



Education Reform for knowledge Economy – Second Phase

(ERfKE II)

Narrative Report

March 2012

**Development Coordination
Unit**

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Introduction

The Education Reform for the Knowledge Economy Program (ERfKE) is a multi-donor sector program designed to deliver education's national vision which is derived from the documents of Jordan's 2020 Vision and 2002 Vision Forum for the Future of Education in Jordan. The Education's Vision is developed as follows: *“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.”*

ERfKE II is the second phase in the Government's reform program for education within this overall vision. The first phase lasted for five years and six months, that is; from 2003–2009, and closed in June 2009.

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 will be 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.

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 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 updated brief on the progress of the program.

General Overview of Components' Progress

The following is an overview of the key progress areas achieved during the two years of implementation for the reform program.

Component One:

Establishment of a National School-based Development System

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

The Jordanian Model:

The MoE and the Canadian Executing Agency developed the school and directorate development program based on the successful stories and the best practices experienced during the piloting stage under the first phase of the reform. This program aims to improve students' achievement, skills and attitudes towards knowledge economy on the national level through enhancing the role of the directorates and schools in the areas of decentralization, planning, reform, performance management, and development with participation of the local community. The program's five-year plan, ending by September 2015 and including all MoE schools, was endorsed in April 2011.

The program is developed within the procedural frameworks, mechanisms and tools applied subsequent to providing the required infrastructures that ensure the 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 and the implementation of the monitoring and evaluation system that ensures the sustainability of the program.

The development plans of the program's first phase were implemented and updated in seven directorates: Jeezah, Muwaqqar, Jerash, Mafraq, West Badia, East Badia and South Aghwar. Refreshment training workshops were conducted and the block grants were provided to ensure the sustainability of the program supervised by the DTQS.

The Ministry of Education started the implementation of the program's activities in other three directorates which are: Madaba, South Mazar, and Irbid II in April 2010. Awareness sessions on the program were held for the school principals and their assistants, schools were distributed into clusters and the supervisors and school principals received training on the leadership program. The directorates' staff was trained and the development plans were prepared with local community participation based on the self review data, the directorates' performance and the determined needs. After these development plans were finalized, the block grants were

provided to the directorates and schools of Madaba, South Mazar, and Irbid II by the end of August 2011.

The following six directorates were selected to be included in the program in June 2011: Ein Albasha, Rusaifah, Ramtha, Bani Kinanah, Tafeelah, Amman IV where awareness workshops on this program were conducted in July, 2011.

The readiness phase started in (2011–2012) and the following activities were implemented:

1. Distributing the schools into clusters and selecting the clusters' centers in order to form the development councils.
2. Training on the ToT leadership programs, community participation programs, gender mainstreaming programs, and school and directorate development program.
3. Forming the educational development councils in the directorates and the school clusters.
4. Preparing the development plans at schools in the six directorates in order to transfer the block grants.
5. Holding workshops on result based planning on the level of the schools and directorates were held.

The MoE focuses on the sustainability of the **The Jordainian Model** for School and Directorate Development through the alignment of the required changes in the Ministry's policies, the administrative and financial issues, roles and planning. The Ministry completed the development of 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 of the supervisors. The Ministry of Finance was requested to provide the allocations for this program within the Ministry's budget of 2012 to ensure the future implementation and sustainability of the program.

Component Two:

Monitoring & Evaluation and Organizational Development

2.1: Policy Development, Strategic Planning, Monitoring and Evaluation

This component aims at developing and guiding the educational policies through strategic planning approach with further focus on the school-based management. Such development is achieved through developing the legislative, institutional and financial regulations along with the general framework for monitoring and evaluation system focusing on the achievement of quality education outcomes at the school level.

2.1.1: Policy and strategic Planning

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 which are ECD and Special Education. 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, UNESCO organization supported three workshops on strategic planning during October – December 2011.

Restructuring at the MoE: The Managing Directorate of Research and Development and the Managing Directorate of Educational Planning were merged in June 2010 to form the Managing Directorate of Educational Planning and Research. This Managing directorate assumes the responsibilities of supporting the MoE's decision making, strategic planning, policy analysis and development, research, and monitoring and evaluation for improved performance. The Directorate of Strategic Planning and the Monitoring and Evaluation Division were established in July 2010.

Data Utilization: As part of the data utilization component under the Education Reform Support Project (ERSP), data sources that are directly used for producing key educational performance indicators (12 packages of KPIs) are assessed and the data integration problems are identified. 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. On the other hand, six queries and four correlations were developed and uploaded on the E-learning platform system (Eduwave). The six queries include: Drop-out ratio, repetition ratio, teachers

absence, students absence, student per teacher ratio and students' achievements monitoring whereas 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. These queries and correlations are currently being tested in 18 piloted schools in the north, middle and south regions and will 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 data entry training section of the training manual is completed to be used in the next training sessions inside the schools and field directorates.

GIS system: GIS system was upgraded and a new version of the GIS system will be released. This version will include 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 Internal Monitoring and Evaluation system.

Monitoring and Evaluation (M&E) Framework: Both internal and external M&E are developed in line 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 were prepared by an international consultant in May 2011. Furthermore, the tasks of the M&E Steering Committee are being reviewed, and the external and internal Annual Work Plans for 2012 are approved.

2.1.3: External Monitoring and Evaluation System.

The MoE continued its partnership with the NCHRD to support the external M&E activities. The MOU was signed in April 2011 with clear identifications of responsibilities for each partner. An M&E workshop was held with the (NCHRD) on February 2011 to enhance collaboration and improve the overall M&E capability and impacts of the educational programs.

National and International Studies: NAFKE 2011 study was conducted, and the NCHRD submitted the draft report in early 2012. The piloting stage for TIMSS 2011 was implemented in May 2010. The main survey of TIMSS / 2011 was conducted and its results were submitted for the analysis process and to be declared in December 2012. An agreement on the participation in PISA will be signed in 2012, the field trial survey of PISA / 2012 was completed and the main survey will take place in May 2012.

Other baseline Studies: The following studies were conducted by the (NCHRD):

- (a) Baseline study: School Rationalization– Decreasing the Number of Underutilized and Over-Crowded Schools in the Field Directorates,

- (b) Baseline Assessment of Access to Appropriate Programs and Services for the Students with Special Needs and
- (c) Classroom Observation Baseline Study.

The draft reports of these baseline studies were submitted to the MoE and shared with concerned stakeholders for comments and feedback to be finalized accordingly.

2.1.4: Development Program

ERfKE II Coordination and Management: The General Policy Steering committee (GPSC) is officially formed upon the Prime Ministry's letter dated 30/5/2010. The (GPSC) held three meetings to follow up all the key issues related to ERfKE implementation during 2010–2011. On the other hand, the management components committees, headed by the Secretary Generals, followed up and approved the annual work plans of 2012 for all components with the involvement of all concerned projects and initiatives.

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 staff members including: the executive director, the financial officer, the procurement officer, the monitoring officer, the components coordinators, the translator and the secretary. The DCU developed the operational Manual which is completed and approved as a condition for the World Bank loan effectiveness, and coordination and managing the implementation of the projects components internally and among the donors. The DCU has facilitated 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.

2.2: Organizational Development

2.2.1: Organizational Structures and Functions

Institutional Review: The initial institutional review and analysis of the three educational levels impacted by ERfKE II reforms are conducted in early 2010. Moreover, 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 are also developed..

Restructuring at the MoE: The Managing Directorate of General Education and the Managing Directorate of Educational Planning and Research were restructured against the new and revised functions in July, 2010. The Managing Directorate of Queen Rania Center for Educational Technology and the Managing Directorate of Information Technology were merged in May 2011, and the Managing directorate for Special Education was established in July 2011. A new Managing Directorate for the Minister's Office was established in October 2011,

2.2.2: Performance Management of Financial and Human Resources Systems.

Capacity Building Program: The Capacity Building Program of Result Based Management (RBM) was implemented at the MoE's central level in November /December 2009 and 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.

A core team has been selected to transfer the knowledge and experience to other MOE staff at the central level.

Component Three:

Development of Teaching and Learning

3.1 Teacher Policies and Professional Development

Education Training Center (ETC): The General Directorate of Educational Training, Qualification and Supervision modified the Education Training Center (ETC) structure according to the recommendations of the Managing Directorate of Legal Affairs, and this structure is currently in the endorsement process. In this regard, an operational plan for implementing the endorsed Teacher Policy Framework is developed. On the other hand, the MoE decided to focus on the Induction Program to be delivered to the newly appointed teachers before they join the teaching profession. The structure and content of the Induction training program is being developed and currently in the approval process.

In-Service Supply-Driven Program: 2000 teachers are trained on Intel, 1729 teachers completed training on ICDL and 385 teachers were trained on the e-content. On the other hand, an analysis and mapping study on the current ICT training programs was conducted and the study's draft report was submitted.

In-Service Demand-Driven Program: The general module of the in-service training program is completed in 18 directorates, and 30 other directorates started the specialized module in cooperation with the (ERSP). 1920 teachers completed the foundation training, and started training on the general module that will be continued in early 2012. The general module training was completed, and the specialized module will start by the end of March 2012.

Leadership Training Program: Leadership Standards for the School Principals and Education Mentors aim to underpin individuals' professional development and reflection, to support recruitment and selection, to provide job descriptions, to assist performance management and annual reviews and to inform the content of leadership development programs.

The Ministry assigned an international consultant to work with representatives from the Ministry and the professional development providers on mapping out and analyzing the current leadership training programs delivered by the MoE and providers. This assignment aims at preparing a cohesive and comprehensive leadership development program so that providers offer their support effectively and efficiently. A new job description for education mentors (supervisors), the National Professional Standards for Principals and Mentors (Supervisors) and a comprehensive framework curriculum for leadership training were developed. The final report on leadership training programs was submitted in January 2012.

Induction Program: By the end of October 2011, 699 newly appointed teachers completed the foundation training and the general training of the Induction program delivered through the ERSP project. The specialized training is expected to take place in March 2012.

3.2 Curriculum, Assessment and Learning Resources

Curriculum Review and Revision: The General Framework for Curriculum and Assessment is developed by the Managing Directorate of Curriculum and Textbooks, and reviewed by the concerned, Managing Directorates and Universities' professors. This framework is expected to be endorsed by early 2012.

The textbooks for level I and II of the vocational stream were completed, and the first group of textbooks for level I and II of the industrial stream were authored. Working groups are formed to review the General Framework of all (23) subjects, and their general and specific learning outcomes.

School to Career Program (STC): The MoE successfully continued its collaboration with the ERSP as the STC program is implemented for the 2nd year in 78 schools where 78 counselors and 26,000 students joined "Pathways to the Future" sessions. 304 students from 44 schools implemented Internship training in 41 worksites and 78 career days are conducted in 78 schools. At the end of the last quarter/2011, 110 schools started the program for the 3rd year. In order to institutionalize the program, the STC technical committee developed a transition plan to mainstream the program within the MoE's budget and plans.

Life Skills through Sports (LStS): The LStS activities are implemented in 20 schools where sports equipments are provided and renovation works are completed in another 20 schools. 27 schools were provided with sport equipments and implemented the LStS activities during the first semester. The LStS technical committee developed a transition plan to mainstream and institutionalize the program within the MoE's budget and plans.

Touchstones: Throughout 2011, all the Arabic language, the English language supervisors and 10% of Arabic language teachers were trained on Touchstones Program. The Core team conducted four workshops during (28/03/2011 and 17/04/2011) for the preparation of the texts to be adopted for the second phase. These workshops continued in March,

Innovation Fund: The first round of the Innovation Fund was launched in March 2011 and public and private schools were invited to present their projects 'proposals in line with the provisions and standards included in the Fund's Operational Manual approved by the Steering Committee in September 2011. The Fund's technical committee evaluated the proposals and presented them to the Steering Committee, which in turn selected five projects in its meeting dated November 2011 to be implemented in 2012. The total cost of these projects amounts at JDs 15,000.

MIS-Online:

MIS-Online program for grade 11 is implemented with ERSP support. 134 schools are implementing the program, 266 teachers and supervisors are trained on the program by a team of 47 trainers (teacher and supervisor) and 13 MIS-Online exhibitions were conducted.

On the other hand, the Hard Spots for grade 12 activities are identified using a developed tool and analyzing Tawjihi exam question for the previous four years. 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 and a developed tool for the tracer study is distributed among the 30 field directorates. A sample of MIS Tawjihi students enrolled in the Hashemite University is selected to implement this study.

3.2.2 Resources for Learning

ICT Strategic plan: The draft of the ICT Strategic plan and Policy Framework was developed by a team of international consultants in 2010. A Local consultant is appointed to finalize the ICT strategy and its implementation plan with a team from the MoE, the JEI and the MoICT. This strategy focuses on five major goals:

1. Further develop and roll out the infrastructure technologies across k-12 education system in Jordan with parity and equality throughout the whole kingdom.
2. Expand and enforce a blended learning pedagogical approach.
3. Implement a robust integrated EMIS for school-based management.
4. Setup and empower the Lead School concept.
5. Use ICT to build an effective assessment mechanism to evaluate the Knowledge Economy Skills acquired by students.

E-content Development: E-content development was very limited due to the absence of the source codes for most of the E-contents. Some modifications of the E-content of Computer Science for all grades are completed after getting source code from the developer. On the other hand, a committee is formed to develop the E-content framework and initiative plan. The general concepts and domains that need to be incorporated in the development of any of the E-content are identified and approved by the university professors. On the professional development side, 300 teachers are trained on the use of E-content and E-learning features. Training on "SCORM compliance standards" and "story board" is conducted for the QRC staff.

Learning Organization ICT Support: It was planned to accommodate 12 LRCs with video conference technology through, the bidding process was initiated but was cancelled afterwards.

ICT hardware: The most significant achievement in this area is the implementation of a national ICT survey for all Jordanian schools (public and private sector including UNRWA schools) with 94% responsive rate. This survey is conducted through an on-line questionnaire for the quantitative data. Three focus groups were implemented in Irbid, Amman and Tafeela for students, parents, teachers and administrators for the qualitative data. Qualitative and quantitative analyses for the survey's results are conducted and the final report on the survey's findings is almost completed and will be soon declared. The results of the survey study "ICT diffusion and use in schools in Jordan" was presented and discussed in February 2012.

E-learning data center: A new datacenter is planned to be established in the 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 for this purpose and is now in the bidding process. In addition, two servers are purchased to improve the performance of the datacenter in Hashem 1 and four servers are purchased to support the archiving and the GIS system.

ICT Maintenance: The MoE's PCs and other ICT equipment are included in a maintenance contract which has been effective on 17th March 2010 and will end on 17th March 2012. The current contract covers around 75000 PCs and other ICT peripherals and includes training of 40 technicians on two maintenance training courses as follows: 20 technicians were trained on "A+", and another 20 were trained on "Network +". In addition, a user guide for maintenance and networks is developed in order to be used by the lab technicians inside MoE schools.

ICT New Technologies: 29 Multipurpose rooms inside the schools with Iraqi students have been furnished and equipped with furniture and ICT resources by a protocol signed with the UNICEF (AFAQ project) to enhance the accessibility of the e-learning materials and provide additional ICT resources for teachers and students. Those rooms are equipped with a data show, COW (computers on wheels) and other ICT equipment like printers, scanners...etc. In addition, qualified coordinators are appointed in schools to support and maintain such rooms that will be used for conducting training course on utilizing these rooms in the teaching and learning process. Around 150 teachers received training on the use of these rooms and 100 schools were selected to implement a multiseat technology inside the computer labs in coordination with Microsoft and the E-government. This technology offers shared-computing environment as a smart way to expand resource availability without increasing the PC costs.

Help Desk: A complete help desk system, the ICT equipment (two servers, eight PCs) and furniture are purchased and around (200) lab technicians in the five Amman directorates were trained on the use of the helpdesk system.

3.2.3 Assessment of Learning

Tawjihi Exam and the Item Bank Development: A national committee was formed to develop the Tawjihi Exam and three workshops were conducted all over the country to discuss the proposed scenarios. Through the 2nd quarter of 2011, the DET implemented the National Test for grade 10 (5% of grade 10 student implemented the test electronically) and NCHRD implemented NAFKE for grades 5, 9 and 11. All results were analyzed and discussed by specialized committees.

The DET continued establishing the Item Bank for grade 12 / the scientific stream and will be expanded for the literary stream in 2012. On the other hand, Students' Portfolios manuals and training materials for classrooms assessment were finalized. The DET developed 19 manuals for grades (5, 6, 7, and 9) in the core subjects and currently the manuals are in the printing process.

Component four

Development of Special Focus Program Development

4.1: Early Childhood Development

4.1.1 Institutional Development

ECD Policy Framework: The Early Childhood Development (ECD) policy framework along with the ECD staff capacity building assessment plan were finalized and endorsed in March 2011. Accordingly, a summary on the policy options was developed and presented to the Minister of Education and the concerned ECD stakeholders in April 2011, and clear guidance and directions were provided by the Minister to operate the framework.

ECD Capacity Building: The ECD plan and capacity building assessment were developed in April 2011. Accordingly, three training courses were conducted as follows: (i) a training course on "Project Management" was conducted in June 2011, (ii) a training course on the "Results Based Management" was conducted during in July 2011, (iii) a training course on "Monitoring and Evaluation" was conducted during in September 2011.

Quality Assurance System (QA): The QA system was implemented in 832 KGs during 2010/2011. The first draft of the QA standards, indicators and the manual were revised and developed to include the technical aspects and measurable indicators in the QA system in October 2011. A draft for Accreditation Standards was prepared and submitted to the MoE for feedback in April 2011. The audit checklist was reviewed and the internal audit was conducted with the involvement of 5% of KGs implementing QA System during April / May 2011. The technical and administrative tools were developed and the QA manual was linked with the audit tool that is tested in six schools in the south region and eight schools in the central and northern regions. The QA training material was reviewed and training was delivered to the QA staff who conducted 30 training sessions on the methods of implementing the QA system (in the north, central and south regions) for teachers and principals in March 2011.

EDI Report: The final report on Early Development Instrument (EDI) was submitted to the MoE and the UNICEF in September 2010 by the NCHRD. A committee was formed to translate the report's recommendations into appropriate implementation programs. Accordingly, a proposed plan was prepared by the DGE to implement appropriate development programs in poor areas and raise the awareness of parents, based on the results of LRS, in September 2011.

4.1.2 Professional Development

Training Programs: The National Comprehensive In-Service Training Program (CTP) for KG teachers, supervisors and principals is being developed, all KG teachers' training programs were mapped, and the gaps and redundancy areas were identified.

Several training workshops on the modified Physical Environment (PE) module were conducted for around 50 KG teachers during November – December 2011. A visual tool on organizing the

classroom was developed for teachers in November 2011, PE e-module was developed and the final version was sent to the MoE for evaluation in November 2011. Eventually, the supervision tool was amended according to the supervisors' feedback and finalized in December 2011.

The MoE assigned an external consultant to conduct a participatory assessment of teachers' and principals' organization and management capacities of classroom environments, and assessed grades (1 – 3) teachers' knowledge and skills. The comprehensive assessment report was discussed with the MoE and the stakeholders, and directions were given to take its recommendations into consideration in May 2011. A training workshop was conducted for 21 nominated core training team members from the MoE central staff and ECE supervisors in March 2011. Four ECD training centers were identified by the MoE, refurbished and renovated by the ERSP/USAID funded project in May 2011.

KG Teachers Professional Standards: KG teachers' professional standards were developed in cooperation with the Jordanian universities and the concerned stakeholders. The MoE endorsed the standards and submitted them officially to the Ministry of Higher Education and Scientific Research in March 2011 to undertake the necessary actions and considerations.

4.1.3 Expansion in Quality Kindergartens

100 KGs were identified by the MoE and renovated and furnished by USAID fund.

4.1.4 Parent and Community Involvement

Parent Involvement (PI): Open House activity was conducted in all KGs and in 190 classrooms for grades (1–3) in 27 schools and eight directorates. 66 classrooms were mentored during the implementation of the open house activity. Training was also conducted for the new parental involvement coordinators (PICs) of 29 classrooms for (1–3) grades in October 2011.

Refresher training was conducted for the PICs of grades (1–3) to be expanded in the North and South regions in October 2011. The PI annual plan 2011/2012 was developed and endorsed in November 2011 and the MoE's Better Parenting Plan / 2011 is finalized and approved. 270 training sessions were conducted for KG teachers, principals' assistants, and parents of students in (KG–grade3) during May 2011, in addition to 16 new ToT training conducted in December 2011.

4.2: Vocational Education

4.2.1 Reformulation of the Policy Framework

A baseline Study on " The Employers' Satisfaction with the Vocational Education Graduates" is conducted and completed in 2009. Besides, the Vocational Education Strategy for the MoE is being reviewed and the operational plan for the Strategy will be developed in line with the TVET Sector policies, and is expected to be finalized in 2012.

4.2.2 Development of Curriculum and Learning Resources

A revision of vocational education competencies and programs, based on the labor market needs, was conducted by the MoE and supported by the European Union (EU) for the Agriculture, Home Economics, Hospitality and Tourism and Industry streams.

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.

4.2.5 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 during 20–February 2011 in cooperation with the UNESCO/Amman office.

4.3: Special Education

4.3.1 Review and Revision of Policies, Procedures and Practices

Policy Framework for Special Education: The Policy Framework for Special Education was developed in June 2010 and presented to H.E. the Minister and the stakeholders, and their directives were taken into consideration on 9th April 2011. A committee was formed to revise the Education Law and suggest modifications based on the policy report on September 2011. The committee submitted the suggested modifications to the Managing Directorate of Legal Affairs in October 2011 to take the required actions. The National Teacher Professional Standards for in-service training of Special Education teachers in both areas of exceptionality (Disabled and Gifted) was developed. These standards were refined and submitted to the Jordanian universities for feedback and a committee was formed to revise and finalize the standards based on the universities' feedback in December 2011.

4.3.2 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, and new staff was appointed based on the needs of the new structure and functions at the central and field levels

4.3.3 Quality of Learning Programs, Services and Resources

Acceleration Program: The criteria of selecting the gifted students of King Abdullah Schools and the criteria of the acceleration program were developed based on the evaluation study results and recommendations. The acceleration nominating conditions and criteria were modified, and implemented on 350 students all over the country. Brochures on the Acceleration program and King Abdullah Schools were issued.

Resource Rooms: A new speech therapy program in four resource rooms was developed and implemented and the resource rooms were provided with teaching aids and educational toys.

Awareness Publications: An awareness guide on special education for teachers, principals and parents is uploaded on the MoE's website. Publications on the intellectually handicapped and learning disabilities, language and vocal disorder were developed in October.2011.

Mental Ability Tests: These tests were conducted to detect distinguished students for King Abdullah Schools for Excellence in Zarqa, Irbid, Salt, Tafeela and Aqaba where 1500 were detected.

4.3.4 Teacher Training and Professional Development

Teachers' Training: 75 teachers were trained on diagnosis and evaluation of the disabled students, 21 teachers were trained in Pioneer Centers on measurement and diagnosis and the training needs for the target groups (teachers, principals, counselorsetc) were identified. Moreover, training on the sign language for the deaf was conducted in cooperation with the Higher Council for the Affairs of Persons with Disabilities (HCD) In May 2011. 20 learning difficulties teachers were trained in July 2011, 55 KG teachers were trained on early identification using "Portage Program" and 50 teachers were trained on the sign language for the deaf in December 2011.

4.3.5 Construction and Renovation of Facilities and Equipment

Construction and facilities: The existing resource rooms were provided with photocopiers, overhead projectors and magnetic white boards and the schools of the deaf and the blind were provided with electrical radiators. The construction of Excellence Schools in Tafeela and Ajloun was completed in April 2011.

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 are developed during the preparation stage of ERfKE II and submitted to the Government Buildings Department (GBD) to be followed up in the design and construction works.

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

World Bank schools: (20 schools): Construction works commenced for 19 schools (19 contracts) with progress percentage rated between (5%–50 %) and one school is in the final design stage. Also, the MoE identified seven new schools to be financed by the WB and requested the (GDB) to initiate the bidding process for the design.

World Bank schools' Extensions: Phases I & II (Ten packages of 25 schools):

Seven packages (17 schools) are in the implementing stage with different physical progress rating between (3%–65%). The other two packages are in the retendering process, and the final package (four schools) is in the design stage. The MoE identified the third package of extensions (14 schools) as follows:

1. 12 schools are in the design stage.
2. One package (two schools) is in the re-tendering process.

USAID school construction program (28 schools+ 100 rehabilitation):

- Phase I (Rehab 14+3 new schools), phase II (13 new schools), phase III (Rehab 19) are completed and operational.
- Phase IV: 12 new schools are under construction and expected to be completed in July/September 2012.
- Phase V (Rehab for 68 schools): Seven packages (35 schools) are awarded, and seven other packages are in the bidding process.

Assessments Project Outcome Indicators:

Project Outcome Indicators	Baseline	Target Values 2010 Yr 1	Achieved Values 2010	Target Values 2011 Yr 2	Achieved Values 2011	Data Collection and Reporting			Comments
						Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection	
<p>1. 1. Increase in scores on national assessments aligned with knowledge economy skills.</p>	<p>Grade 5 Math 29 Science 50 Arabic 60</p> <p>Grade 9 Math 39 Science 46 Arabic 55</p> <p>Grade 11 Math 29 Science 41 Arabic 61</p>	-	-	<p>An average increase is measured from the baseline year of 1 score point for Math, Science and Arabic</p>	<p>Grade 5 Math 26.9 Science 43.7 Arabic 38.5</p> <p>Grade 9 Math 33.3 Science 36.3 Arabic 39.9</p> <p>Grade 11 Math 22.8 Science 28.2 Arabic 45.8</p>	Yr 2 and Yr 4 and Yr 6 (NAfKE test years)	NAfKE	NCHRD	

2. Enrollment rates: maintain current high net enrollment rates Basic Cycle, and increase NER in Secondary Cycle	Basic cycle 1 (1-10)	97.8%	96.88%	98.0%	97.8%	Annual	EMIS	Directorate of Educational Research and Planning/ (DEPR)	Source for the baseline year and 2010 is the statistical MoE reports Source for 2011 is EMIS .
	97.6%								
	Sec. cycle	61.6%	60.40%	61.8%	75.80%				
	61.5%								
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	DTQS/ School and Directorate Development Planning and Monitoring	Model, training materials, and manuals..... etc are developed.
1.2 Number/percentage of schools that are implementing improvement plans.	* Nil	Nil	-	207 28%	233 31,5%	Annual	ERfKE Progress reports	DTQS	Model, training materials, and manuals..... etc are developed
* Excluding the 6 Directorates piloted under SJE Project									
1.3 A single School Evaluation Instrument, focused on ERfKE outcomes, agreed and	Nil	Draft	Draft	Final	-	Annual (first 2 yrs)	DCU Progress reports	DTQS/ School and Directorate Development Planning and	Instrument for school and directorates is developed and is currently used for self evaluation

¹ The baseline for the enrollment rates based on the EMIS data for the year 2007/2008

being used for school self-evaluation and for public and professional accountability.								Monitoring	
1.4 Stakeholder views on extent to which decision-making authority and associated resources are being allocated and utilized to enable implementation of school improvement plans.	Nil	-	-	-	-	Survey is conducted mid-term & Yr 6	Survey of stakeholder views	Division of M&E/DEPR	Not required at this stage and will be reviewed at midterm stage.
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	-	-	-	-	Survey is conducted mid-term & Yr 6	Survey of stakeholder views	Division of M&E/DEPR	Not required at this stage and will be reviewed at midterm stage.
1.6 School principals' and teachers' views on quality of field directorate and central administration support toward achievement of school development plans.	Nil	-	-	-	-	Survey is conducted mid-term & Yr 5	Survey of stakeholder views	Division of M&E/DEPR	Required at midterm stage.

1.7 External stakeholder assessment of graduate knowledge economy skills	Nil	-	-	-	-	Survey is conducted mid-term & Yr 6	Survey of stakeholder views	Division of M&E/DEPR	Required at midterm stage.
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	The review is completed	Initial review is completed	-	-	Year 1, Year 6	MoE Reports	Human Resources Directorate (DHR)	The initial assessment is conducted. Review of the organizational structures of the MoE at the central, field and school level is conducted.
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	-	NA	Annual	MoE Progress reports	DTQS	
* This includes the directorates' staff only									
2.3 Review and development of mechanisms for professional and public accountability.	Nil	Review completed	-	Mechanisms developed		Annual	MoE Reports	DTQS/ School and Directorate Development Planning and Monitoring	The review is not completed and not implemented yet, 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	Required at the midterm stage
2.5 Stakeholder perceptions of relevance of M&E reports for informing policy and planning.	Nil	-	-	-	-	Survey conducted mid-term & Yr 6	Survey of stakeholder views	NCHRD/ M&E Advisory Committee	Required at the midterm stage
2.6 Extent to which SIS/EMIS is producing data for continuous monitoring of the 31 key performance indicators.	10 indicators	12 indicators	12 Indicators		12 Indicators	Yrs 1, 3 and 6	External assessment of EMIS	Directorate of Educational Research and Planning / (DERP)	An upgrade contract is being negotiated with the developer to improve EMIS
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		Yrs 1, 3 and 6	MoE Report	DTQS/DEPR	Policy Framework for Professional Development is approved in March 2011 by HE the Minister, and submitted to the Educational Board on 21 st July ,2011

3.2 Number/ percentage of newly appointed teachers completing post-recruitment initial training in ETC.	Nil	6%	5.9%	30%	16.7%	Annual	MoE Reports	DTQS/ETC	690 out of 4116 newly appointed teachers were trained on part of the induction Program (16.7%) presented by USAID/ERSP project By end of October 2011
3.3 Number/ percentage of new teachers appointed using a competency-based model.	Nil	6 %	5.9%	30%	16.7%	Annual	MoE Reports	DTQS/ETC	690 out of 4116 newly appointed teachers were trained on part of the induction Program (16.7%) presented by USAID/ERSP project. by end of October 2011
3.4 Number/ percentage of subjects by grade reviewed and fine-tuned to ensure alignment with knowledge economy skills.	Nil	General framework kg-12 is reviewed and fine-tuned.	Nil	All subjects for grades 1-3 are reviewed and Fine-turned		Yrs 1, 3 and 5	MoE Reports	DCT	Reviewing General framework for curricula and evaluation is completed but not approved yet. General framework for subjects /grades will be reviewed after the approval and endorsement of General Framework for Curricula and Evaluation by the Planning Committee
3.5 Tawjihi examinations reviewed and arrangements put in place for harmonization with the goals of the ERfKE	Nil	-	-	-	-	Midterm and Yr 6	MoE reports	Directorate of Examination and Testing (DET)	Tawjihi reviewing scenarios and options are currently under the reviewing and discussion process.

curriculum									
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%	-	-	-	-	Midterm and Yr 5	Classroom Observation Studies	As identified in the M&E framework	First figures from the National ICT survey results indicates that around 32% of teachers are using the E-materials on the E-learning platform and around 70% from all schools are using the E-materials year 3)
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 yet
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 reviewed and refined the tool.

4. Early Childhood Education

4.1 Number/ percentage of eligible children enrolled in KG2 in the all authorities.	51.8%	54%	56%	55%	56.9%	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 age= 138987 Children enrolled in KG2=9125 GER :56.9% (October 2011)
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%		Annual	MoE Reports	DTQS	Trained teachers& supervisors:180 Teachers who weren't trained previously (58) + newly appointed teachers (133) up to May 2011). Value of this indicator will be available by the end of the year.
4.3 Number/ percentage of parents of KG students enrolled in volunteer programs.	2000	2200	5000	2800		Annual	MoE Reports	Directorate of General Education (DGE)	More than the expected number of parents expressed their wish to participate due to raising awareness during open days activities. The expansion in the project covered all KGs. Value of this indicator will be available by the

									end of the year.
4.4 Number/percentage of KG classrooms that meet MoE quality assurance standards.*	TBD	-	-	-		Annual	EMIS	Directorate of Educational Research and Planning /EMIS	Baseline is not determined yet. Current Quality Assurance System provides information regarding the no. of KGs implementing the system but not the no. of KGs meeting Quality Standards. The MoE is working on reviewing the supervisors' role that will be responsible to draw the technical quality indicators.
* 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	Nil	-	-	-	-	Midterm and Yr 5	Independent Review	Directorate of Vocational Education & Production (DVEP)	Required at midterm stage.

facilities.									
5.2 Completion rates for vocational/technical programs.	Ave now	-	-	-	-	Annual	MoE Reports	DVEP	Agriculture, Home Economic, Hospitality and some groups of the Industrial stream are completed.
5.3 Increase in employer satisfaction with the skills and abilities of labor market entrants holding vocational education certificates awarded by the MoE.	Base line survey 47%	-	-	-	-	Baseline, Mid-term and Yr.6	Employer Surveys	As identified in the M&E framework	The baseline study is conducted by the external consultant Bruce Mathews. The Second study will take place in the Midterm stage
6. Special Education									
6.1 Revision and approval of policies to support special education programs and services.	Nil	Policy framework completed	Policy Done			Yrs 1, 3 and 6	MoE reports	Directorate of Special Education (DSE)	The Policy Framework is developed, and approved in April 2011. The current Law & regulations is being revised against the Policy Framework (Oc.2011)
6.2 Number/ percentage of teachers trained and qualified according to national	Nil teachers for G St.	Nil	-	50	Nil	Annual	EMIS (Not available in EMIS yet)	DSE	Professional Standards are developed. The Next step is to put these standards into effect and trained the teachers

standards for: – Gifted students – Disabled students	Nil Teachers for D St.	Nil	–	50	Nil				in the light of these standards. However, the MoE conducted training for 136 disabled and gifted teachers in the selected areas.
6.3 Number of students enrolled in special education programs. – Gifted students – Disabled students	3875 G. St.	4000	6133	4500	NA	Annual	EMIS (Not available in EMIS yet)	DSE	Increase in the no. of students due to establishing and activating 2 King Abdullah Schools for the gifted, in addition to the increase in the no. of gifted students, which was more than the expected, in May 2011 A consultant working on the baseline study will provide the necessary information (M&E baseline study).
	13894 D. St.	14194	15891	14494	NA				
6.4 Number of special education students with access to services relevant to their individual needs. – Gifted students – Special education.	3875 gifted st.	4000	6133	4500		Annual	EMIS (Not available in EMIS yet)	DSE	Same as above
	238 dis. st. (with wheel chair and st. with hearing	348	413	458	NA				

aids)

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	Annual	EMIS	DEPR/EMIS	EMIS data (no. of students in owned and one shift school)
7.2 Decrease in number/percentage of underutilized schools in all field directorates.	Nil	2 schools	Nil	8 schools		Annual	EMIS	DEPR /EMIS	
7.3 Decrease in number/percentage of overcrowded schools in all field directorates.	Nil	2 schools	Nil	4 schools		Annual	EMIS	DEPR/EMIS	Not achieved due to the delay in construction program
7.4 Number of additional classrooms/lab spaces for science and ICT.		200Class room	-	200 Class room		Annual	EMIS	Nil	Not achieved due to the delay in construction program
	Nil	30 ICT Labs	-	30 ICT labs					
	Nil	30 Sc. Labs	-	30 ICT labs					
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)	Required at Midterm stage

Summary of Non Achieved Activities:

The Development Coordination Unit assessed the components' progress and achievements against the Annual Work plans of the previous two years, and summarized the following key activities identified behind the schedule and should be further tackled during the next year:

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

- ◆ Review and approve the proposed regulations on the Educational Councils.
- ◆ Develop a concrete action plan to ensure effective joint planning and coordination between Components One and Three.
- ◆ Develop Communication Strategy for the Reform

Component Two: Monitoring & Evaluation and Organizational Development

- ◆ Review and revise the National Education Strategy based on policy development and implementation.
- ◆ Develop EMIS to provide a diverse and reliable resource of data for various functions related to analysis, planning and investigation of policy alternation and options.
- ◆ Develop an operational policy guideline and application of results-based program for the three levels.

Component Three: Development of Teaching and Learning

- ◆ Complete and approve the organizational structure of the ETC to be operational and appointing the required qualified staff in light of the new structure and functions.
- ◆ Review and develop the National Teacher Professional Standards at subject level.
- ◆ Review the study plans for basic and secondary cycles through WGs including teachers and supervisors.
- ◆ Prepare the proposal on the standards and guidelines for the ICT Clearinghouse for Student and Teacher-developed E-Content
- ◆ Develop, approve and endorse the ICT Standards for the MoE schools.
- ◆ Develop, approve and endorse detailed ICT projection plan for upgrade and replacement
- ◆ Prepare the integration framework for all student assessment methods.
- ◆ Postpone the diagnostic assessment as well as the development of the training material on using diagnostic assessment until the completion of the study titled (The status of implementing Authentic Assessment Strategies in the directorates-focus groups).

Component Four: Development of Special Focus Programs Development

4.1 Early Childhood Development

- ◆ Endorse the revised standards for licensing private KGs.
- ◆ Integrate KG data (enrollment, assessment) into the overall EMIS system.

4.2 Vocational Education

- ◆ Present the new VET Strategy Action Plan to the E-TVET Council for feedback and approval prior to the broader consultation in the form of a National Conference scheduled in January /February 2012.
- ◆ Develop and approve the standard list of equipment for Vocational Education workshops

4.3 Special Education

- ◆ Revise and update the education law and all legislation related to learning disabled, gifted and talented students in light of the approved Policy Framework
- ◆ Conduct the adaptation of screening and early identification tools for the KG students.

Key Challenges and Issues:

- Over the last two years, ERfKE II implementation has continued to make important progress in several key areas as highlighted in the previous sections. However, there are important challenges and implementation constraints as explained in details below:
- **Financial gaps:** Despite the provision of funds from various stakeholders (USAID,EU,CIDA,WB, KfW) the project's components still face several financial gaps which cause delay in the implementation of the several interventions: Construction of the new schools and extensions (46 new schools and extensions), professional development (Induction program and in-service professional development program)), ICT strategies (ICT training and e-learning, equipment and maintenance, ICT monitoring and evaluation) and vocational education in terms of provision of necessary equipment aligned with developed new curriculum. The financial status of the project and the support provided by the key donors and lenders is reflected in the attached Annex1.
- **Capacity to implement the reform:** There is need to strengthen capacity at the central and the field directorates' levels and to enable the central as well as the field level to undertake the assigned functions according to the reform requirements. The following major areas for capacity building have been identified: Policy and strategic planning, monitoring and evaluation, quality assurance, resource management. Moreover, there is need for specific capacity building in the areas identified in the newly developed Policies and Strategies Framework (such as curriculum review and development, ICT Strategy management, assessment of learning, early childhood, vocational education and special education).
- **Quality:** The results of the National Assessment for Knowledge Economy (NAfKE) Skills have revealed that the majority of students' achievements are still below the desired levels. Another baseline study "Classroom Observation" revealed that there is still relatively low level of teachers' use of student -centered active learning and teaching methodologies in the classroom. The Ministry should undertake the necessary remedial actions to improve the quality
- **School planning:** A recent baseline school rationalization study indicates that : 1,244 (36.5%) of the MoE schools are considered overcrowded, while 1,891 schools (55.4%) are considered underutilized. This requires substantial revision for school planning mechanisms and approaches to rationalize and maximize the utilization of facilities.

- **Teacher Policy:** Although the Teacher Policies Framework is approved, there is imperative need that this framework becomes operational to resolve the significant challenges regarding teacher recruitment, utilization, professional development (pre-service and in-service training programs) . Moreover, there is need for more pace regarding the establishment of the Educational Training Center.
- **EMIS system:** There is crucial need for functional and up-to-date EMIS system that includes all the needed databases for continuous monitoring of the 31 packages of indicators, and guiding the policy making process at all levels.
- **Public Communication and greater Awareness** on the education reform development plans at the central, the directorates and the community levels is essential.

Financial Status:

The financial disbursements rate is still low as indicated in the table below, despite the progress made at the project's components and sub-components. The percentage of the accumulated spending disbursements rated approximately at (6.3%) up to the end of 2011, during the last two years, and based on the disbursement made through the World Bank Loan, Government of Jordan and CIDA's contribution.

The low disbursement rate of the project is attributed to:

- ◆ The financial restrictions requested by the Government Tenders Department (GTD) and Government Building Department (GBD) to obtain the financial commitment obligations from the General Budget Department (GBD), as a condition to proceed with the awarding and contracting process.
- ◆ The turnover of (GBD) financial staff and the subsequent change of their signatories, in addition to the lengthy process of obtaining the drafts(checks) and financial obligations which require the approval of more than three Ministries and departments.
- ◆ Delay in processing payments to contractors to have GFMS ready to process ERfKE II payments, and the delay in the approval of the Government Budget Law.

Source of Fund	Brief description	Amounts allocated (\$)	Duration of the project-years	Disbursements (USD) 31/12/2011	Implementation period
World Bank	Establishing buildings and processing advisory services and renovations	60,000,000	6	2,022,002	2009/12/30–2015/12/29
USAID–Works	Construction of the school buildings	75,000,000	5	not available	2009–2014
USAID– ERSP	Educational Development Support Project	45,000,000	5	not available ²	2009–2014
CIDA	Develop a system based on Student and School Project.	17,000,000	5	3,469,289	2010–2014
GOVT.	Treasury's contribution in all activities of the project *	69,500,000	10	3,747,875	2009–2019
Total		266,500,000		9,239,166	

² USAID contribution is not incorporated due to lack of financial information from the source.

Annex 1 : Project Cost Summary and Financial GAP

(US\$ '000)	Total cost Including Contingencies	Available Financing							Total	Financing GAP
		GOJ	IBRD	CIDA	EU	USAID	KfW	JICA ***		
Component 1: Field Directorate and School-Based Management	12,379.28	-	-	12,379.30		-		-	12,379.30	0.02-
Component 2: Policy, Planning, Monitoring and Evaluation, and Organizational Change									-	-
2.1: Policy Development, Strategic Planning and Monitoring and Evaluation	12,213.24	1,507.96	2,283.00	4,673.46	1,650.00	Through ERSP and MEP			10,114.42	2,098.82
2: Organizational Development	2,359.77	471.95	704.45						1,176.40	1,183.37
Subtotal	14,573.01	1,979.91	2,987.45	4,673.46	1,650.00	-		-	11,290.83	3,282.19
Component 3: Teaching and Learning Resources									-	-
3.1: Teacher Policy and Professional Development	19,717.92		-		3,250.00	Through ERSP		2,504.93	5,754.93	13,962.99
3.2: Curriculum, Assessment, and Learning Resources	30,380.60	2,605.50	-						2,605.50	27,775.10
Subtotal	50,098.52	2,605.50	-	-	3,250.00	-		2,504.93	8,360.43	41,738.09
Component 4: Special Focus Program Development									-	-
4.1: Early Childhood Development*	9,793.50		-		4,400.00	Through ERSP			4,400.00	-
4.2: Vocational Education	7,934.64	1,586.93	2,594.57						4,181.50	3,753.14
4.3: Special Education	3,094.37	618.87	-		1,700.00				2,318.87	775.50
Subtotal	20,822.51	2,205.80	2,594.57	-	6,100.00	-		-	10,900.37	4,528.64
Component 5: Physical Learning Environment **	312,334.13	62,866.82	54,372.80			75,000.00	7,757.40		199,997.02	112,337.11
(EU Initial tranche and Technical assistance)					11,400.00				11,400.00	11,400.00-
USAID contribution (other than Works)						44,850.15			44,850.15	44,850.15-
Total PROJECT COSTS	410,207.45	69,658.04	59,954.82	17,052.76	22,400.00	119,850.15	7,757.40	2,504.93	299,178.10	105,635.85
*Available contribution to ECD covers the Gap for this sub-component										
** Due to substantial increase in the unit cost of school construction, the cost of this component is currently under reviewing process and amount of the financial gap will be revised accordingly.										
*** JICA contribution is not confirmed yet										