for the staff at the Ministry center. On the other hand, the UNESCO organization supported three workshops on strategic planning during October / December 2011.
3. Progress has continued on the revision of major strategic documents, on the training of the MoE staff and on the preparation of the next Strategic Plan (2014-2019). Furthermore, the Managing Directorate of Educational Planning and Research benefits from the results of key studies, such as the School Rationalization Study, in the internal dialogue and decision-making process at the MoE. Finally, the collaboration with the NCHRD and with the international donors directly involved in this subcomponent is expanding its scope and proving to be extremely fruitful.
4. The MoE is currently reviewing the National agenda part related to the Education Sector. The resulted modifications will be reflected on the National Education Strategy and the Strategic Plan, … etc as deemed necessary to ensure alignment of all strategic policies and plans.

- **Education Management Information System (EMIS)**

The Education Management Information System (EMIS) is a system that allows for extracting data and indicators on the education sector to support taking sound decisions on the educational issues. The MoE aims to use (EMIS) as the basis of procedural management, planning and evaluation of the education system, to inform different stakeholders and partners on the education sector achievements and developments, and to help in the formulation of education policies at all levels.

The following results were achieved towrads the fulfilment of EMIS:

1. The MoE reviewed (31) package of indicators identified at the beginning of ERfKE II, and inserted the necessary modifications as part of the essential preparation steps to develop EMIS system. On the other hand, the MoE discussed the expansion of EMIS with the developer without reaching an agreement in July 2012. Therfore, the MoE requested the UNESCO's assistance in this regard, and the UNESCO proposed an "Open EMIS" free of charge solution which will be administered and owned by MoE in September 2012. Moreover, the UNESCO will provide capacity building for the MoE staff on the use and management of the new system in line with an EMIS strategic plan which is supposed to be developed incorporation with UNESCO.

2. The UNESCO initiated the work on the "Open EMIS" system and migrated the necessary data into the new system and is customizing the Open sources EMIS in coordination with MoE.

3. A thorough legal review is conducted by a consultant contracted by the USAID to review all related and available signed contracts and memorandum of understanding with EMIS developer to ensure that there are no obsticales facing the migration of the current EMIS system to the new Open EMIS system and utilizatoin of the new EMIS system in February 2013

Data Utilization

Data Utilization is one of four areas that the Education Reform Support Project " ERSP"/ USAID is supporting the MoE within the implementation of ERfKE II project. This component focuses on the improvement of schools and field districts capacities in using and sharing the data in decision making process, as well as addressing the weaknesses and issues within the schools and districts based on facts and information in order to take the remadial actions and wise decisions accordigly.

Given that the MoE's data is not well prepared or ready to proceed in this area, the following achievements were achieved:

- Assessment for Data sources that are directly used for producing key educational performance indicators (12 packages of KPIs) has been conducted and the data integration problems were identified. (April 2011), the 12 packages of indicators are including : (School profile, class size, rented- 2-shift and multi-class schools, school capacity, gross enrolment ratio (GER), net enrolment ratio (NER), teacher training, Student-teacher ratio (STR), students' profile, teacher profile, student absence & dropout rate and the special needs students.

- Three options are introduced to the Ministry to proceed in the integration of data in order to fulfill the prioritized set of KPIs and help the Ministry access and utilize MoE's data systems such as EMIS, GIS and other data repositories in a functional manner. The three options are as follows: (i) Utilizing EMIS system as the KPI portal of integration, (ii) utilizing GIS system as the KPI portal of integration, (iii) building a new KPI portal system which will integrate EMIS, GIS and other systems to produce the (12) prioritized packages of indicators in the first stage and the remaining KPIs packages of the (31) packages of indicators in the future stage.
- Seven queries and four correlations were developed and uploaded on the E-learning platform system (Eduwave) to facilitate the use of data and indicators in a user- friendly format for the schools and districts admin users (December 2011).. The six queries include: Drop-out ratio, repetition ratio, teachers' absence, students' absence, student: teacher ratio, students' achievements, monitoring and following up students' dicipline in the classroom. The four correlations are as follows: The correlation between students' achievements and classroom achievements, the correlation between students' achievements and students' absence, the correlation between subjects' achievements and teachers' absence and the correlation between the classroom achievements and school & subject achievements.
- The queries and correlations were tested in (18) piloted schools in the north, middle and south regions (March 2012) to support and facilitate the utilization of the data inside the schools and the field directorates in terms of decision making and other administrative procedures. The staff in the (18) piloted schools are trained on the utilization of the data in decision making (April 2012).. Focus groups are conducted in the piloted schools to get their feedback, and the report summerising the findings is submitted to MoE. (565) Schools were trained on data entry and data uilization. In addition, the concerned staff in (42) field districts were trained on data utilization project. (March 2013).

- A discussing groups workshop was held for the schools and field directorates that implemented the Program to present their success stories, discuss the educational legislations with the concerned indicators and propose recommendations on the improvement of the educational legislations (December 2012).

- **Geographic Information System (GIS)**

- The (GIS) system is upgraded and a new version of the GIS system has been released (March 2012). This version includes additional tools and features which will contribute to providing more accurate geographical information for decision making. In addition, unlimited numbers of users have access to the system (especially in the field directorates) in comparison of five users only in the previous version.

2.1.2: Comprehensive Monitoring and Evaluation System.

- **Monitoring and Evaluation (M&E) Framework**

1. The Internal and External M&E Framework is developed along with the governance structure. The Steering Committee for M&E was formed in October 2010 and approved the annual external M&E plan in its first meeting dated 28th November 2010. A report on "Creating and Implementing an M&E System" and a "Capacity building Road Map" for the MoE , at all levels, were prepared with TA provided in May 2011.
2. The M&E Steering Committee's tasks were reviewed, with further involvement of the Committee and clearly identified tasks and responsibilities.
3. As part of the partnership between the NCHRD and the MoE, the NCHRD held a workshop on M&E for the MoE Staff during 13-14/ January 2013 with suppport from the Monitoring and Evaluation Project funded by USAID.

- **Internal Monitoring and Evaluation Progress:**
  The MoE has developed the following studies through its available resources and capacities:

1. Comprehensive Monitoring report for Component 1 prepared based on the developed M&E framework for this component
2. Analytical Survey study developed in 2012 on the enrolment rate for "Identifying Factors and Reasons that Contribute to the Increase of High Ratios of Net Enrollment Rates for both Basic and Secondary Education
3. The evaluation study on the first phase of the Knowledge Centers is being conducted by a team of the DCU & the DERP staff and the draft report is prepared.

2.1.3: External Monitoring and Evaluation System

The MoE continued its partnership with the NCHRD to support the external M&E activities. An MoU was signed in April 2011 with clear identifications of responsibilities for each partner. On the other side, an M&E workshop was held with the (NCHRD) in February 2011 to enhance collaboration and improve the overall M&E capacity and impacts of the educational programs. Under the external M&E activities, the following studies have been conducted:

National and International Studies

1. NAfKE 2011 study was conducted, and the NCHRD submitted the report in early 2012. NAfKE's policy breif and in-depth analysis were submitted to the MoE during the first quarter of 2013.
2. The main survey of TIMSS / 2011 was conducted and its results were released in December 2012, NCHRD is currently working on the national report and policy breifs
3. PISA 2012 was conducted in May 2012 and the results will be rerleased by the end of 2013.

Other Baseline Studies

The following studies were conducted by the (NCHRD) and relevant reports were finalized along with recommended policy actions reflected in the policy briefs. The studies' reports were submitted to the MoE and the concerned stakeholders:

- School Rationalization Baseline study "Decreasing the Number of Underutilized and Over-Crowded Schools in the Field Directorates".
- Baseline Assessment of Access to Appropriate Programs and Services for the Students with Special Needs.
- Classroom Observation Baseline Study.

Moreover, the NCHRD is currently finalizing the study report on the "Quality of KG Training Programs" as well as the study for "Identification of the Stakeholders' Perceptions of the Benefits of the Evaluation Studies Conducted by the NCHRD within ERfKE II Program.

1.1.4 Development Program (ERfKE II) Coordination and Management

The management components committees, headed by the Secretary General, approved the annual work plans / 2013 for all components in February 2013, with the involvement of all concerned projects and initiatives under ERfKE II.

Development Coordination Unit (DCU)

- The DCU, which is part of the MoE structure and reporting directly to H.E. the Minister of Education, is almost staffed and consists of ten members including the executive director, the financial officer, the procurement officer, the monitoring officer, the components coordinators, the translator and the secretary.
- The DCU coordinates and manages the implementation of the projects' components internally and among the donors. It also developed the Operational Manual that is approved as a condition for the World Bank loan effectiveness. Moreover, the Unit facilitates the development of the Annual Work-plans for ERfKE II components and the transition plans for the ERSP project activities to ensure the sustainability of these

programs. The DCU is also developing the annual procurement plans and preparing the required annual budget for ERfKEII, and managing the loan provided by the world Bank.

- **Recent Monitoring and Assessment Missions Conducted by Donors:**

1. European Union Support to the Second Phase of the Education Reform (EUSSPR):

The assessment mission of the Second Tranche (First Variable Tranche) of the European Union Support to the Second Phase of the Education Reform (EUSSPR) conducted its appraisal in Jordan during 21 October and 24 November 2012 for the first Variable Tranche. It assessed the progress of education reform in Jordan against a set of three general conditions and five special condition indicators that have been chosen for being indicative of describing the progress of the sector reform. The focus of the EU support is on the following key five results.

Results Area 1	**Capacities at MoE central and field directorate level are strengthened, particularly in M&E**
Results Area 2	**Teacher professional development in pre-service and in-service contexts improved, including the adoption of a strategy for continuous professional appraisal of teachers**
Results Area 3	**Access to, and quality of, early childhood education in underprivileged areas are extended**
Results Area 4	**Special Needs Education strategies sustainably and effectively are strengthened, and provision of Special Needs Education is enhanced**
Results Area 5	**Improvement of Learning Environment**

2. The Mid-Term Supervision Review Mission

A multi-donor project supervision team visited Jordan from November 12 to 22, 2012. The mission conducted a comprehensive review for the project and identified the next steps to move forward for the remaining project period. The mission was led by the World Bank, along with the participation of representatives from USAID, EU, CIDA, and UNESCO

The mission identified nine challenges and issues faced by the project, which the MoE should, addressed.

- **Additional Coordination Activities:**

1. **MoE and ERSP Strategic Planning Workshop:**

In November 2012, the Education Reform Support Program (ERSP) and the Ministry of Education (MoE) convened a one and a half day workshop to follow up and enhance the transition and integration process of the ERSP programs as an MoE national program and to ensure the sustainability of these national programs beyond the life of ERSP/USAID funded Program that comes to an end by the mid of 2014. Through the implementation of the transition plan, lessons were learned and new opportunities and obstacles were realized and articulated. During this meeting, key recommendations were agreed upon to merit consideration and to address the overarching policy and systems decisions influencing the MoE's Managing Directorates and mobilizing programs.

2. **The Iraqi Education Delegation Visit**:
The Iraqi Education Delegation visited Jordan during (2-6) December 2012 with the support of the World Bank. The MoE presented its experience in the educational reform with focused on key thematic areas for curriculum development, professional development, and early childhood education, etc, to provide the participants with understanding on the experiences and the lessons learned in education reform in Jordan.

2.2: Organizational Development

2.2.1: Organizational Structures and Functions

- **Institutional Review**

1. The initial institutional review and analysis of the three educational levels impacted by ERfKE II reforms were conducted in early 2010.
2. Other initiatives were undertaken to map out the current state and ensure that the required structural changes are made to support and sustain development and implications. The proposed functions for the three levels and the Structural Reorganization Implementation Plan were also developed.
3. The Managing Directorate of Queen Rania Center for Education and Information Technology (DQRC) was restructured and approved by the Planning Committee on 30th Oct 2013.
4. The Institutional Review at the Ministry's center included restructuring the senior positions to include one Secretary General position for the Ministry in October 2012 based on article (91/c/1) of the Civil Service Bureau No. (30 /2007).

2.2.2: Performance Management of Financial and Human Resources Systems.

Capacity Building Program

1. The Capacity Building Program of Result Based Management (RBM) was implemented at the MoE's central level in November / December 2009.
2. A management model is developed for ERfKE II based on the following four key principles:
   - Shifting from the focus on activities and inputs to the focus on outputs, results and impacts.
   - Focusing on the schools and directorates as the lead for improvements in the system.
   - Focusing on the quality of education.
   - Paving the road for the Ministry to become a facilitator of the reform, and for the directorates to take prime accountability for implementing the Program.
3. An (RBM) core team has been selected to transfer the knowledge and experience to the MoE staff at the central level. Training was provided for (78) of the heads of divisions at the MoE center in 2012, and other (130) heads of divisions will receive this training in 2013.

Communication Strategy

1. The Planning Committee approved and adopted the Communication Strategy and the Action plan of ERfKE II and SDIP Program in its meeting dated 11 July 2012.

2. The Main tasks of the Communication Strategy higlighted during the implementation period of 2012-2013 are as follows:

   - Institutionalization and capacity building necessary for the implementation of the communication strategy and the action plan through the administration of media and communication at the Ministry's central level.
   - Design of a training program on strategic communications and provide capacity building efforts to relevant staff of the media and communication divisions at the directorates.

Component Three:
Development of Teaching and Learning

3.1 Teacher Policies and Professional Development

- **Teacher Policy Framework:** This Framework implies the introduction and understanding by the Jordanian Education Community of a number of new operational concepts, (Teacher Professional Standards, Teachers' Professional Development... etc). Moreover, this Framework included the establishment of the Education Training Center (ETC) that aims to develop and coordinate the implementation of teachers' policies in Jordan.

  1. The Planning Committee endorsed the Teacher Policy Framework and the Education Training Center (ETC) structure during March / April 2012. The job descriptions for the ETC staff were developed and endorsed and the senior positions are being staffed accordingly.
  2. The MoE reviewed and developed the "National Teacher Professional Standards" that define the expected professional competences (knowledge, skills and attitudes/ethics/values) that teachers are supposed to possess as well as defining the performance indicators teachers have to meet in their everyday professional activity. The developed standards are now in the endorsement process.

- **Induction Program:**
  The MoE offers initial training (induction) programs for the newly-appointed teachers before they join the teaching profession. The implementation of the program's activities was as follows:
  1. The MoE's Induction Training Program started its first implementation for (621) newly appointed teachers in Math, Science, Arabic Language and Humanities. This Program consists of two phases: (a) the first phase, which is the theoretical phase, lasted from 22nd July to 30th August 2012. (b) The second phase, which is the practical phase, lasted from 2nd September to 27th September 2012.
  2. Another Induction program was delivered to the newly appointed teachers, through the Education Reform Support Program (ERSP); a USAID funded program since 2011. This Program consists of three modules (Foundation, General and Specialist), (472) newly appointed teachers completed the foundation training whereas (486) completed the general training and the specialized training started in March 2013.

- **In-Service Program:** This Program covers all forms of trainings (supply- driven, demand-driven, provided for teachers during service.
  - **In-Service Supply-Driven Program:** This Program covers all forms of trainings that go in line with the MoE's strategies to enhance institutional capacities and human resources at the MoE. The implementation of the Program's activities is as follows:
    1. (2580) teachers were trained on Intel and (2700) teachers completed training on ICDL.

2. A committee is formed to discuss the "Mapping and Analyzing Current ICT Training Programs Study" and present a report on the study's findings.

- **In-Service Demand-Driven Program:**

This Program has been provided through the Education Reform Support Program (ERSP); a USAID funded program since 2010. It targets the leadership positions (school principals, supervisors, teachers) covering all forms of trainings generated by teachers' group or individual needs. A transition plan of the Program was developed in 2011 to shift the responsibility from the Program's partners to the Ministry. The implementation started in seven field directorates in the first phase, and expanded to include (18) field directorates in the second phase, and (30) field directorates in the third phase.

The implementation of the Program's activities is as follows:

1. The third phase of the in-service training program is completed in cooperation with the (ERSP), where (506) school principles and supervisors completed the "Future leader module" Program, (300) supervisors completed the "Specialized Professional Development for School Supervisors" Program and (109) principals completed the "Specialized Professional Development for School Principals" Program.
2. The MoE will implement the fourth phase of In-Service Training Program that started in (42) directorates; (23) of which will be implemented by the ERSP and (19) will be implemented by the MoE. (2,204) in-service teachers completed the "Creating Education Teams" Foundation Training Program and "Towards a New Schools" General Training Program.
3. The Second shadowing phase of preparing the MoE trainers (ToT) started on 1st October 2012 with the participation of (128) teachers and is expected to complete by the end of March 2013 during this phase ToTs accompanied ERSP master trainers, and took duties during the workshops. Mentors Training Program for supporting newly appointed teachers started with the participation of (600) teachers in (315) schools on 6th October 2012.

Leadership Training Program

1. The Ministry mapped out and analyzed all ongoing leadership training programs delivered by the MoE and providers. An international consultant worked with the counterpart team on analyzing these programs and the report was submitted to the MoE in January 2012. This analysis aims at preparing a cohesive and comprehensive leadership development program so that providers offer their support effectively and efficiently. This report included the Leadership Standards for School Principals and Leadership Standards for Education Mentors. Both standards aim to underpin individuals' professional development and reflection.

2. The Leadership Standards were reviewed by the MoE's relevant staff, and are now awaiting the approval of the ETC Committee whereas the Education Mentors Standards are still in the reviewing process.
3. The (ETC) is currently developing a comprehensive framework for Leadership training programs while the new job description cards for education mentors (supervisors) are currently being developed.

3.2 Curriculum, Assessment and Learning Resources

- **Curriculum Review and Revision**

1. The Board of Education endorsed the General Framework for Curriculum and Assessment on 2nd August 2012. Moreover, the General Frameworks and the General and Specific Outcomes of all (23) subjects are reviewed and are now awaiting the endorsement by the Board of Education.
2. The Board of Education approved five textbooks / level 3, seven textbooks / level 4, and eight textbooks / level 1 for different subjects of vocational branches. Committees are formed to author the teachers' guides for (Agriculture, Home economics, Hospitality and Tourism) / level 3&4.
3. Committees were formed to review and develop the Arabic Language and Math textbooks for the early three grades in light of the Early Grade Reading Assessment (EGRA) / Numeracy Early Grade Mathematics Assessment (EGMA) / Snapshot of School Management Effectiveness /(SSME studies' results.

- **School to Career Program (STC):**

This program aims to provide (130,000) students in (330 schools) in grades (8 – 11) with opportunities to explore career pathways and develop the workforce skills at the central, directorate and school levels. This program is provided through the Education Reform Support Program (ERSP) since 2010, and is implemented in (188) schools is with the participation of nearly (33.280) students.

The implementation of the Program's activities is as follows:

1. The MoE successfully continues its collaboration with the ERSP as the STC Program is implemented for the 3rd cycle in (84) schools based on the criteria approved by the MoE. Furthermore, (84) counselors and about (33000) students joined "Pathways to the Future" sessions in (110) schools in the three regions.
2. (503) counselors attended the Internship Program with (65) business organizations during (15/19) July 2012. (110) career days were conducted in (110) schools, and (12) Career Counseling Centers and (97) counseling room were equipped and furnished.

3. The pre and post surveys of the mid-term study were conducted for (451) students in (15) schools; five schools from every region and the mid-term study report is delivered to the MoE. In order to institutionalize the Program, the Career Counseling Division was established within the newly established Career Counseling Directorate in June 2012.
4. The MoE continued the implementation of STC activities in (188) schools and is expanding these activities in (30) schools during the fourth phase.

- **Life Skills through Sports (LStS):**

This Program aims to develop after-school sports activities for students in grades (8 - 12) to help them improve their skills in communication, teamwork, problem-solving, negotiation and critical thinking, build their self-confidence and enhance their physical well-being. This Program is provided through the Education Reform Support Program (ERSP) since 2010 and is implemented in (80) schools with the participation of nearly (6400) students.

The implementation of the Program's activities is as follows:

1. LStS activities were implemented in (33) schools for the 3rd cycle with the participation of (33) P.E. teachers. (24) members of the core team were trained on LStS activities.
2. Soft Sports equipment is delivered to (33) schools, while the heavy equipment is delivered to six schools and six playgrounds were renovated. Eight sports leagues were conducted in the three regions and six sports festivals were conducted for girls and boys in the three regions.
3. The LStS Technical Committee reviewed and submitted LStS curriculum to the MoE in April 2012. The Committee also developed a transition plan to mainstream and institutionalize the Program within the MoE's budget and plans.
4. LStS activities will continue their implementation in (74) schools and will be expanded in other (2) schools.

- **Innovation Fund**

The Innovation Fund is an educational grant program that supports school based innovations. The Innovation Fund is funded by the World Bank Loan and provides small grants for proposals addressing innovation and provides resources for administrative, employees, teachers, supervisors, and principals, and groups of professionals, both at the central and the field levels, to pursue approved innovative projects that will support the transformation process through new approaches and new sets of information

1. The First round of the Innovation Fund was launched in March 2011. Five projects were selected of a total cost of (JDs 15,000) and are now under implementation.

2. The second round of the Innovation Fund was finalized and (15) projects were selected in the light of the Funds' three domains. The funding of these projects was initiated during the last quarter of 2012.
3. The third round of the Innovation Fund was launched in March 2013 and public and private schools were invited to present their project proposal in line with the provisions and standards of the Fund's Operational Manual approved by the Steering Committee.

MIS-Online:

The Management Information Stream *is one of the secondary education streams that the MoE started to reform its curriculum in ERfKE I to change the traditional education system into a more dynamic, collaborative and technology-based one. MIS curriculum consists of six subjects: basics of management, management information systems, computerized accounting, business statistics, computer programming and e-commerce. As part of the support provided for the curriculum in (ERfKE I), ERfKE Support Project (ESP / USAID) has worked with the Ministry to develop a project-based and blended design entitled "MIS-Online." MIS-Online was developed through the integration of the six subjects into semester-long projects organized according to the business life cycle. Throughout ERfKE II, the MoE continued the work on the MIS-Online program with ERSP / USAID support.*

The followings are the main results that are achieved:

- (a) - (125) schools from (39) field districts implemented the Program in 2011/2012.
  (b) – (120) teachers and supervisors were trained on the Program in September 2011. Moreover, (14) supervisors and (34) teachers were trained to be MIS-Online trainers in October 2011.
  (c)- (13) MIS-Online exhibitions were conducted in July 2011 and (4) exhibitions were conducted in the three regions (one in the north, one in the middle and two in the south) for the innovative MIS online projects in May 2012.
- The Hard Spots for grade (12) activities were identified using a developed tool and the Tawjihi exam's questions for the previous four years were analyzed in April 2012.
- A Tracer Study for MIS graduates is proposed to assess the results of MIS education and propose recommendations. A concept paper for this study is prepared, a tool for the tracer study is developed and distributed among the 30 field directorates and a sample of MIS Tawjihi students enrolled in the Hashemite University is selected to implement this study in March 2012.
- An effective study for the MIS graduates has been conducted by the ERSP that submitted the study report to MoE in August 2012.

Most of the MIS online planned activities have been completed and the MoE is currently reconsidering all secondary education streams including the MIS stream to make a decision soon on this regard.

3.2.2 Resources for Learning

ICT Strategic Plan

- The ICT Strategic plan draft and the Policy Framework were developed by a team of international consultants in 2010. A local consultant is appointed to finalize the ICT Strategy and its implementation plan with the participation of a team from the MoE, the JEI and the MoICT.
- The final draft of the strategy was presented to the Planning Committee in June 2012, but has not been endorsed yet. This Strategy focuses on five major goals:

1. Further equal development and roll out of the infrastructure technologies across (K-12) education system all over the country.
2. Expansion and enforcement of blended learning pedagogical approach all over the country.
3. Implementation of a robust integrated EMIS for school-based management all over the country.
4. Empowerment of the Lead School concept.
5. Utilization of ICT to build an effective assessment mechanism to evaluate Knowledge Economy Skills acquired by students

E-content Development and Training

The enhancement and modification on the existing E-contents (Arabic, English, Science, Math, Computer Science, civics and KG II) is very limited due to the absence of the source codes for most of the E-contents, in addition to the intellectual property rights for the developers from private companies.

The main achievements in this area include the following:

- Some modifications of the E-content of Computer Science for grades (four, five, and six) were completed after getting source code and approval from the developer.
- A draft of e-content framework and an initiative plan are developed. The general concepts and domains, that need to be incorporated in the development of any of the E-content, were identified and approved in May 2012.
- All teachers in (600) schools were trained on E-science, E-English and E-math and the E-learning platform features with support from the JEI in June 2012.

- Training on "SCORM Compliance Standards" and "Story Board" is conducted by QRC staff targeting a technical team of QRC in February 2012.
- Technical training on the e-content development is currently being implemented with the technical assistance of the ERSP/ USAID via an international company "SEWARD". The targeted staff were selected based on certain criteria and were classified into five groups so that every group develops specific learning e-content for two hard spots to end up with (10) hard spots, (two for every subjects). The selected subjects are as follows: Arabic language, Science, Islamic religion, Geography and English language. The first, second and third workshops for the teams were conducted in March 2013.

Learning Organization ICT Support

Learning Resources centers were established to provide support to schools, teachers, students and the local community on the effective delivery of the curriculum. Besides, these LRCs provide facilities, equipment, maintenance services and technical expertise to teachers, students and the local community to upgrade teachers and students' skills, as well as providing maintenance for the ICT and laboratory equipment in good operational order. In addition, LRCs are supposed to identify local training needs and to provide support for the local training requirements.

- It was planned to accommodate the (12) LRCs with video conference technology to facilitate and supports the LRCs in their roles in 2012 but the bid has been cancelled. Some activities were accomplished regarding accommodating LRC in Irbid with some furniture and equipment while there were no achievements made regarding Aqaba LRC.
- Several activities are planned to be implemented to enhance the learning resources quality of services during 2013, such as:

  - Developing a set of performance standards for the learning resources centers.
  - Clarifying and activating the LRCs coordinators roles and responsibilities.
  - Establishing learning resources centers in Zarqa and Tafeela.
  - (543) multipurpose rooms are planned to be interlinked with the LRCs and to be activated more as learning resources to support the schools and the community in well planned manner.

ICT hardware

- A national ICT survey was implemented during March / April 2011 to assess the readiness and use of ICT in all Jordanian schools. This survey aims at building a national database of ICT readiness and use at all schools as well as supporting the decision makers in the development of plans and strategies.
- The national ICT survey for all Jordanian schools (public, private and UNRWA schools) reached up to 96% responsive rate. This survey is conducted through an on-line questionnaire to extract the quantitative data. Three focus groups were implemented in Irbid, Amman and Tafeela for students, parents, teachers and administrators to extract the qualitative data.
- The results of the survey study "ICT Diffusion and Use in Schools in Jordan" were presented and announced in February 2012, and the Arabic and English versions of the final report were published in May 2012. The following links refer to the report in the Arabic version:

1. www.moe.gov.jo/Files/%2827-5-2012%29%2810-23-00%20AM%29.pdf
2. www.moict.gov.jo/Portals/0/PDF/الدراسات والتقارير/ICT%20Use%20and%20Diffusion%20in%20Schools.pdf

The link below refers to the report in the English version:

http://www.moe.gov.jo/Files/%285-8-2012%29%282-32-35%20PM%29.pdf

E-learning data center

It is intended to establish a new data center at the Managing Directorate of Queen Rania Center for Education and Information Technology (QRC) to improve the accessibility to the learning resources and to be a redundant datacenter of the existing one in Hashem 1.

- A tender is initiated and awarded to establish this center and the equipment was received in August 2012. It is expected that this datacenter will be active and operational by the mid of 2013, as some needed infrastructure is not ready in QRC and this resulted in some delays in the running of the new redundant Datacenter.
- The datacenter in Hashem I is operational and running and some equipment (3 servers) were purchased in 2011 to improve its performance, and other (4 servers) were purchased to improve other systems performance such as (GIS) and the Archiving System in 2012.

ICT Maintenance

- The MoE's PCs and other ICT equipment were included in a maintenance contract that has been effective on 17th March 2010 and ended on 17th March 2012. The expired contract included the training of (40) technicians on two maintenance training courses as follows:
  - (20) technicians received maintenance training on" A+"
  - (20) technicians received maintenance training on "Network +".

- Subsequently, the MoE continued the maintenance procedures through its technicians at the field districts as a passing solution so that it can prepare for another maintenance contract.
- Moreover, (75) ICT lab technicians received training on the basic skills of resolving ICT technical problems and troubleshooting as a pilot stage to get feedback on the developed training materials (Jan 2012). In addition, a user guide on maintenance and networks is developed to be used by the lab technicians at the MoE schools.

ICT New Technologies

- **Multipurpose rooms**
  1. A protocol was signed with the UNICEF (AFAQ project) to enhance the accessibility of the e-learning materials and provide additional ICT resources for teachers and students at schools with Iraqi students. Within this protocol, (29) multipurpose rooms inside the schools are furnished and equipped with furniture, and ICT resources such as data show sets, COW (computers on wheels) and other ICT equipment like printers, scanners...etc.
  2. Moreover, coordinators are appointed in schools to support and maintain multipurpose rooms that will be used for conducting training courses on utilizing these rooms in the teaching and learning process. Around (150) teachers received training on the use of these rooms in November 2011.
  3. The MoE intends to extend the multipurpose rooms into other (500) schools but with limited equipment (a room with PCs and interactive white board in addition to some furniture) in order to supply the schools with additional learning resources. The (500) schools were selected and equipped in April 2012, and coordinators will be assigned accordingly.

- **Multi seat technology:**

  Multiseat technology offers shared-computing environment as a smart way to expand resource availability without increasing the PC costs.

  (30) Computer labs were equipped and (470) computer labs were upgraded with Multiseat technology at the MoE schools in coordination with Microsoft and the E-government in October 2012.

Help Desk

The Helpdesk system was initiated at the QRC to provide the technical support for schools and field district in the E-learning Portal, E-contents, networks and maintenance.

The main achievements in this area are:

- A complete help desk system and its needed ICT equipment (two servers, eight PCs) and furniture were purchased. In addition, new version of the helpdesk system was released in October 2011, and the maintenance contract of this system was signed in January 2012.
- Around (200) lab technicians in the five Amman directorates were trained on the use of the helpdesk system to transfer this training for other lab technicians in the schools in September 2012.

3.2.3 Assessment of Learning

Tawjihi Development

1. A national conference was held and a perception of a proposed for Tawjihi development was presented and discussed on 28th April 2012. However, this perception did not obtain approval from several bodies; and so, the MoE formed a committee from the Universities academics to develop a new one. The General Framework for Education Reform and Development and the Development Plan were endorsed by the Prime Ministry including the reforms to the General Secondary Education Certificate Examination (Tawjihi) and teaching methodologies, as well as the rehabilitation of teachers, as the major pillars of this Plan.
2. The new perception is to implement the Tawjihi exam once a year and this scenario will reduce the cost of the exam. Moreover, this perception gives students the opportunity to choose from two paths; the Academic Path, which includes (Natural Science, Mathematics. and Social and Humane Sciences), and the Technical Path which includes (Industrial, Hospitality and Tourism, this new perception is still under discussion to reach a consensus with different concerned parties.

National Survey Test

This test provides information on students' achievements that will be monitored overtime in the core subjects (Arabic Language, Science, and Math) throughout the 3rd quarter of 2012. The MoE implemented the National Survey Test for grade four and 5% of grade four students implemented the test electronically. The Managing Directorate of Examinations and Tests (DET) disseminated an analytical report in January 2013, and the (DET) started receiving the remedial plans on the students learning based on the survey's results.

The National Assessment for Knowledge Economy Study (NAfKE):

This study aims to assess knowledge economy skills for students in grades (5, 9 and 11) in Mathematics, Science and reading. NAfKE 2011 showed remarkable decline in students' results, the results underwent further analysis in order to determine the factors of decline, and Additional analysis for the decline factors in NAfKE and a policy brief were submitted to the MoE in January 2013.

MOE and NCHRD are currently working on reviewing and developing NAfKE assessment tools to ensure better alignment with knowledge economy skills.

- **The Item Bank:**
  The (DET) completed the Item Bank for grade 12 / the scientific and the literary streams in 2012. Furthermore, Students' Portfolios Manuals and training materials for classrooms assessment were finalized. The (DET) developed the standard indicators for grade 12 / scientific and literary streams.

- **International Assessment:**
  PISA was implemented in May 2012 for students of the (15) age category. TIMSS 2011 results were issued and showed marked decline in the results compared to TIMSS 2007. In the light of the assessment results, the MoE drafted an action plan to improve students' performance in next assessment in 2015.

- **Early Grade Reading Assessment (EGRA) / Numeracy Early Grade Mathematics Assessment (EGMA) / Snapshot of School Management Effectiveness /(SSME):**

In partnership with the USAID, the MoE conducted the National Survey of Early Grade Reading Assessment (EGRA) / Numeracy Early Grade Mathematics Assessment (EGMA) with the aim of assessing students' learning in primary grades. Moreover, Snapshot of School Management Effectiveness / (SSME) was conducted to provide a multifaceted picture of school management practices in Jordan

The implementation activities are as follows:

1. The final report of EGMA/EGRA/SSME National Survey was submitted to the MoE in August 2012. (EGRA) results showed that the majority of students have not acquired sufficient foundation skills to read fluently with comprehension in Arabic Language, as approximately (24.5%) of the students were unable to identify the sounds associated with any of the letters correctly and 20.5%) of the students were unable to read a single word. (EGME) results showed that students are more successful on subtasks that assess procedural knowledge (number identification, addition and subtraction level 1), but students performed less on the subtasks that involved more conceptual understanding (namely the missing number, addition and subtraction level 2 and word problem tasks).
2. Several policy and practice implications, resulting from these assessments results, were discussed during a workshop in August 2012 with the participation of the MoE officials, educators, and subjects' specialists.
3. A plan for the pilot intervention project was developed based on the study's results. The key elements of this plan is the design of scripted activities to prepare a coherent Program that develops key skills and concepts to be provide as daily routines all over the year. Supervisors and teachers will receive training on these activities.
4. The MoE is currently engaged in a process of curriculum revision and textbook authoring that will take the results of EGRA/EGMA into consideration.

Component Four

Development of Special Focus Programs Development

4.1: Early Childhood Education(ECD):

Policy Framework for Early Childhood Education

- Within the developed policy framework, the MoE identified four polices:

1. KG stage is a formal education stage in the MoE, but not compulsory.
2. The MoE shall establish KGs within its capabilities according to a staged plan
3. The MoE shall provide a suitable environment to create a well-balanced education for children
4. Increasing the KG budget within the MoE budget

- The (ECD) Policy Framework, along with ECD staff capacity building assessment plan, are finalized and endorsed in March 2011. The policy options plan is developed based on the ECD Policy Framework document (Feb.2012.

- In addition to the continued partnership with private providers, the policy options scenarios for KG expansion include: (i) Creating KG sections in existing primary and secondary schools. (ii) Using space available at many underutilized schools, and (iii) piloting of double-shift in schools that are already double-shift.

ECD Capacity Building

- The (ECD) staff capacity building assessment and plan were developed in April 2011.
- Based on the plan, three capacity building courses on Project Management, Results Based Management and Monitoring and Evaluation were conducted during June / September 2011.
- Several capacity-building activities were implemented through ERSP support ,during January / April 2012 as follows:
  - The Advocacy Campaign workshop was conducted in January 2012.
  - Training on Communication & Technical Writing training course was conducted in February 2012.
  - The Communication and Mass Media training course was conducted in March 2012.
  - Decision Making, Problem Solving and Creative Thinking training course was conducted in April 2012.

Quality Assurance System (QA)

- QA procedures forms and audit checklist were amended and approved in March 2012. On the other hand, several meetings were conducted with the QA/MoE to agree on the auditing mechanism and finalizing the QA report during September / October 2012.
- Training workshops on the QA manual and the newly developed and approved audit tool were conducted in the center region for the QA Staff at the MoE and the filed directorate in April 2012. The training programs were delivered to all intended recipients in May 2012.
- The QA system was implemented in all KGs in April 2012, the technical tool was collected from all field directorates in June 2012, and four training sessions on QA Data entry were conducted in June 2012.
- The QA report was finalized in December 2012 and is ready to be shared at the MoE's center and the field directorates by March 2013.

Private and Public KG Accreditation system

- A technical committee revised and finalized the Accreditation Standards in April 2012. The Accreditation Standards draft was sent for two experts for verification in November 2012.

Early Development Instrument (EDI) Study Report

The EDI Study aims to monitor the development of early childhood at the national level and the level of readiness to learn at children in the country.

- The study was implemented in 2010, and the major results showed that (73%) of children have the readiness to learn, as it turned out that (27%) of children do not have readiness at one or more of the EDI domains (vulnerable). The results also showed that the highest percentage of children who are not ready to learn was on physical health domain that reached (12.8%), followed by the percentage on emotional maturity domain that reached (11.8%). Moreover, the results showed that the highest proportion of children who are in the level of risk (at risk) for their readiness to learn was in the physical health and communication skills and general knowledge by (18.4%) for every domain.
- Based on the EDI results, an implementation plan was prepared by the DGE in September 2011 to implement appropriate development programs in poor areas and raise parents' awareness in this regard.
- A technical committee developed the Parent Child Packages "PCP" for mothers and children who were not able to attend KG to raise children's readiness to school in March 2012. The core training team received training on "PCP" in April 2012. "PCPs" were distributed and every training center was provided with educational aids and materials in August 2012. "PCP" activities were implemented in (24) locations reaching (418) children and (418) mothers.

Professional Development

Training Programs

- Technical committees developed the Comprehensive Training Program (CTP) for KG teachers, supervisors and principals during April / November 2012. The CTP was finalized and submitted to the MoE for endorsement in December 2012. Subsequently, a two-day

workshop was conducted to complete the (CTP) tests revision on 27th /28th February 2013. The first three grades supervisors in the south and the central regions received ToT training on 17th/19th February and 23rd /28th 2013 respectively.

- The training package for principals and supervisors was finalized and approved in March 2012. Training on package for principals and supervisors was conducted in April 2012.
- Visual aids (posters) on the Physical environment were developed and distributed for KG teachers in March 2012.
- The E-Module on Physical environment was developed for KG teachers in March 2012 and approved by the MoE in May 2012.
- The seventh version of the KG newsletter was developed, printed and distributed in December 2012.
- A committee was formed to develop the training module on early identification for developmentally delayed children in March 2012. The identification tool was prepared, revised, finalized and approved by the MoE during April / June 2012.

Expansion in Quality Kindergartens

The Ministry established the National ECD Network (regional groups) in November 2012. The major roles of these groups: identify needs for KGs, mobilize support for KGs, coordinate with public/private universities for practical education of students, and lead communication campaigns. They would provide monthly reporting to follow-up on progress on the ground.

- (60) KGs were renovated, equipped and furnished by the ERSP/ USAID fund; (40) of which were received in April 2012, and (20) more were received in September 2012.

National ECD Network

- Workshops for the regional groups were conducted in the middle, north and south regions in December 2012, and visits plans were prepared and conducted accordingly during December/ March 2013.

Parent and Community Involvement

Parent Involvement Program (PI)

- All KGs conducted Parent Involvement (PI) Open House activity and implemented (PI) Program.
- (41) Grades (1-3) schools implemented the (PI) Program in April 2012. A meeting was conducted with the MoE to prepare the KG (PI) implementation annual plan on a national level for the first three grades. Accordingly, the first three grades' PICs in the center, north and middle regions received refresher training.

- (PI) training for the first three grades' newly appointed PICs in the middle, north and south regions was conducted in December 2012. Refresher training was conducted for (28) (KG-grade 3) PICs on 29th January 2013.

Better Parenting Program

- (220) training workshops were conducted for (4000) caregivers in all field directorates during April / October 2012.
- Two workshops were conducted for the PB Liaison officers on M&E and Report Writing during 17th/ 18th October 2012.

4.2: Vocational Education

4.2.1 Reformulation of the Policy Framework

- A baseline Study on "The Employers' Satisfaction with the Vocational Education Graduates" was conducted and completed in 2009.
- The Vocational Education Strategy for the MoE is being reviewed and the operational plan for the Strategy is developed and finalized in line with the TVET Sector policies.
- The General Framework for Education Reform and Development and the Development Plan endorsed by the Prime Ministry included a scenario for Vocational Education reforms involving the restructure of the technical path to include the industrial branch, hospitality and tourism, as well as reorienting students from grade 10 towards with the careers needed by the labor market.

4.2.2 Development of Curriculum and Learning Resources

- A revision of vocational education competencies and programs, based on the labor market needs, is conducted by the MoE and supported by the European Union (EU) for the Agriculture, Home Economics, and Hospitality, Tourism, and Industry streams in 2010.
- The Board of Education approved five textbooks/ level 3, seven textbooks/level 4, and eight textbooks / level 1 for different subjects of vocational branches. Committees are formed to author the teachers' guides for (Agriculture, Home economics, Hospitality and Tourism) / level 3&4.

4.2.3 Teacher Competency Profiles and Training

- A number of training courses on the labor market analysis and skills were conducted for vocational education teachers during September / October 2011.

4.2.4 Rationalization, Re-deployment, and Procurement of Tools and Equipment

- The Standard Equipment list is developed and approved in line with the newly developed curriculum.

- The tender for Welding & General Mechanics Workshops Equipment is in the technical evaluation process and the tender for Hospitality Vocational Education Equipment is in the delivery process.

4.2.5 Facilitation of Graduate Employment

- Two workshops on capacity building were conducted for the vocational education staff on the labor market skills and on the follow-up studies for vocational education graduates on 20th February 2011 in cooperation with the UNESCO/Amman office.

4.3: Special Education

Policy Framework for Special Education

- A committee was formed to revise the Education Act and suggest modifications based on the Policy Framework for Special Education report. The committee submitted the proposed modifications to the Managing Directorate of Legal Affairs in 2011, but no progress is made throughout 2012.
- The National Teacher Professional Standards for special education teachers in- service training, in both areas of exceptionality (Disabled and Gifted), were developed, refined and submitted to the Jordanian universities for feedback. A committee was formed to revise and finalize the standards based on the universities' feedback in December 2011.

Institutional Development of Central and Field Directorates

- The Managing Directorate of Special Education was restructured in the MoE's center to include two directorates with relevant divisions. The Managing Directorate was staffed based on the new structure's functions.
- The training programs for the newly appointed staff were developed in March 2012. The staff were trained on "Diagnosis of Speech and Language Disorders" in September 2012, and on "Learning disabilities Diagnosis based on Diagnosis Tool", developed by the University of Jordan, in October 2012.
- The new selection criteria for special Education Supervisors are developed based on the specializations in March 2012.

Quality of Learning Programs, Services and Resources

Resource Rooms

- The existing resource rooms were provided with teaching aids and educational toys during April/ August 2012. (10) Speech therapy rooms were established in April 2012. A workshop for diagnosing students with speech disorder is conducted in Theeban Directorate during

15th/17th May 2012. In addition, (60) more students are enrolled in the deaf and blind schools.

- **Early Identification Tool**
  - A technical committee is formed to develop the Early Identification tool for the Gifted and Disabled Students in (KG - Grade 3) in cooperation with the KG Division, and the tool was revised and finalized in May 2012.

- **Awareness**
  - Several bulletins on the services provided by the MoE were developed in March 2012. In addition, a comprehensive awareness campaign was launched in cooperation with the HCDP, the MoE and "Ana Insan" Association in March 2012.
  - The training material for SE counselors was developed in March 2012.
  - A technical committee is formed to develop the learning outcomes and the training kits for the mentally disabled students in April 2012. The first draft of the curriculum for students with hearing impairment (KG – 5th Grade) in Arabic, Math and English was developed in August 2012**.** Moreover**,** transportation is provided for students with hearing and visual impairments

- **Teachers Training and Professional Development**
  - A committee is formed to revise the "Teacher Professional Standards for Special Education" document during January 2012. Several meetings were conducted to revise the "Special Education Supervisors' Competencies" document during February 2012.
  - Both documents were finalized in March 2012 and discussed during the Planning Committee's meeting. The Committee suggested several modifications in September 2012. The modifications were considered and the documents are ready to be resubmitted to the Planning Committee in March 2013.

- **Construction and Renovation of Facilities and Equipment**
  - A donation is provided to construct Al Tafeela School building to include students from KG up to Grade 12. (15) resource rooms for learning difficulties were established in August 2012.
  - Ten gifted resource rooms were established and (394) new students were enrolled during September/October 2012. Four excellence schools were established in Mafraq, Ma'an, Kerak and Madaba during September / October 2012.
  - (29) resource rooms for the learning disabilities were established during September/October 2012.
  - Eight mentally retarded rooms were established with (78) students enrolled during September/October 2012.
  - (37) blind students and (139) deaf students were enrolled in September 2012.
  - (60) more students are enrolled in the deaf and the blind schools.

Component Five:
Improvement of Physical Learning Environments

5.1 Alignment of the MoE Standards with International Design Standards and Education Reform Requirements

The guidelines' designs were developed during the preparation stage of ERfKE II and submitted to the Ministry of Public Works (MOPW) for consideration in the design and construction works.

Efficient Construction of New Schools and Provision of Extensions to Existing Schools

- **New schools financed by the World Bank Loan:**
  1. **Construction Status**
     - **(26 new schools):** Construction works commenced for (19) schools with (19) contracts. The progress status is summarized as follows:
       i. (80%-100%) : 6 schools
       ii. (69%-79%) : 4 schools
       iii. Less than 68% : 9 schools
       iv. Seven schools are currently in the design stage ,

     - **Extensions schools financed by the World Bank (39 schools)**
       i. (21) schools are in the construction stage with different physical progress status as follows :
          a) (80%-100%):13 schools
          b) (62%-71%): 3 schools
          c) Less than 15%: 5 schools
       ii. Remaining extensions for (18) schools are as follows:
          a) (6) Schools are in the design stage.
          b) (12) Schools are to be designed.

  2. **Furniture and Equipment financed by the World Bank Loan**
     i. 6 new schools and 8 schools extensions are provided with furniture.
     ii. 6 new schools and 5 schools extensions are in the procurement process and are expected to be provided with furniture by the end of August 2013.
     iii. The rest of equipment (laboratory, computer, arts, pre-vocational,…etc) is foreseen to be purchased in other stages in the coming years.

- **New schools financed by the EU (Through the budget support funding)**
  - The MoE identified (6) new schools are to be financed by the EU and the schools are in the design stage as follows:
  - Four schools are in the awarding process for the design contracts and the two other schools are in the technical evaluation of the offers submitted for the design stage.

- **New schools financed by the KfW– Debt Swap Agreement**
  - The KfW finances the construction of three new schools, one school is ready for tendering the construction work, and the other two schools are in the technical evaluation of the offers submitted for the design stage.

Alongside ERfKE II Project, the Ministry of Education implements the following construction projects that aim at improving the physical learning environments:

- **New schools financed by USAID construction Program (28 schools+ 100 rehabilitation):**

1. Phase I (Rehab 14+3 new schools) are completed and operational.
2. Phase I I (13 new schools), are completed and operational.
3. phase III (Rehab 19 schools), are completed and operational
4. Phase IV (12 new schools) ,(11) schools are completed and operational, the remaining one (Al Taybeh school) is currently under construction.
5. Phase V (Rehab for 68 schools): One contract for (6 schools) is in the implementation stage with construction progress percentage rated between (80%-98%). The remaining packages (62) schools are in the construction procurement process. (This phase is included in the ERfKE II Project/ component 5)

- **Furniture and Equipment**

1. (27) Schools are equipped and furnished by the USAID and are currently operational.

- **KfW Schools Constructions Program**

1. Phase I: (12) new schools are completed and operational with a cost of (JDs 10,411,619.558).
2. Phase II: (12 New schools): Seven schools are completed and operational with a cost of (JDs 10,484,148.315). Three schools are under construction and the other two schools are in the procurement process for construction work..
3. Phase III: (13 New Schools): Seven schools are completed, five schools are under construction and one school is in the procurement process for construction work.

Assessments Project Outcome Indicators[1]

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
1. 1. Increase in scores on national assessments aligned with knowledge economy skills.	**Grade 5** Math 29 Science 50 Arabic 60 **Grade 9** Math 39 Science 46 Arabic 55 **Grade 11** Math 29 Science 41 Arabic 61	-	-	An average increase measured from the baseline year of 1 score point for Math, Science and Arabic	**Grade 5** Math 29.6 Science 43.7 Arabic 38.5 **Grade 9** Math 33.3 Science 36.3 Arabic 39.9 **Grade 11** Math 22.8 Science 28.2 Arabic 45.8	-	-	Yr 2 and Yr 4 and Yr 6 (NAfKE test years)	NAfKE	NCHRD	NCHRD is preparing in-depth analysis. for the results and the review of the tool

[1] The result Framework is being reviewed to ensure that it is realistic and achievable by the Project

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
2.Erollment rates: maintain current high net enrollment rates Basic Cycle, and increase NER in Secondary Cycle		97.8% 61.6%	96.88% 60.40%	98.0% 61 8%	97.8% 75.80%	98.2% 62.0%	NA NA	Annual	EMIS	Directorate of Educational Research and Planning/(DEPR)	-Source: MoE Statistical Reports for the baseline and 2010. -For 2011, the source is EMIS. - For 2012, the Scholastic year 2012-2013 Data is under processing and is expected to be available by the first Quarter of 2013 by EMIS.
Intermediate Outcome Indicators											
1. Establishment of a National School-based Development System											
1.1 Development and implementation of enabling policies, guidelines, and procedures.	Nil	Draft	Draft	Final	-	-	-	Annual (first 2 yrs)	DCU Progress Reports	DETC/ School and Directorate Development Planning and Monitoring	The Model, training materials and manuals, etc were developed. A report on the review of the General Framework of Education Policy and procedural policies supporting school development program and Directorate

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
											was prepared by MoE and SDIP.
1.2Number/percentage of schools that are implementing improvement plans.	* Nil	Nil	-	207 28%	239	2277 85%	732	Annual	ERfKE Progress reports	DETC	(239) Schools for Group two, and (493) for Group three implementing improvement plans. In addition, (505) schools in Group four are in the readiness phase.
*** Excluding the 6 Directorates piloted under SJE Project**											
1.3 A single School Evaluation Instrument, focused on ERfKE outcomes, agreed and being used for school self-evaluation and for public and professional accountability.	Nil	Draft	Draft	Final	*Instrument developed*			Annual (first 2 yrs)	DCU Progress reports	DETC/ School and Directorate Development Planning and Monitoring	Instrument for the school and directorates developed and is currently used for self-evaluation. -MoE is currently Reviewing the self-assessment tools
1.4 Stakeholder views on extent to which decision-making authority and associated resources are being allocated and utilized	Nil	-	-	-	-			conduct Study mid-term & Yr 6	Study of stakeholder views	Division of M&E/DEPR	-The study is delayed to 2013 as part of Internal M&E studies. The scope and details will be determined once NCHRD related study is

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
to enable implementation of school improvement plans.											completed
1.5 Stakeholder views on extent to which mechanisms for professional and public accountability, linked to the school improvement cycle, have been established and are functioning.	Nil	-	-	-	-			conduct a study/ mid-term & Yr 6	Study of stakeholder views	Division of M&E/DEPR	The Study is delayed to 2013 to be implemented as part of M&E Internal Studies and based on NCHRD study results. The monitoring report is developed jointly with SDDP and the Ministry
1.6 a:School principals' views on quality of field directorate support toward achievement of school development plans							Low			Division of M&E/DEPR	Source: the First M&E report for Component One dated June 2012 is completed by M&E Division/DEPR
1.6 b: Field directorate Staff 'views on quality of central administration support toward achievement of school development plans.	-	-	-	-	-		Low			Division of M&E/DEPR	Source: the First M&E report for Component One dated June 2012 is completed by Division of M&E/DEPR

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
1.7 External stakeholder assessment of graduate knowledge economy skills	Nil	-	-	-	-			Survey conducted mid-term & Yr 6	Survey of stakeholder views	Division of M&E/DEPR	This indicator is to be discussed with the World Bank
2. Policy, Planning and Organizational Development											
2.1 Review and realignment of mandate and responsibilities of MoE organizational structures relevant to the school improvement process.	Nil	Review completed	Initial review completed	-	-	-	-	Year 1, Year 6	MoE Reports	Human Resources Directorate(DHR)	Initial assessment is completed. Review for MoE center as well as field and school is ongoing
2.2 Number/ percentage of non-school staff participating in ongoing professional development programs to support the delivery of the school improvement program. *	Nil	100	NIL	200	-	200	614	Annual	MoE Progress reports	DETC	Total Figures as Targeted for Group two and Group three for administrative at the field Directorates, Group one is excluded.
*** This includes Directorates' staff only**											

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
2.3 Review and development of mechanisms for professional and public accountability.	Nil	Review completed	_	Mechanisms developed				Annual	MoE Reports	DETC/ School and Directorate Development Planning and Monitoring	-Review is not completed and will be undertaken under SDIP project.
2.4 Stakeholder perception on extent to implemented studies which are responsive to the M&E Framework and the approved implementation plan.	Nil	-	-	-	-			Mid-term & Year 6	NCHRD & MoE	NCHRD/ M&E Advisory Committee	The Study is ongoing by NCHRD as a part of External M&E studies. Results are expected to be delivered by end of 2012
2.5 Stakeholder perceptions of relevance of M&E reports for informing policy and planning.	Nil	-	-	-	-			Conduct a study mid-term & Yr 6	study of stakeholder views	NCHRD/ M&E Advisory Committee	The Survey is ongoing by NCHRD as a part of External M&E studies. Result are expected to be delivered by end of 2012 (indicator 2.4 and 2.5 are combined in one study)
2.6 Extent to which SIS/EMIS is producing data	10 indicators	12 indicators	12 Indicators	16 Indicators Assumed	14 Indicators	20 Indicators	18 Indicators	Yrs 1, 3 and 6	External assessment of	Directorate of Educational	An open EMIS solution is proposed to MoE By UNESCO based on MoE

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
for continuous monitoring of the 31 key performance indicators.									EMIS	Research and Planning / (DERP)	request. The new system will be owned by MoE and KPIs can be computed independently.
3. Teaching and Learning Resource Development											
3.1 Teacher policies revised to support application of national teacher standards	Nil	Policies identified	Policies identified	Policies identified		50% target policies revised	50%	Yrs 1, 3 and 6	MoE Report	DETC/DEPR	-Policy Framework for Professional Development was approved in March 2011 by H.E. the Minister. Teacher Policy Framework was endorsed in April 2012 by the Planning Committee. - The structure of ETC is endorsed and staffed. -MoE implemented its own Induction Program in July 2012, with the participation of (473) newly appointed teachers. This Program

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
											consists of two phases; theoretical and practical (350 hr)
3.2 Number/ percentage of newly appointed teachers completing post-recruitment initial training in ETC.	Nil	6%	5.9%	30%	16.7%	50%	21.6%	Annual	MoE Reports	DETC/	- (954) out of (4385) newly appointed teachers, were trained on (21.6%) presented by MoE and USAID/ERSP project by end of October 2012. (473) newly appointed teachers attended the MoE induction Program, and (472) newly appointed teachers attended the USAID/ERSP project
3.3 Number/ percentage of new teachers appointed using a competency-based model.	Nil	6 %	5.9%	30%	16.7%	50%	21.6%	Annual	MoE Reports	DETC/	(945) out of (4385) newly appointed teachers were trained on the induction Program (21.5%) presented by MoE and USAID/ERSP project by the end of

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
											October 2012. (473) newly appointed teachers attended the MoE induction Program, and (472) newly appointed teachers attended the USAID/ERSP project
3.4 Number/ percentage of subjects by grade reviewed and fine-tuned to ensure alignment with knowledge economy skills.	Nil	General framework kg-12 reviewed and fine-tuned.	Nil	All subjects for grades 1-3 reviewed and Fine-turned	General framework reviewed.	All subjects for grades 4-8 reviewed and Fine-turned	• General framework kg-12 Endorsed. • General framework for 23 subjects for all grades reviewed	Yrs 1, 3 and 5	MoE Reports	DCT	Review of the General framework for curricula and evaluation is completed and endorsed. General Framework for subjects /grades is reviewed. There are no clear plans for the subjects' review.
3.5 Tawjihi examinations reviewed and arrangements put in place for harmonization with the	Nil	-	-	-	-			Mid-term and Yr 6	MoE reports	Directorate of Examination and Testing	Tawjihi reviewing scenarios were presented to the national conference held on 28th April 2012

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
goals of the ERfKE curriculum										(DET)	did not obtain the approval from several bodies, so the MoE formed a committee from the Universities academics to develop a new perspective for Tawjihii.
3.6 Extent of e-Learning/ICT utilization in the teaching and learning process (by subject, grade) as revealed by nationally representative classroom observation studies.	Percentage of classroom usage of ICT in average is 67%	-	-	-	-	-	-	Mid-term and Yr 5	Classroom Observation Studies	As it will be identified in the M&E Framework	The figures of the National ICT in Schools survey 2011/2012 indicate that around 69% of Jordanian schools are using the E-materials on E-learning platform.
3.7 Number/ percentage of schools/ classrooms meeting basic standards for learning tools and resources.	TBD	-	-	-				Annual	EMIS	Directorate of Educational Research and Planning /EMIS	Baseline is not determined

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
3.7 The content and design of NAfKE is reviewed for overall technical soundness and alignment with the ERfKE curriculum, and arrangements put in place for any necessary revisions.	None	-	-	Review completed, revisions in place				Mid-term	Study commissioned	NCHRD	NCHRD is currently reviewing and refining the tool. A committee from MoE & NCHRD is formed in order to develop NAfKE assessment tool. • Coordination is made with the NCHRD to prepare a perception on the in-depth analysis. • NCHRD submitted proposal methodology to the MoE.
4. Early Childhood Education											

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
4.1 Number/ percentage of eligible children enrolled in KG2 in the all authorities.	51.8%	54%	56%	55%	56.9%	58 %	57.7%	Annual	EMIS	Directorate of Educational Research and Planning /EMIS	GER is used as an indicator of the expansion and coverage of KG services. Children population in KG2 aged five years= (140376). Children enrolled in KG2=80997 GER :57.7% (October 2012)
4.2 Number/ percentage of KG teachers/supervisors successfully completing prescribed training program for early childhood education. (National Curricula/Working with young children)	93%	94%	94.2%	96%	94%	97%	Nil (No training conducted because of working on the CTP	Annual	MoE Reports	DETC	
4.3 Number/ percentage of parents of KG students enrolled in volunteer programs.	2000	2200	5000	2800	6000	3000	5221	Annual	MoE Reports	Directorate of General Education(DGE	
4.4 Number/percentage of	TBD	-	-	-	65%			Annual	EMIS	Directorate	Quality Assurance.

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
KG classrooms that meet MoE quality assurance standards.*										of Educational Research and Planning /EMIS	System implemented in all KGs. Report shows that 65% of MoE KGs meet QA Standards.
*** Quality Assurance standards are being developed, expected to be completed in October 2009**											
5. Vocational Education											
5.1 Number/ percentage of programs aligned with vocational/ technical guidelines/ standards for curriculum, equipment, and facilities.	Nil	-	-	-	-	NA	-	Mid-term and Yr 5	Independent Review	Directorate of Vocational Education & Production (DVEP)	
5.2 Completion rates for vocational/technical programs.	Ave now	-	-	-	-			Annual	MoE Reports	DVEP	Agriculture, home economic, hospitality and some groups of industry were completed.
5.3 Increase in employer satisfaction with the skills	Base line survey 47%	-	-	-	-	NA	NA	Baseline, Mid-term and	Employer Surveys	As it will be identified in the M&E	-Baseline study is conducted by the external consultant

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
and abilities of labor market entrants holding vocational education certificates awarded by the MoE.								Yr.6		framework	Bruce Mathews. -The Second Employer Survey will take place by the end of ERfKE II as the M&E Steering Committee decides.
6. Special Education											
6.1 Revision and approval of policies to support special education programs and services.	Nil	Policy framework completed	Policy Done			Policies adopted	current Education Law & regulations revised based on Policy framework	Yrs 1, 3 and 6	MoE reports	Directorate of Special Education (DSE)	Awaiting the endorsement of the modified Law of Education
6.2 Number/ percentage of teachers trained and qualified according to national standards for: - Gifted students -Disabled students	Nil teachers for G St.	Nil	-	50	Nil	50	Nil	Annual	DSE reports (Not available in *EMIS* yet)	DSE	Professional Standards are developed but not approved yet. However, **a core training team trained on learning difficulties and speech and language disorder**

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
	Nil Teachers for D St.	Nil	-	50	Nil	50	Nil				**diagnosis, (158) teachers trained on methods of teaching the disabled students.**
6.3 Number of students enrolled in special education programs. **- Gifted students** **- Disabled students**	3875 G. St.	4000	6133	4500	6995	5000	7851	Annual	DSE reports(Not available in EMIS yet	DSE	
	13894 D. St.	14194	15891	14494	15891	17250	17895				
6.4 Number of special education students with access to services relevant to their individual needs. **- Gifted students** **- Special education.**	3875 gift.st.	4000	6133	4500	4500	5000	7851 Gift.st	Annual	DSE reports(Not available in EMIS yet	DSE	**(6) students were provided with hearing aids and 1 student with wheel chair).**
	238 dis. st. (with wheel chair and st. with hearing aids)	348	413	458	134	568	558				

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
7.Physical Learning Environments											
7.1 Number/percentage of students with access to learning in a safe and well-managed physical environment. (MoE schools).	859867	871867	**914560**	883867	NA	895867	895869	Annual	EMIS	DEPR/EMIS	EMIS data (no. of students in the owned and single shift schools)
7.2 Decrease in number/percentage of underutilized schools in all field directorates.	Nil	2 schools	Nil	8 schools	NA	4 Schools	-	Annual	EMIS	DEPR /EMIS	
7.3 Decrease in number/percentage of overcrowded schools in all field directorates.	Nil	2 schools	Nil	4 schools	-	4 Schools	-	Annual	EMIS	DEPR/EMIS	Not achieved due to delay in construction program
7.4 Number of additional classrooms/lab spaces for science and ICT.		200 Classro	-	200 Class room	-	200 class	90 class room	Annual	EMIS	Nil	
	Nil	30 ICT Labs	-	30 ICT labs	-	30 ICT labs	4 ICT labs				
	Nil	30 Sc. Labs	-	30 ICT labs		30 ICT labs	4 ICT labs				

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Target Values 2012	Achieved Values 2012	Data Collection and Reporting			Comments
								Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
7.5 Policies for continuous building maintenance in place.	Nil	Policies in Place	Policy Developed	-	-	-	-	Yr1 and mid-term	MoE reports	Directorate of Building and International Project (DBIP)	

Summary of Non-Performing Activities as Planned

The Development Coordination Unit assesses the components' progress and achievements against the Annual Work Plans of the previous three years. The following is a sum up of the key activities that should be further tackled during the next year to speed up the implementation and avoid any further delay:

Component One: Establishment of a National School-based Development System:

- Institutionalize and sustain the program from the financial and governance perspectives.
- Reinstate professional development support in Group 1 field directorates and schools.
- Assign qualified staff at the SDDP division and build the capacity of the SDDP Division within the Education Training Centre (ETC).
- Evaluate and scale up the supervisors' new roles.

Component Two: Monitoring & Evaluation and Organizational Development

- Review and revise the National Education Strategy based on the policy's development and implementation.
- Develop an operational policy guideline and the results-based program indicators for the three levels.

Component Three: Development of Teaching and Learning

- Develop an integration framework for students' assessment methods and tools to avoid overlaps and gaps in the students' learning assessment system, and accordingly inform the development of relevant educational policies.
- Develop the General Framework and the Specific Learning Outcomes for vocational education. The implementation of this activity is associated with the endorsement of vocational education / industrial branch disciplines.
- Finalize and endorse the ICT Strategic Plan and ICT Policy Framework and implementation plan. The purpose of the ICT Strategic plan is to provide the mechanism to guide, co-ordinate and justify the ICT investment in the education system. The MoE ICT strategic plan was drafted in December 2011, and presented to the Planning Committee in June 2012, but has not been endorsed yet. The MoE should accelerate the endorsement of the Strategy in the near future so that it can manage the implementation of ICT related activities in a better approach.
- Develop a detailed ICT projection plan for upgrade and replacement: Large investments in ICT hardware are required to support the e-teaching and e-learning in the schools. Currently, it is estimated that more than (80,000) computers at school are obsolete and

require replacement and upgrade. In order to tackle this issue, there is need to prepare a detailed ICT projection plan and budget to manage and deal with the existing obsolete equipment and organize the distribution of the resources in well planned manner.

Component Four: Development of Special Focus Programs Development

4.1 Early Childhood Development

- Endorse the revised standards for licensing private Kindergartens: This process has taken a long time because these standards were first linked with the Private Sector Regulations draft. Consequently, the Managing Directorate of Education was asked to prepare a document covering the Private and Public KG standards to be endorsed by the MoE, regardless of the Private Sector Regulations draft.

4.2 Vocational Education

- Finalize the remaining eight industrial specializations, as they were not presented to the Board of Education for approval.

4.3 Special Education

- Endorse the updated Education Act and all legislation related to disabled, gifted and talented students in light of the approved Policy Framework. The modifications on Education Act and endorsement is a long term process, and needs to be first approved by the MoE, then by the Prime Ministry and finally by the Legislation Bureau.
- Endorse the Special Education Teachers' Competencies and the Special Education Supervisors' Competencies that were discussed during the Planning Committee's meeting as relevant comments and modifications were presented.

Key Challenges and Issues:

Over the last three years, ERfKE II implementation has continued to make tangible progress and achievements in several key areas as highlighted in the previous sections. The mid-term review mission assessed the project at this stage as satisfactory despite the challenges faced at several stages of the project's implementation. However, the following are some of the key challenges and implementation constrains:

- **Political Circumstances:** The current political circumstances have placed more challenges for the education sector due to the influx of the Syrian refugees to the country, which resulted in the increasing demands on the educational services and infrastructure.
- **Financial gaps:** Despite the provision of funds from various stakeholders, the project's components are still facing several financial gaps which delay the implementation of the following key interventions:
  - School buildings: The Construction of (17) new schools and extensions.
  - ICT Strategy: ICT training and e-learning, equipment and maintenance and ICT monitoring and evaluation.
  - Vocational education: The provision of necessary equipment aligned with the developed new curricula.
- **Quality of learning outcomes:** TIMSS (2011) results showed that there is decline in students' scores in Science and Math, and the National Assessment for Knowledge Economy 2011 (NAfKE) Skills results have also revealed that the majority of students' achievements are still below the desired levels. The NCHRD clarified the decline factors of NAfKE in its in-depth analysis report. Therefore, the Ministry is taking the necessary remedial actions to tackle this challenge by initiating a plan to enhance readiness for International Tests that will, in turn, improve the education quality and raise Jordanian students' achievements. The results of (EGRA) and (EGMA) showed low levels in acquiring sufficient foundational skills in Math and reading for students in the first three grades, which is considered an early alert for the MoE to take the necessary remedial action at earlier stages.
- **Capacity to implement the reform:** There is need to enhance the capacities at the central and the field directorates' levels and to facilitate undertaking the assigned functions according to the reform requirements. Therefore, the following major areas for capacity building have been identified: Policy and strategic planning, monitoring and evaluation, quality assurance and resource management. Moreover, there is need for specific capacity

building in the areas identified in the newly developed Policies and Strategies Framework, such as the Curriculum Review and Development, ICT Strategy Management, Assessment of Learning, Early Childhood, Vocational Education and Special Education as well as the capacity required to ensure the sustainability of the SDDP.

- **School planning:** The recent baseline study on "School Rationalization" indicates that (1,244) schools, which is (36.5%) of the MoE schools are considered overcrowded, while (1,891) schools, which is (55.4%) of the MoE schools are considered underutilized. This requires substantial revision for school planning mechanisms and approaches to rationalize and maximize the utilization of facilities.

- **Teacher Policy:** The lack of qualified teachers' recruitment is one of the most decisive challenges facing the education system in Jordan and negatively affecting students' achievement, as teachers' recruitment is still the responsibility of the Civil Service Bureau in addition to the teachers' absence from pre-service training program. As a result, the MoE should make more pace in assuming its responsibility in selecting and recruiting new teachers in line with the set criteria and mechanisms to ensure the quality of teachers. On the other hand, the MoE should conduct negotiations with the universities to activate their ownership and implementation of the pre-service training program.

- **ICT in Education:** The MoE spent large investments in e-learning and ICT hardware in the last years to facilitate the accessibility to the E-learning resources into the schools. However, there are several issues preventing the MoE from utilizing its ICT resources in a smart way, such as the large number of "out of date" equipment in the schools in addition to the limited connectivity, maintenance. By the end of 2010, the MoE developed the ICT Strategy to guide all of the related activities in a well-planned manner, but there is no official approval for the ICT Strategy up to now. Furthermore, financial gaps hinder the implementation of the Strategy, and so; the MoE should accelerate the formal approval of the Strategy and request the donors and partners to provide the required funding.

- **EMIS system:** Securing the full ownership of EMIS and full accessibility of EMIS data is still a critical issue for the Ministry. Meanwhile, MoE is working with the UNESCO and other partners to develop a strategic EMIS plan. Such plan ensures complete integration of all the current databases within the MoE directorates to avoid deviances in data being used from too many different sources within the Ministry. Additionally, the MoE will have more flexibility to add the required data to meet the overall targeted 32 KPIs by the end of ERfKE II.

Financial Status:

Despite that the financial disbursement rate has been increased from (14.7%) in 2012 to reach approximately at (21%) for the World Bank Loan contribution to the ERKKE-II project, it is still below the average in terms of the project's lifespan and the total amounts allocated in the Loan Agreement. However, the closing date of the Loan Agreement is 2015, and by the end of 2012, the project has crossed off the first half of the project lifespan. The slowness of the progress of spending on the contracts under the project which leads to some delay in paying due amounts to the contractors is attributed to the following reasons:

1. Having more than financial cycle to pay the contractors' payments: Regarding the payment for World Bank Contribution through the MoPWH, there should be available allocation through the Government Financial Management Information System (GFMIS) within (MoPIC) controls, which is already managed by the General Budget Department (GBD) where all budget appropriations are organized electronically through the (GFMIS). On the other hand, the payment for Government contribution paid within MoPWH after getting the transfer from the MoE for the government share goes through another financial cycle, which is controlled by the (GBD) where all budget allocations are managed and organized.
2. The financial restrictions are still requested by the Government Tenders Department (GTB) and the MoPWH to obtain the financial commitment obligations from the General Budget Department (GBD) as a condition required for the awarding and contracting process.

The European Union is providing budget support funding modality to the Second Phase of the Education Reform for a total program amount of Euro 33 million (Euro 30 million sector budget support + Euro 3 million complementary support) over three years period of implementation. The support is focusing on the following five areas: EMIS, Teacher professional development, Early Childhood, Special needs, and Learning Environment.

HASHEMITE KINGDOM OF JORDAN						
SECOND EDUCATION REFORM FOR KNOWLEDGE ECONOMY (ERfKE II) Financial Contribution and Status up to 31/12/2012						
Funded	Brief description	Amounts allocated	Duration of the project-years	Disbursements (USD)31/12/2012	Implementation period	Disbursements %
World Bank	School construction, consultancy services, and innovation fund	US$ 60,000,000	6	12,468,893	2009/12/30-2015/12/29	0.21
USAID-Works	Jordan School Construction and Rehabilitation (JSP)	US$ 199,000,000 (out of which US$ 75 million considered under ERfKE scope and costing)	5	not available	2009-2014	not available
USAID-ERSP	Education Reform Support Project (ERSP) (ECD,PD,DU,STC)	US$ 50,000,000	5	not available	2009-2014	not available
CIDA	Develop a national school based development system	US$17,000,000	5	-	2010-2014	-
GOVT.	Treasury's contribution in all activities of the project	US$ 69,500,000	10	8,262,873	2009-2019	0.12
EU	To achieve the identified indicators of the key five areas (budget support)	Euro 33,000,000	3	15,187,500 Euro	2012-2015	0.5
KfW	School Construction (Dept Swap)	Euro 5,506,274	4	0	2011-2015	0