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ENHANCING SCHOOL MANAGEMENT AND PLANNING (ESMP)  
PROJECT

# Quarter 3 Progress Report

FY 2019 Quarter 3: April 1 – June 30, 2019

Submission Date/Version: July 15, 2019, Version 1

Contract Number: 72027819C00002  
Contract Period: February 15, 2019 – February 14, 2023  
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## ACRONYMS AND ABBREVIATIONS

A&E	Architecture and Engineering
ADS	Automated Directive Systems
ADG	Assistant Director General
CBS	Capacity Building Specialist
CCN	Cooperating Country National
CITIES	USAID/Cities Implementing Transparent, Innovative, and Effective Solutions Project
COP	Chief of Party
COR	Contracting Officer's Representative
DCOP	Deputy Chief of Party
DLS	Department of Lands and Surveys
DCU	Development Coordination Unit
EMIS	Education Management Information System
EQUA	Education Quality and Accountability Unit
ESMP	USAID/Enhancing School Management and Planning Project
ESP	Education Strategic Plan
FIDIC	International Federation of Consulting Engineers
FRPFM	USAID/Fiscal Reform and Public Financial Management Project
F&OM or FOM	Finance and Operations Manager
GAM	Greater Amman Municipality
GIS	Geographic Information Systems
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GOJ	Government of Jordan
GTD	General Tenders Department
HO	Home Office
ISTD	Income and Sales Tax Department
KFW	Bank für Sozialwirtschaft
M&E	Monitoring and Evaluation
MEL	Activity Monitoring, Evaluation, and Learning Plan
MOE	Ministry of Education
MOICT	Ministry of Information and Communications Technology
MOPIC	Ministry of Planning and International Cooperation
MPWH	Ministry of Public Works and Housing
PI	Performance Improvement
QRC	Queen Rania Center
RAMP	USAID/Early Reading and Mathematics Project
RFP	Request for Proposal
SCP	School Construction Program
SDDP	School and Directorate Development Section
SI	School Infrastructure
SSC	Social Security Corporation
STC	Special Tenders Committee
STTA	Short-Term Technical Assistance
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNOPS	United Nations Office for Project Services
USAID	United States Agency for International Development
WG	Working Group

# I. PROJECT OVERVIEW

## I.1 Project Details

The Enhancing School Management and Planning (ESMP) Project is designed to improve the Jordanian school management and planning process, as well as the quality of the school environments in Jordan by enhancing the planning, oversight, operation, and maintenance capabilities of the Ministry of Education (MOE) and the Ministry of Public Works and Housing (MPWH).

The goal of the ESMP Project is to provide assessment expertise, technical assistance, capacity building, collaboration facilitation, and training to the MOE, MPWH, targeted stakeholders, and other counterparts to improve existing management systems and procedures used by the Government of Jordan (GOJ) for the planning, implementation, and utilization of public schools in Jordan.

To achieve this goal, ESMP Project staff will work in close coordination with multiple governmental and non-governmental actors. Critical to the integration of MOE and MPWH policies and their long-term cooperation is the inclusion of local communities and parent stakeholders involved in the education process.

Working in close partnership with project ministry partners and other non-governmental stakeholders, initial assessments and working groups (WGs) will lead to policy improvements in the planning, oversight, operation, and maintenance capabilities of the MOE and MPWH.

The ultimate target beneficiaries are the students of Jordan, who will directly benefit from an improved learning environment and indirectly from increased capacity of the GOJ ministries responsible for creating increased access to education.

**Table I** provides Jordan ESMP Project details.

<b>Project Name</b>	Jordan Enhancing School Management and Planning (ESMP) Project
<b>Project Start / End Date</b>	February 15, 2019 – February 14, 2023
<b>Name of Prime Implementing Partner</b>	The Kaizen Company, LLC
<b>Contract Number</b>	72027819C00002
<b>Name of Subcontractors</b>	Edvise ME; CDM International Inc. (CDM Smith)
<b>Geographic Coverage</b>	Jordan
<b>Reporting Period</b>	April 1 – June 30, 2019

## I.2 Executive Summary

### I.2.1 Short Introduction

The Kaizen Company (Kaizen) was awarded the Jordan ESMP Project on February 15, 2019 to conduct work under the following key components over the course of four years:

- Component 1: Assessments
- Component 2: Policy and Systems Strengthening
- Component 3: Human Resource, Staff Development, and Training
- Component 4: Sustainability of Increased Capacity

### I.2.2 Summary of Results for the Reporting Period and Key Achievements

This reporting period can be characterized by the phase-in of technical implementation and the phase-out of start-up activities.

**Start-Up:** After a rigorous recruitment and approval process, on April 7, 2019, the ESMP Project onboarded its replacement Chief of Party (COP) to join the project on a full-time basis. The ESMP Finance and Operations Manager (F&OM), who was named in the proposal, joined the project on April 14, 2019 and the team completed recruitment efforts for a driver, an Operations Specialist, a Data and Knowledge Management Specialist, as well as a MEL Manager. Kaizen additionally assisted its subcontractor Edvise ME in recruiting the ESMP Project's Performance Improvement Specialist. All Kaizen Cooperating Country National (CCN) staff members started full-time on the project on employment agreements on June 2. During this time, the ESMP Project also conducted an extensive recruitment for a Deputy Chief of Party (DCOP). It submitted an initial approval for the candidate on June 5 and worked with USAID throughout the rest of the month to finalize the approval request. The candidate is expected to receive approval in the first week of July.

In addition to the onboarding and recruitment of key and non-key personnel, Kaizen also signed a contract with one of ESMP's subcontractors, CDM Smith, while making headway in finalizing an agreement with the project's other subcontractor, Edvise ME. During this quarter, Edvise ME completed a budget realignment for Kaizen and it is expected that the subcontract will be finalized in the early days of the next reporting period.

Beyond contractual matters, Edvise Me and CDM Smith provided staff to support project technical work. Edvise Me's Performance Improvement Specialist began working with the ESMP Project on May 6, 2019 and CDM Smith will be providing engineering expertise and technical assistance starting in July 2019. CDM Smith also provided background information for the three assessments that will be taking place in September, in addition to helping finalize the ESMP Project Year I Work Plan. Taken together, the ESMP Project now has a full and strong team assembled with the necessary expertise in school construction and change management.

Outside of staffing, the ESMP Project also completed registration with the Ministry of Planning and International Cooperation (MOPIC), the Income and Sales Tax Department (ISTD), the Customs Department, the Greater Amman Municipality (GAM) and the Social Security Corporation (SSC). After completing all the necessary steps for registration, the ESMP received an income tax identification, created a social security account, and began the process of opening a bank account in Jordan. To do so, the ESMP Project team compiled all the necessary paperwork, which was notarized and signed by the U.S. State Department and the Jordanian Embassy in Washington, DC. Once the documents were mailed to Amman, the ESMP Project opened its bank account at the end of June.

**Project Implementation and Technical Activities:** During this quarter, project staff reviewed and summarized key assessment reports in preparation for the three assessments due in September 2019: The School Infrastructure (SI) Process General Assessment, the Behavior Change Study, and the Needs (or Physical) Assessment of Public Schools. With the help of the MOE Donor Coordination Unit, several valuable informal meetings were held with USAID's consent. As the team was unable to meet formally with the MOE until an approved DCOP was on board, ESMP staff used the time to develop valuable process analyses after evaluating MPWH laws, regulations, and instruction. While official access to MOE's Education Management Information System (EMIS) and Geographic Information Systems (GIS) units was limited, a comprehensive school database provided by the MOE held valuable information for project analysis including GIS coordinates, school types, student enrollment numbers, the number of classrooms, and other similar information.

In addition, after receiving USAID approval to adjust the deliverable submission timeline on May 8, 2019, the ESMP Team submitted its *Year 1 Annual Work Plan* on May 17, 2019, as well as three key deliverables on June 17, 2019: an *Activity Monitoring, Evaluation, and Learning (MEL) Plan*, a *Gender Analysis Report*, and an *Outreach and Communications Plan*. Kaizen recruited a gender expert consultant to provide insights for its *Gender Analysis Report* and is awaiting feedback on these three deliverables from USAID.

### 1.2.3 Problems Encountered/Lessons Learned

In April 2019, the ESMP Project terminated its DCOP's consultancy with Kaizen. Kaizen began a rigorous recruitment process and proposed its replacement candidate to USAID on June 5, 2019. In the interim, however, USAID conveyed to the team that kickoff meetings would be conditional upon having both a COP and DCOP in attendance. In addition, until an approved DCOP was on board, no meetings were to be held with the MOE and MPWH. As a result, formal activities could not take place and several workplan activities were postponed. Despite this, the project made considerable progress toward its key project assessment reports, which are due mid-September, by meeting with other implementing partners and firms. At the end of the quarter, Kaizen's proposed DCOP candidate is in the final stages of receiving USAID approval. He is expected to join full-time in early July, at the beginning of the next quarter. With full leadership staffing and access to ministerial colleagues, the ESMP Project is mostly done with startup and is moving to full program implementation.

## 2 PROJECT IMPLEMENTATION

The ESMP Project team submitted its *Year 1 ESMP Annual Work Plan* on May 17 and received approval for the Plan from the COR on May 21. Subcontractors CDM Smith and Edwise ME contributed greatly to the Work Plan by providing their insights about the ministries, workshop planning, and the assessments.

The Work Plan focused on laying the groundwork for the three key assessment reports, due on September 13:

- School Infrastructure Process General Assessment
- Behavior Change Study
- Needs Assessment of Public Schools

The table below outlines each planned activity for Quarter 3, its status as of the end of the quarter, and the reason for any deviations, if applicable. After the table, there is narrative providing further updates on the status of each activity.

**TABLE 2: QUARTER 3 ACTIVITIES AND PROGRESS**

<b>Planned Activities for Quarter 3</b>	<b>Actors Involved</b>	<b>Status as of June 30, 2019</b>	<b>Reason for Deviation, if any</b>
<b>COMPONENT I</b>			
<b>Activity I.A.1 Collaboratively review, design, and conduct SI Process General Assessment</b>			
<b>Sub-Activity I.A.1.1</b> Review of previous SI project assessments	Technical Team	Complete	N/A
<b>Sub-Activity I.A.1.2</b> Meetings with USAID partners and other key stakeholders	COP & Technical Team	In Progress	Ongoing collaboration expected throughout the project
<b>Sub-Activity I.A.1.3</b> School Planning Process Workshop	COP, Technical Team, & Edvise ME	Postponed and replaced by individual meetings	Postponed to Quarter 4 until ESMP is fully staffed
<b>Sub-Activity I.A.1.4</b> Data for Decision Making Workshop	COP, Technical Team, & Edvise ME	Postponed and replaced by individual meetings	Postponed to Quarter 4 until ESMP is fully staffed
<b>Sub-Activity I.A.1.5</b> Preliminary stakeholder discussion /school construction design standards, requirements, design review, and approval process	DCOP, Technical Team, & CDM Smith	Originally planned for June, postponed and replaced by individual meetings	Postponed to Quarter 4 until ESMP is fully staffed
<b>Sub-Activity I.A.1.6</b> GOJ SI Procurement Workshop	DCOP, Technical Team, & CDM Smith	Originally planned for June, postponed and replaced by individual meetings	Postponed to Quarter 4 until ESMP is fully staffed
<b>Sub-Activity I.A.1.7</b> Construction Management Workshop	COP, Technical Team, & CDM Smith	Originally planned for June, postponed and replaced by individual meetings	Postponed to Quarter 4 until ESMP is fully staffed
<b>Sub-Activity I.A.1.8</b> School Maintenance and Utilization Workshop	COP, Technical Team, & Short-Term Technical Assistance (STTA)	Originally planned for June, postponed and replaced by individual meetings	Postponed to Quarter 4 until ESMP is fully staffed
<b>Activity I.B.1 Collaboratively review, design, and conduct Behavior Change Study</b>			
<b>Sub-Activity I.B.1.1</b> Review Previous SI assessments	Capacity Building Specialist (CBS) & Technical Team	80% Complete	Direct information limited, but gaps to be filled in during Quarter 4
<b>Sub-Activity I.B.1.2</b> Three Focus Groups	CBS & Technical Team	Originally planned as regional meetings. May be partially implemented as appropriate prior to assessment report, or implemented Sept – Oct post assessment to validate findings	Postponed to Quarter 4 until ESMP is fully staffed



<b>Sub-Activity I.B.1.3</b> Two government official focus groups and interviews	CBS & Technical Team	Postponed for Quarter 4	Postponed to Quarter 4 until ESMP is fully staffed
<b>Sub-Activity I.B.1.4</b> Gather behavior study information through preliminary stakeholder discussion groups	CBS & Technical Team	Postponed – see sub-activities I.A.1.5 -9	Postponed to Quarter 4 until ESMP is fully staffed
<b>Activity I.C.1: Collaboratively review, design, and conduct Needs Assessment of Public Schools</b>			
<b>Sub-Activity I.C.1.1</b> Review existing data from GIS, EIMIS and other sources	Technical Team	Partial Completion, but on schedule – reviewing MOE data and meeting with EMIS and GIS staff	Delayed onboarding of DCOP, will be continued in Quarter 4
<b>Sub-Activity I.C.1.3</b> Conduct National Physical Assessment of All Schools (Jun – Aug)	COP, Technical Team, & STTA	Desk-review underway, to be completed by August	Language variation between the RFP and the contract
<b>COMPONENT 4</b>			
<b>Activity 4.A.1 Establish initial planning, knowledge, and ownership transfer mechanisms for assessment activities</b>			
Sub-Activity 4.A.1.1 Create stakeholder assessment support team	COP, DCOP, & CBS	Postponed for Quarter 4	Postponed to Quarter 4 until ESMP is fully staffed

## 2.1 Component I: Assessments

### 2.1.1 Activity 1.A.1 Collaboratively Review, Design, and Conduct SI Process General Assessment

#### Sub-Activity 1.A.1.1 Review of previous SI project assessments

The ESMP Project team conducted a school landscape study to identify specific challenges regarding school resource management and construction in Jordan. The full list of literature reviewed can be found in **Annex 9. Table 2** below illustrates the most commonly found challenges across a sampling of the reports reviewed.

#### Table Code:

A – MOE Education Strategic Plan 2018-2022

B – The Jordan Country Development Cooperation Strategy 2013 – 2017

C – The Education Assessment for School Construction and School Expansion in 2018

D – Jordan Nationwide Assessment in Public School's Report 2012/2016

E – The Situation Analysis of Children in Jordan issued in 2017

F – USAID Planning and Design Guidelines (2015)

TABLE 3: PRELIMINARY FINDINGS ON CHALLENGES FACING SCHOOLS

Challenges	A	B	C	D	E	F
Schools are overcrowded	*	*	*	*	*	*
Rented schools – there aren’t enough government schools so localities will rent office spaces and teach students there. This is an indicator of insufficient placement of government schools.	*			*	*	
Double shifts – there are two types. <ul style="list-style-type: none"> <li>▪ too many students and not enough space so schools will stagger learning periods.</li> <li>▪ Syrian students may not fit the grade they should be in and schools hold special learning sessions outside of regular hours for them</li> </ul>	*			*	*	
Refugees need to be accommodated	*	*		*	*	
Minimal planning for early childhood and children with disabilities education	*					
Lack of attractive and safe educational environment	*		*			
School location needs to be examined carefully to avoid school overcrowding and underutilization		*			*	*
Educational digital data and spatial maps need to be applied on a fast pace to support decision makers	*	*			*	*
MOE limited operations and maintenance budget and financial difficulties	*	*	*	*		*
School management centralization			*		*	
Lack of long-term planning		*			*	

Through the review of the 25 reports, the ESMP team identified and provided insights into school construction design standards- specifically the requirements, the design review, and the approval processes. The reports highlighted that there is consensus regarding the challenges that need to be considered when putting together these standards. **Table 3** below highlights those findings.

Table Code:

A – *School Construction and School Expansion 2018*

B – *USAID SKEP - Planning and Design Guidelines 2015*

C – *Nationwide Assessment in Public Schools for Strategic Planning 2015-2016*

D – *Situation Analysis of Children in Jordan 2017*

E – *Madrasati*

F – *GOJ Human Resources Development Strategy 2016-2025*

**TABLE 4: EXCERPTED FINDINGS ON SCHOOL CONSTRUCTION DESIGN STANDARDS, REQUIREMENTS, DESIGN REVIEW, AND APPROVAL PROCESS**

<b>Challenges</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
Classroom size and students per classroom	*	*	*	*		*
Classroom seating layout	*	*				
Acoustics especially in public areas, such as canteen	*	*			*	
School entrance size	*	*		*		
Windowless spaces and oddly placed windows	*					
Old building infrastructures			*	*		*
Lack of clean drinking water	*	*		*	*	
Lack of playground				*	*	
Inadequate classroom lighting		*		*	*	
School furniture		*				
Limited spaces to accommodate students during recess, morning assemblies, and entering/exiting the school		*				
Lack of proper sanitary facilities in terms of capacity and number of latrines	*	*	*	*	*	*
School's internal sewage system is too bad in terms of capacity		*		*	*	
Lack of solid waste management					*	
Lack of consideration of renewable energy and echo systems		*			*	
Low comfort levels		*			*	
Lack of capacity for storing an adequate amount of water		*	*	*	*	
Lack of security measurers		*			*	
Lack of accessibility of disabilities		*				
Absence of health and safety considerations		*				
Lack of consideration of materials that are of high quality and durability with low operational costs		*				

**Sub-Activity I.A.1.2 Meetings with USAID program partners involved with school construction, as well as other key stakeholders**

The ESMP Project held introductory meetings with Trigon Associates on April 9, CDM Smith on April 11, and Bitar and Engicon on April 22. The ESMP Project team held follow-up meetings with Bitar, Engicon, and CDM Smith on various aspects of their work to inform the project assessments.

The results of sub-activities I.A.I.3-8 will inform sub-activity I.A.I.9, which is the National SI Assessment Workshop. Official meetings and formal workshops were postponed to the following quarter, until the ESMP Project team was fully staffed. Below is an outline of progress made within these sub-activities during Quarter 3.

### Sub-Activity I.A.I.3 Conduct preliminary stakeholder discussion/school planning process

Table 5 below illustrates the informal meetings that project staff had with MOE officials in the months of May and June, as well as the interviews conducted related to the school planning process.

TABLE 5: LIST OF MOE MEETINGS AND TOPICS OF DISCUSSION

Date	Activity Information
<b>Purpose: Discuss the Planning / Tendering Process for Furniture and Equipment for the Schools</b>	
<b>May 23, 2019</b>	Azmi Hamedi, Tendering coordinator in the DCU
<b>Purpose: Discuss the School Planning Process</b>	
<b>May 27, 2019</b>	Meeting with Mr. Abdullah Hassonah-Policies and Strategic Planning Department Meeting provided the following: <ul style="list-style-type: none"> <li>▪ General idea about the planning process being followed by the department</li> <li>▪ Factors affecting the planning process</li> </ul>
	Meeting with Mr. Mohammed Abu Hajileh - Supplies Directorate Managing Director and Eng. Laila Alhousna - International Tenders Section Head The supplies directorate uses the output of the planning process to identify schools' needs of furniture and equipment. This depends on HR allocation plans and classes allocation plans, which stem from the planning and design phases
	Mr. Mohammad Al Manasser - Financial Affairs Managing Director. Meeting give idea regarding the following: <ul style="list-style-type: none"> <li>▪ The directorate has a little impact on the planning process.</li> <li>▪ The Financial Planning Section under the Policies and Strategic Planning Department is the unit responsible for estimating financials needed for planning process</li> </ul>
<b>May 28, 2019</b>	Meeting with Dr. Haifa Jaioussi-Team Leader - Education Quality and Accountability Unit (EQUA). <ul style="list-style-type: none"> <li>▪ Meeting gave an idea regarding EQUA's role in the schools planning process through their regular assessments and schools' visits</li> </ul>
	Meeting with Dr. Balsam Maittah - Managing Director for the Internal Controls Unit. <ul style="list-style-type: none"> <li>▪ Role of Internal Controls unit - following on the achievements of Policies and Strategic Planning Department executive plans set for achieving the strategic objectives concerning the construction of schools in ESP-2018-2022.</li> <li>▪ Dr. Balsam provided documented procedures for the planning process and schools mapping</li> </ul>
	Meeting with Eng. Rana Al Rai- Maintenance Section Head on behalf of Eng. Samar Kakish – Managing Director for Buildings and International Project Directorate <ul style="list-style-type: none"> <li>▪ The Role of the Buildings and International Projects Directorate in the planning process phase is through conducting physical site visits to check school conditions.</li> <li>▪ Information feeds into the planning process</li> </ul>
	Meeting with Mr. Khaldoun Shkokani / Audit Bureau team leader at MOE and Mr. Mohammad Hommadate-Auditor. <ul style="list-style-type: none"> <li>▪ The Audit Bureau has a little impact on the schools planning process.</li> <li>▪ Their role is significant during the tendering, construction, and acceptance phases</li> </ul>
<b>May 29, 2019</b>	Meeting with Eng. Azme Hamidi - Development Coordination Unit (DCU).

	<ul style="list-style-type: none"> <li>▪ DCU has a role in requesting donors support to achieve planned needs of school buildings and support the tendering for schools' furniture and equipment being constructed by donors</li> </ul>
	<p>Meeting with Mr. Marwan Turman - Education Technology Manager at Queen Rania Center (QRC).</p> <ul style="list-style-type: none"> <li>▪ Meeting gave an idea regarding the role of QRC in providing data needed for planning process and obstacles in providing the needed data</li> </ul>
	<p>Meeting with Mr. Abdul Nasser Heshmah- School and Directorate Development Section Head Mr. Ghazi Johar - Educational Supervisor.</p> <ul style="list-style-type: none"> <li>▪ Role of SDDP in school planning phase through providing information regarding schools overcrowding</li> <li>▪ Section's roles in monitoring schools' maintenance activities</li> </ul>
<b>May 30, 2019</b>	<p>Meeting with Eng. Safa'a Beiruti – School Mapping Section Head</p> <ul style="list-style-type: none"> <li>▪ Discussed the section role in planning process which includes: <ul style="list-style-type: none"> <li>○ Providing needed data through the WEB GIS such as population, current schools distribution in a particular neighborhood,</li> <li>○ Educational status of schools (owned, rented, double shift...)</li> <li>○ Identifying land plots location owned by MOE and/or Treasury</li> </ul> </li> </ul>
	<p>Meeting with Mr. Abdullah Hassonah – Policies and Strategic planning Directorate Manager. The meeting included discussions on:</p> <ul style="list-style-type: none"> <li>▪ Verifying the documented planning procedure, where it was found that it differs from the current process being followed and changes were not reflected on the documented procedure (issue date 27.12.2011)</li> <li>▪ Impact of decentralization and field directorates lacking planning experience which has a negative impact on the planning process due to the lack of coordination between MOE and local governorate councils.</li> <li>▪ Finding suitable land plots to construct new schools (a challenge faced by the MOE)</li> </ul>
	<p>Meeting with Eng. Maher Toamah- Land Acquisition Section Head</p> <ul style="list-style-type: none"> <li>▪ Procedures followed by the section in acquiring land plots for school construction</li> </ul>
	<p>Arranging with the DCU for the following meetings on Sunday 2<sup>nd</sup> June 2019:</p> <ul style="list-style-type: none"> <li>▪ Eng. Samar Kakish- Buildings and international Projects Directorates</li> <li>▪ Mr. Hisham Abu Kashaah- Financial Planning Section Head</li> <li>▪ Mr. Thamer Al Azeem HR Planning Section Head</li> <li>▪ Eng. Areej Al Sabah- Engineering Studies Section Head</li> </ul> <p>Requested and received the Organizational Structures for the Policies and Strategic planning department and the Buildings and International Projects Directorate</p>
<b>Objective: Assessment of School Building Needs Planning Process at MOE</b>	
<b>June 2, 2019</b>	<p>Meeting with Eng. Samar Kakish- Managing Director for Buildings and International Projects Directorate. and Eng. Osama Yousef - Services Section Head</p> <p>The meeting clarified the role of the Buildings and International Projects Directorate in:</p> <ul style="list-style-type: none"> <li>▪ Executing decentralization plans regarding establishing new schools and schools' extensions and estimating the costs for planned schools' extensions that can be built through MOE and/or governorates councils.</li> <li>▪ Conducting site visits to investigate the situation of school buildings and report to planning department regarding any buildings that are not suitable to be occupied by students</li> <li>▪ Providing necessary support to provide newly constructed schools with water, electricity and internet</li> </ul>
	<p>Mr. Hisham Abu Khashabah - Financial Planning Section Head at Policies and Strategic Planning Department.</p> <ul style="list-style-type: none"> <li>▪ Discussed the role of the section in schools planning process which is estimating needed financial resource for establishing planned schools' buildings</li> </ul>
	<p>Mr. Tamer Alazem-HR Planning Section at Policies and Strategic Planning Department.</p> <ul style="list-style-type: none"> <li>▪ This section's work depends on the output of schools planning process where the number of teachers and admin staff can be estimated depending on estimated number of students and classes</li> </ul>

	<p>Meeting with Eng. Areej Nimar - Buildings Tenders and Maintenance Section Head at Buildings and International Projects Directorate.</p> <ul style="list-style-type: none"> <li>This section is responsible for executing the planned needs of school buildings and extensions that are being estimated by governorates councils (Decentralization) and any urgent buildings projects being established by the MOE directly</li> </ul>
<b>Objective: Review / Obtain Feedback on Planning Process Map</b>	
<b>June 18, 2019</b>	<p>Short meeting with Abdullah Hassonah - Head of Policies and Strategic Planning Directorate</p> <ul style="list-style-type: none"> <li>Review of the planning process map</li> </ul>
<b>June 23, 2019</b>	<p>Met with Mr. Abdullah Hassonah - Head of Policies and Strategic Planning</p> <ul style="list-style-type: none"> <li>Receive his feedback regarding the planning process</li> </ul>

#### **Sub-Activity I.A.1.4 Conduct preliminary stakeholder discussion/data for decision making**

The ESMP Project's Data and Knowledge Management Specialist joined the project on June 12. On June 24, the COP and the Data and Knowledge Management Specialist met with the Assistant Director General (ADG) of the Department of Lands and Surveys (DLS), Mr. Mohammad Sawafeen. During this meeting, the topic of discussion was the issue of school property land registration. The ADG committed to provide staff to any intergovernmental working groups striving to resolve data issues.

#### **Sub-Activity I.A.1.5 Conduct preliminary stakeholder discussion/school construction design standards, requirements, design review, and approval process**

On June 26, the COP and the Contracting Officer's Representative (COR) met with German Bank aus Verantwortung (KFW), School Construction Program (SCP) representatives Adel Al-Jazzar KFW, Salam Najjar SCP, Lubna Mansour SCP Team, and Nadine Lababidi SCP Team / Dorsch Gruppe consultant.

During this introductory meeting, SCP noted that working with MPWH on new school construction design standards was part of their mandate. ESMP noted similar contractual references and suggested an ongoing collaboration. All parties agreed to hold regularly scheduled coordination meetings. As a result of suggestions by ESMP in earlier phone conversations with KFW, the SCP team obtained design standards reports from USAID implementers Bitar and Engicon.

#### **Sub-Activity I.A.1.6 Conduct preliminary stakeholder discussion/GOJ procurement of A&E and construction services**

During this quarter, the ESMP Project's Public Sector Procurement Specialist reviewed existing laws, regulations, instructions, and guidelines to develop detailed procurement workflows. These workflows will provide a strong foundation for upcoming discussions and future workflow redesign.

Initial findings pertaining to this sub-activity were reliant on the 2018 *USAID Host Country Contracting Assessment*. This assessment evaluated the capacity of the MPWH to carry out different phases of procurement in accordance with the rules set out by the Government Works By-law and other related regulations for both the General Tenders Department (GTD) and Special Tenders Committee (STC). The assessment covered organizational aspects, staff capability, quality and adequacy of support and control systems, as well as suitability of the laws, rules, and regulations applicable to the MPWH.

The main conclusions of the *USAID Host Country Contracting Assessment* can be summarized as follows:

- Efficient controls and guidelines for GTD activities are designed and in place. However, more effective practices can be added.
- Adding additional controls can potentially improve the adherence of staff members to the policies and procedures in place.
- There are multiple areas which need to be addressed for greater improvement.
  - i. Procurement and payment processes
  - ii. Organization of the archive
- There are several recommendations that can be implemented, which are ranked according to their importance.

The assessment further identified several significant controls within the STC that were not fulfilling their purpose. The STC is governed by the same guidelines and controls as the GTD or the fund provider, where stricter guidelines prevail. However, both the STC and GTD have slightly different procedures that are not applied in a consistent manner.

### **Sub-Activity I.A.1.7 Conduct preliminary stakeholder discussion/construction management and supervision**

The ESMP Project team will be conducting these preliminary stakeholder discussions in Quarter 4 once its DCOP is on board. However, the team conducted literature reviews of construction management and supervision by referring to the *USAID Jordan Schools Construction & Rehabilitation Program Environmental Assessment Reports (Aqaba Schools November 2007, Middle Governorates Schools 2007, and the Southern Governorates Schools 2008)*. These reports include suggested recommendations to consider during the construction, expansion, and renovation phases of schools. These points of consideration will serve as important tools in the following quarter as work on the *Needs Assessment* commences. Below in **Table 5** are excerpts of these findings.

**TABLE 5: EXCERPTED FINDINGS RELATED TO CONSTRUCTION MANAGEMENT AND SUPERVISION**

<b>Points of Consideration</b>	<b>Measure</b>
<b>Health and Safety</b>	Prepare and abide by a Health & Safety Plan that includes the relevant measures described in Jordanian Code No. 22 for Public Safety during Construction: <ul style="list-style-type: none"> <li>▪ Proper signage in accordance with Section 1;</li> <li>▪ Provision of firefighting measures in accordance with Section 2/5;</li> <li>▪ Provide temporary electrical connections in accordance with Section 2/12; All openings and edges should be provided with guard rails and toe boards in accordance with Section 2/13.</li> <li>▪ Proper storage of materials in accordance with Section 3/3;</li> <li>▪ Safety measures during demolition works in accordance with Section 4/7;</li> <li>▪ Safety measures according to type of equipment in accordance with Section 5;</li> <li>▪ Personal safety during work in accordance with Section 6;</li> <li>▪ Provide medical services in accordance with Section 2/4 of the Code which includes medical examination for all workers, first aid kit and personnel, and keeping logs of all medical; records in addition:               <ul style="list-style-type: none"> <li>▪ Appoint accident prevention officer at the site (Item 34 of the FIDIC 1987)</li> <li>▪ Train all construction staff on Health &amp; Safety Plan</li> <li>▪ Provide fencing around the construction site at all times.</li> </ul> </li> </ul>
<b>Workers' Sanitation</b>	Provide on-site:

	<ul style="list-style-type: none"> <li>▪ One sanitary facility (1 toilet with shower, 1 washing basin, 1 urinal) per 25 workers in accordance with Section 2/2 of Code No. 22</li> <li>▪ Sanitary facilities to be covered, easily accessible, ventilated, well lit, maintained, and sanitized</li> <li>▪ Safe drinking water in accordance with Jordanian specifications distributed by pipes that are at least 2 meters away from any contaminated water source in accordance with Section 2/3 of Code No. 22</li> </ul>
<b>Traffic Disruption</b>	<p>Limit the use of vehicles to the site and avoid unnecessary trips</p> <ul style="list-style-type: none"> <li>▪ Set up and abide by a time schedule for transporting material with the purpose of avoiding traffic congestion</li> </ul>
<b>Noise</b>	<ul style="list-style-type: none"> <li>▪ Abide by the time and noise limits specified in the Instructions for Controlling and Preventing Noise for 2003</li> <li>▪ Abide by noise limits for workers set out in Section 2/9 of Code No. 22, including providing workers with protection equipment whenever necessary</li> </ul>
<b>Dust and Air Pollution</b>	<ul style="list-style-type: none"> <li>▪ Provide ventilation in accordance with Section 2/8 of Code No. 22</li> <li>▪ Abide by safety measures during painting works in accordance with Section 4/9 of Code No. 22 (4/9/2 for Lead-based paint, 4/9/3 for unsaturated polyesters, 4/9/4 for spray painting, and 4/9/5 for airless spray paints)</li> <li>▪ Avoid use of lead-based paint</li> <li>▪ Water the ground when extremely windy</li> <li>▪ Mix material in an enclosed space</li> <li>▪ Cover material when transporting in accordance with 3/2 of Code No. 22</li> <li>▪ Prohibit open burning</li> </ul>
<b>Water Demand</b>	<ul style="list-style-type: none"> <li>▪ Commit to minimizing the use of water during construction works</li> </ul>
<b>Soil and Water Pollution</b>	<ul style="list-style-type: none"> <li>▪ Minimize soil exposure time during construction</li> <li>▪ Minimize the use of chemicals such as lubricants, solvents, and petroleum products</li> </ul>
<b>Water Stagnation</b>	<ul style="list-style-type: none"> <li>▪ Ensure that the construction site is well kept and avoid water spillage</li> </ul>
<b>Waste Generation</b>	<ul style="list-style-type: none"> <li>▪ Prepare a waste management plan</li> <li>▪ Dispose of solid and liquid waste regularly and in accordance with the Solid Waste Management Bylaw (No. 27 for 2005) and Jordanian Code No. 21 for Solid Waste</li> </ul>
<b>Archaeological Resources</b>	<ul style="list-style-type: none"> <li>▪ Any suspected archaeological findings during construction, Supervision Consultant, Client and the Department of Antiquities should be immediately informed (Item 27.1 in the FIDIC 1987)</li> </ul>

**Sub-Activity I.A.1.8 Conduct preliminary stakeholder discussions on school maintenance, operation, and utilization**

ESMP began laying the groundwork for this activity, which was planned for July, by initiating contact with donors supporting the Schools and Directorate Development Program (SDDP) on April 1, as well as meeting representatives from Deutsche Gesellschaft für Internationale Zusammenarbeit Qudra (GIZ) Qudra on April, 29. At this meeting, both ESMP and GIZ Qudra committed to collaboration on future school facility maintenance issues.

In addition, the ESMP team gained insights into the issues surrounding school maintenance, operation, and utilization through its literature reviews. According to the *Education Assessment for School Construction and School Expansion in 2018*, the causes of maintenance issues varied across all schools,

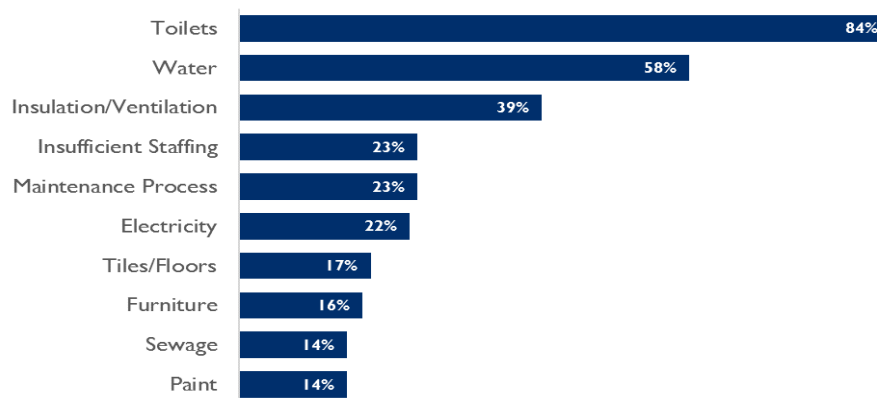


though most cited two common issues affecting equipment and facilities: misuse or quality of construction and quality of materials used.

The MOE - Education Strategic Plan (ESP) 2018-2022, which was issued in 2018, emphasized the urgent maintenance that a large number of schools need. It is strongly believed that improving the school environment can be attained by carrying out this necessary, comprehensive, and corrective maintenance. This will require activating the role of school maintenance committees, which include membership of students and community members in the schools where preventive maintenance programs are implemented. The plan also stressed the intention to address the heating problems prevailing inside the classrooms through the installation of air conditioning systems/heating solar systems in schools throughout the country.

The USAID Education Assessment: School Construction and School Expansion Report, published in 2018, concluded that poor construction quality as well as poor quality of materials cause maintenance issues. These included but were not limited to window glass falling on its own, marble finishes/trimming on windows or staircases failing, door handles falling off with the slightest touch, and toilets breaking after a few uses through no fault of the user. A ranking of these top maintenance issues, as outlined in the 2018 assessment, are illustrated in **Figure 1**.

**FIGURE 1: TOP MAINTENANCE ISSUES PER THE USAID EDUCATION ASSESSMENT: SCHOOL CONSTRUCTION AND SCHOOL EXPANSION REPORT (2018):**



As noted earlier, the initial review of these assessment reports will provide a foundation for meetings with USAID program partners involved with school construction, as well as other key stakeholders. These preliminary findings will also inform the Quarter 4 assessments.

**2.1.2. Activity I.B.1. Collaboratively review, design and conduct Behavior Change Study**

Some of the sub-activities associated with I.B.1 (specifically I.B.1.3 and 4) were postponed to the following quarter until both a COP and DCOP were on board. As a result of the continued staffing search regional focus groups were not able to take place. Other sub-activities were planned for the following quarter and will be detailed later in this report. Below is a summary of the progress made for activities planned in Quarter 3.

**Sub-Activity I.B.1.1 Review previous SI Assessment**

The ESMP team conducted assessment reviews focusing on behavior incentives and disincentives that may inform future program process change and capacity development initiatives. The report, *Transforming Madrasati Schools to Green Building - Madrasati Initiative - Final Report- 2011*, referenced behavior in two areas of design: recycling and hall monitoring of student activity. However, many of the technical findings outlined in previous reports have behavioral components, either individual or institutional behaviors that create incentives and disincentives for change.

By the close of this quarterly reporting period, the team has nearly completed a list of behavioral factors related to the gaps and challenges in the SI process for use in upcoming stakeholder discussions. Sub-activities I.B.I.2-4 (focus groups and stakeholder discussions) will be conducted in the following reporting period.

### **2.1.3. Activity I.C.I Collaboratively review, design, and conduct Needs Assessment of Public Schools**

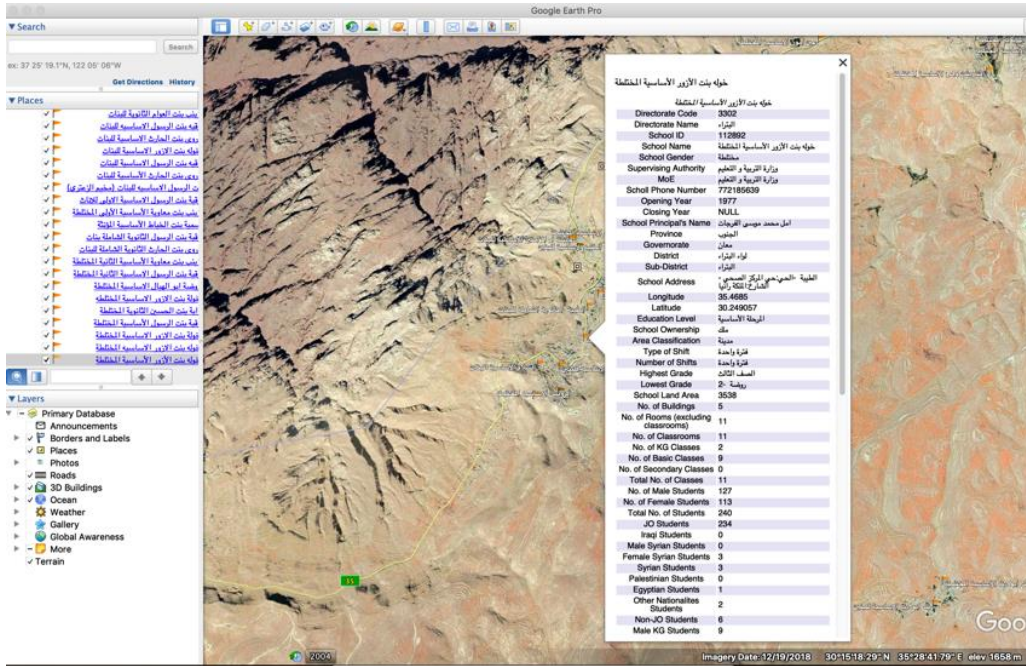
Some of the sub-activities associated with I.C.I were postponed until the ESMP Project was fully staffed. Other sub-activities were planned for the following quarter and will be detailed later in this report. Below is a summary of the progress made for activities planned in this quarter.

#### **Sub-Activity I.C.I.1. Review existing available data from GIS, EMIS, and other sources**

On April 16, the Education Program Specialist at UNESCO's office in Amman met with the ESMP Project's COP and the USAID COR to outline UNESCO and GIZ support for EMIS and GIS activities.

The MOE provided a copy of school data for all schools in Jordan to the ESMP Project. This data set included GIS coordinates, school types, student enrollment numbers, the number of classrooms, and further valuable insights. ESMP's Data and Knowledge Management Specialist conducted an initial analysis of the MOE data and converted it to the open source platform Google Earth Pro. From the program, schools were divided by government and non-government, with links to the underlying data set for each school. This conversion allowed the ESMP Project team to see the locations of different schools and their types (government vs. non-government) and laid the groundwork for when the team would have access to the GIS systems. **Figure 2** shows a sample of what the MOE data looks like once converted to an open source platform.

FIGURE 2: SAMPLE MOE DATA CONVERTED TO GOOGLE EARTH PRO



### Sub-Activity I.C.1.3 Conduct national physical assessment of all MOE schools

Planned Activity for June-August 2019: Physical Assessment of Government Schools

ESMP held a series of meetings with CDM Smith, Bitar, and USAID to discuss implementation options throughout this quarter. Parallel discussions centered on the complexity of the survey, with engineers calling for in-depth review of each building and ESMP/USAID proposing a rapid assessment.

The ESMP Project team held several follow-up meetings with CDM Smith and Bitar to clarify scoping issues in an effort to reduce complexity and related costs. Between June 13-20, the ESMP Project team developed and circulated a draft assessment questionnaire for comment. However, CDM Smith notified ESMP that it would not participate in the physical assessment, and on July 1, Bitar offered a cost estimate of \$480,000 to perform the work, which is far beyond the project’s cost estimate for the activity.

To establish next steps and discuss the challenges at hand, the ESMP Home Office Program Management team held a conference call with the COP, COR, and Assistant COR. USAID acknowledged the vagueness of the language in the contract but also affirmed that the RFP intent should apply to the contract. After reflecting on the high cost estimates of the activity and acknowledging that recent UNOPS assessments and an MOE all-facility school maintenance survey may create duplication, the parties agreed to:

- ESMP completing a full desk review of data by mid-August to determine what recent physical data is available
- Rescoping the physical assessment to meet the RFP standards of “brief physical description” in Quarter 4
- Discussing physical assessment information gaps with the MOE in Quarter 4

- Discussing next steps in August based on the findings of the desk review and MOE input

## **2.2 Component 4: Sustainability of Increased Capacity**

### **2.2.1 Activity 4.A.1 Establish initial planning, knowledge, and ownership transfer mechanisms for assessment activities**

#### **Sub-Activity 4.A.1.1 Create stakeholder assessment support team**

The ESMP Project team will be assembling the stakeholder assessment support team once the DCOP receives USAID approval. In the early weeks of Quarter 4, the ESMP Project will be able to have formal kickoff meetings with the MOE and MPWH and this will be an immediate project priority.

## **2.3 Cross-Cutting Issues**

### **2.3.1 Gender**

The ESMP Team submitted its *Gender Analysis Report* to USAID on June 17. Pending USAID approval, the team will revise the Analysis as needed and work to ensure that youth and special needs students are considered for program development.

## **2.4 Reporting Data and DevResults**

Kaizen submitted its *MEL Plan* for USAID review on June 17 and is awaiting feedback on its established project indicators. Other data points will be more apparent in the following quarter.

## **2.5 Compliance with ADS Chapter 253 and Other USAID/Jordan-Specific Policies and Procedures**

No activities or events were conducted during this reporting period and as such, this is not applicable.

## **2.6 Implementation Challenges and Modifications Made/Issues Addressed from Last Quarterly Report**

One implementation challenge that the project faced was the postponement of kickoff meetings with the MOE and the MPWH until an approved DCOP was on board. The MPWH conveyed to the ESMP Project team that it preferred to wait until after the official kickoff meeting before beginning formal activities. As a result of this, several activities that were to take place in June and July per the Work Plan were either postponed or canceled. The ESMP COP was in close communication with the COR during this time to discuss realistic timelines and ways to mitigate severe impacts on the three assessments due in September: School Infrastructure Process General Assessment, Behavior Change Study, and the Needs Assessment of Public Schools.

In addition, with USAID's consent and assistance from the MOE's DCU, several valuable informal meetings took place. ESMP additionally used this time to develop valuable process analysis using MPWH laws, regulations, and instruction, in preparation for formal work with the MPWH after a kickoff meeting. The team was further able to work on project analysis despite restrictions of access to the MOE's Education Management Information System (EMIS) and Geographic Information Systems (GIS). This was in part because the MOE provided a comprehensive school database to begin work on the analysis.

To ensure that ESMP stayed on track to achieve contract delivery of the three assessments in September, the project also worked with USAID SI implementing partners, communicated with secondary government stakeholders including the DLS, the Ministry of Information and Communications Technology (MOICT), and GAM, and held coordination meetings with other international donors, notably GIZ and KFW.

## **2.7 Status of Construction Activities**

The ESMP Project is not conducting construction activities as part of its scope of work. This point will need to be addressed in a future contract modification.

# **3 COLLABORATING AND/OR KNOWLEDGE SHARING**

## **3.1 Collaboration and/or knowledge sharing with other USAID Projects**

During the reporting period, the project met regularly with CDM Smith, Bitar, and Engicon, and held one meeting with Trigon. Each firm was very helpful in sharing their school infrastructure knowledge and expertise. As the project is transitioning from startup to implementation, these firms provided background information for the assessment reports. Going forward, the project will seek strong partnership relationships to support policy and system changes and seek guidance on durable solutions.

The project also established informal relationships with USAID/Jordan Early Reading and Mathematics Project (RAMP), USAID/Jordan Cities Implementing Transparent, Innovative, and Effective Solutions (CITIES), and USAID/Jordan Fiscal Reform and Public Financial Management (FRPFM) to assist in better understanding planning and operations issues in the context of evolutionary decentralization.

For this reporting period, there were no collaboration challenges.

## **3.2 Collaboration and/or knowledge sharing with Partner Entities in Host Government and other Donor Agencies**

In the context of the introductory phase of the project, ESMP held meetings with other school infrastructure implementers. On April 16, ESMP met with the GIZ/UNESCO representative to discuss future collaboration on EMIS and GIS. On April 29, ESMP met with GIZ Qudra to discuss future collaboration on facility maintenance and operations issues. On June 26, ESMP met with representatives of KFW to discuss the new school construction program and future collaboration around improved design standards and SI policy and system reforms.

After completing initial project assessments, the challenge of coordination will be considerable. The education sector has many donors and implementers, many of which have overlapping mandates. The project will work closely with the MOE Donor Coordination Unit for guidance and support. Moreover, the project will work to support regular implementation/operations coordination meetings across programs – something currently missing as most donor level meetings are strategic and reporting forums.

## 4 LESSONS LEARNED/BEST PRACTICES

### 4.1 List Major Assessments / Internal Evaluations

As the project was transitioning from startup to implementation, no major assessments or internal evaluations took place.

### 4.2 Lessons Learned and Way Forward

As the project has just transitioned out of startup, there are no lessons learned to share at this time. These will become more apparent next quarter, as the ESMP Project team works on the three assessments due in September.

## 5 PLANNED ACTIVITIES FOR NEXT QUARTER (Q4)

### 5.1 Proposed Tasks and Activities for the Next Quarter

Table 6 outlines all proposed tasks and activities for Quarter 4. It also includes activities from Quarter 3 that will commence or that the ESMP team will continue work on in Quarter 4. Below the table, there is narrative about sub-Activity I.C.1.2, which the ESMP Project team began working on in Quarter 3, even though it is a planned activity for Quarter 4.

TABLE 6: PLANNED ACTIVITIES FOR QUARTER 4

Planned Activities for Quarter 4	Actors Involved	Notes, If Applicable
<b>COMPONENT I</b>		
<b>Activity I.A.1 Collaboratively review, design, and conduct SI Process General Assessment</b>		
<b>Sub-Activity I.A.1.3</b> School Planning Process Workshop	COP, Technical Team, & Edvise ME	Postponed in Quarter 3, will commence in Quarter 4
<b>Sub-Activity I.A.1.4</b> Data for Decision Making Workshop	COP, Technical Team, & Edvise ME	Postponed in Quarter 3, will commence in Quarter 4
<b>Sub-Activity I.A.1.5</b> Preliminary stakeholder discussion /school construction design standards, requirements, design review, and approval process	DCOP, Technical Team, & CDM Smith	
<b>Sub-Activity I.A.1.6</b> GOJ SI Procurement Workshop	DCOP, Technical Team, & CDM Smith	Postponed in Quarter 3, will commence in Quarter 4
<b>Sub-Activity I.A.1.7</b> Construction Management Workshop	COP, Technical Team, & CDM Smith	Postponed in Quarter 3, will commence in Quarter 4
<b>Sub-Activity I.A.1.8</b> School Maintenance and Utilization Workshop	COP, Technical Team, & STTA	Postponed in Quarter 3, will commence in Quarter 4
<b>Sub-Activity I.A.1.9</b> Hold National SI Assessment Workshop	COP, DCOP, Technical Team, CDM Smith, & Edvise Me	
<b>Sub-Activity I.A.1.10</b> Collaboratively Develop General		

Assessment Report with MOE and MPWH	COP, DCOP, Technical Team, CDM Smith, & Edvise Me	
<b>Activity I.B.1 Collaboratively review, design, and conduct Behavior Change Study</b>		
<b>Sub-Activity I.B.1.1</b> Review Previous SI assessments	CBS & Technical Team	Will complete the remaining 20% of work (Section 2) in Quarter 4
<b>Sub-Activity I.B.1.2</b> Three Focus Groups	CBS & Technical Team	Postponed in Quarter 3, will commence in Quarter 4
<b>Sub-Activity I.B.1.3</b> Two government official focus groups and interviews	CBS & Technical Team	Postponed in Quarter 3, will commence in Quarter 4
<b>Sub-Activity I.B.1.5</b> Convene behavioral incentive / disincentive breakout sessions at the National SI Assessment Workshop	CBS & Technical Team	National workshop replaced by as-needed meetings and focus groups
<b>Sub-Activity I.B.1.6</b> Collaboratively develop general assessment report with MOE and MPWH	CBS & Technical Team	
<b>Activity I.C.1: Collaboratively review, design, and conduct Needs Assessment of Public Schools</b>		
<b>Sub-Activity I.C.1.1</b> Review Existing Available Data from GIS / EMIS / Other sources	Technical Team	Completion in Quarter 4
<b>Sub-Activity I.C.1.2</b> Update CDM School Targeting Model with most recent data and work with ministry officials to revise targeting formulas	CDM Smith & Technical Team	
<b>Sub-Activity I.C.1.3</b> Conduct national physical assessment of all MOE schools	COP, Technical Team, & STTA	
<b>Sub-Activity I.C.1.4</b> Collaboratively prepare needs assessment report with MOE and MPWH	COP, CDM Smith, & Technical Team	Report will be contingent on assessment scope, survey size, cost and procurement time
<b>Sub-Activity I.C.1.5</b> Transfer data to MOE for use with EMIS and GIS	Technical Team	
<b>COMPONENT 2</b>		
<b>Activity 2.A.1: Align existing structures with Kaizen methods to tailor design of SI PI</b>		
<b>Sub-Activity 2.A.1.1</b> Develop the SI PI Model design in collaboration with ministerial partners and receive USAID, MOE, and MPWH approval	COP, DCOP, & CBS	
<b>Sub-Activity 2.A.1.2</b> Work with COR, MOE and MPWH to, define the size, makeup, organizational structure, time demands, resources, and needed skills of the PI WG	COP, DCOP, & CBS	
<b>Activity 2.A.2: Select and appoint high-performing, influential, committed individuals from existing SI process and structures with leadership approval</b>		
<b>Sub-Activity 2.A.2.1</b> Nominate members for consideration from MOE and MPWH and seek nominations for		

other stakeholder groups including, but not limited to; A&E firms, construction firms, and community members involved in the SI process	DCOP, CBS, & Ministry Leadership	
<b>Sub-Activity 2.A.2.2</b> Draft membership list reviewed and approved by USAID, MOE, and MPWH	DCOP, CBS, & Ministry Leadership	
<b>COMPONENT 4</b>		
<b>Activity 4.A.1: Establish initial planning, knowledge, &amp; ownership transfer mechanisms for assessment activities</b>		
<b>Sub-Activity 4.A.1.1</b> Create Stakeholder Assessment Support Team	COP, DCOP, & CBS	Postponed in Quarter 3, will commence in Quarter 4
<b>Activity 4.A.2: Establish initial commitment to &amp; ownership of the initial round of the SI PI Cycle (COP, DCOP, &amp; CBS)</b>		
<b>Activity 4.A.3: Define and implement sustainability planning, knowledge &amp; ownership transfer of prioritized elements of SI PI Cycle, ensuring it can be continued by MOE/MPWH to address and adapt to ongoing changes (WG with ESMP Support)</b>		
<b>Sub-Activity 4.A.3.1</b> Collaboratively develop a DRAFT initial project sustainability plan of the SI PI Cycle with leadership of MOE and MPWH	Ministry Partners with ESMP Support	

**Sub-Activity 1.C.1.2 Update CDM Smith School Targeting Model with most recent data and work with MOE and MPWH officials to revise targeting formulas**

Planned Activity: Update CDM School Targeting Model with Recent Data and Work with Ministry Officials to Revise Targeting Formulas

The Data and Knowledge Management Specialist is began conducting a partial school data desk review in Quarter 3 to support the data model update, which was an activity planned for the Quarter 4 (July). With the MOE data set, he developed simple calculations that offered an initial look at school overcrowding and under-utilization. This was done by ranking schools by students per school, students per classroom, students per teacher, and double session schools. GIS data is also being used to develop a school proximity algorithm to better analyze distances between nearby schools.

## **6 BRANDING COMMUNICATIONS AND DISSEMINATION**

### **6.1 Key Communication Activities - Specific Activities That Reflect Branding Awareness for USAID**

ESMP has not yet had official communication with the public or ministries, given that the project is awaiting approval for its proposed replacement DCOP candidate.



## 6.2 Branding

The ESMP team submitted its *Outreach and Communications Plan* to USAID on May 17, 2019, which included the Plan's objectives, an analysis of points of consideration for the ESMP Project, and the ESMP outreach and communications strategy. The deliverable outlines a few key messages that the ESMP Project will seek to convey and further provides a few of the tools that the ESMP Project team plans to utilize in order to engage with various stakeholders. These will include meetings and workshops, interaction through the SI PI Cycle Performance Improvement Working Group, social media, project management software, community meetings, and school suggestion boxes, among others.

## 6.3 Calendar of Planned Outreach and Communication Events for Next Quarter

The ESMP Project will fully transition into technical implementation in the next quarter. As workshops have been postponed to Quarter 4, the calendar of relevant events will become more apparent

# 7 SUSTAINABILITY AND EXIT STRATEGY

As the project has just phased out of start-up and moved into technical implementation, there is no information to report about a sustainability and exit strategy at this time.

# 8 ENVIRONMENTAL STATUS REPORT

Kaizen plans to create an *Environmental Monitoring and Mitigation Plan* in an upcoming quarter. However, there is nothing to report at this time.

# 9 ANNEXES

## 9.1 Indicator Performance Tracking Table

ESMP submitted its *Activity Monitoring, Evaluation, and Learning Plan (MEL Plan)* to USAID on June 17, 2019 and is awaiting feedback on its performance indicators.

## 9.2 Geographic Data Reporting – GIS Template

There are no interventions or geographic data to report for this quarter.

## 9.3 Completed Assessments, Evaluations, Plans, and Studies

The following deliverables were submitted to USAID in this reporting period:

- Year 1 Annual Work Plan (Approved May 21)
- Gender Analysis Report (Submitted June 17)
- Activity Monitoring, Evaluation, and Learning (MEL) Plan (Submitted June 17)
- Outreach and Communications Plan (Submitted June 17)

## 9.4 Success Stories

There are no success stories to share this quarter, however given that the project is beginning the technical implementation phase, it plans to share some in the upcoming quarters based on experiences conducting the three assessments.

## 9.5 Training Report

Due to delays in onboarding a COP and DCOP, ESMP was unable to hold its planned workshops and instead postponed them for the following quarter. At this time, the project cannot report on this data. As the project begins holding the workshops it has planned in the upcoming quarter, this data will be more apparent.

## 9.6 Integration of Crosscutting Issues

### 9.6.1 Gender Equality and Female Empowerment

*Below is an excerpt from the ESMP Project's recently submitted Gender Analysis Report.*

Gender equality is based on and promotes inclusion, both in the education system and society in general. It necessitates that both male and female students are equally able to access, complete, and benefit from the education of their choice and under any circumstances. Issues that one should consider when viewing education through the lens of gender equality and inclusion include access to early childhood development, equitable and free primary and secondary education, equal access to vocational education, the right to safe learning environments for boys and girls, the right to non-violent schools, respect for gender equality, the right to accessible facilities for people with disabilities, and the need to build capacity for both male and female teachers.

Delivering a free, inclusive, and equal learning experience for boys and girls challenges some of the fundamental socio-cultural and economic factors that are deeply rooted in local Jordanian communities. To a large extent, the school's environment mirrors the local community with its' cultural impediments and limitations. In most areas, the school environment reflects deeply rooted gender inequalities and reproduces stereotypes of the relationships between males and females and the expected roles of both, impacting the lives and career choices for both boys and girls. A key issue in the Jordanian education environment is the gender stereotypes surrounding teaching roles. The job of a schoolteacher is considered suitable for women and unsuitable for men. In most cases, male teachers take up teaching due to a lack of better alternatives. This may lead to lower-quality teachers for male students and may impact learning outcomes.

Several disadvantages and challenges face both boys' and girls' schools. As noted by assessments undertaken by the MOE, boys may be less motivated, receive a lower quality of teaching, experience more incidents of violence, bullying, and vandalism, lack well-qualified and interested male teachers, and experience a higher percentage of dropouts due to pressures to support the needs of their families.<sup>1</sup> All of these factors result in less engagement of boys in schools and may stifle boys' motivation to continue learning. On the other hand, girls' schools by all standards include better learning environments and demonstrate improved educational performance. A better quality of teachers motivates girls to learn and perform. Nevertheless, some harmful practices, such as early marriages for girls under the age of 18, impact the learning outcome and lives of schoolgirls.

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<sup>1</sup> MOE Strategy for Mainstreaming Gender Equality in Education (2018-2022): Draft Two.

Education and gender equality are prerequisites for sustainable development and lay the foundation for a prosperous and democratic society by equally empowering and enabling men and women to participate in social, economic, and political life. Education and gender equality are an integral part of the 2030 Agenda for Sustainable Development, to which Jordan is signatory, due to their transformational and catalytic role in national and global development.<sup>2</sup> The SDGs of the 2030 Agenda for Sustainable Development address education, gender equality, and inequality. Additionally, the right to education and non-discrimination, including discrimination based on gender, are provided for in numerous international, national, and regional legal frameworks for human rights ratified by Jordan.<sup>3</sup>

## 9.7 Literature Review: List of Reviewed Assessments

Below is a list of assessments and literature that was reviewed by the ESMP Project team under sub-activity I.A.I.I Review of Previous SI Assessments.

- *Assessing Jordan’s School and Directorate Development Program (SDDP), 2013*
- *Assessment on Education of Students with Disabilities in Jordan: Final Report*
- *Assessment of the School and Directorate Development Program (SDDP), 2013*
- *Education for Jordan Prosperity (E4JP)*
- *Education for Prosperity: Delivering Results - A National Strategy for Human Resource Development 2016 – 2025*
- *FY 2019 Q3 Report: Jordan ESMP Project Page XIX 7/15/2019*
- *“Generations for Peace “Jordan Schools Programme” Summative Performance Evaluation, 2016*
- *German Development Bank (KfW) and United Nation Office for Project Services (UNOPS) - School Maintenance through “cash for work” Program, 2018*
- *Host Country Contracting Assessment, 2018*
- *Improving Learning Environments in Jordanian Public Schools - Lessons from School Visits and Community Dialogue in Northern Jordan, 2017*
- *Jordan Country Development Cooperation Strategy 2013 – 2017*
- *Jordan Schools Construction & Rehabilitation Program - Environmental Assessment Report Aqaba Schools - November 2007*
- *Jordan Schools Construction & Rehabilitation Program Scoping Statement for Middle Governorates Schools - November 2007*
- *Jordan Schools Construction & Rehabilitation Program Scoping Statement for Southern Governorates Schools - July 2008*
- *Jordan Nationwide Assessment in Public Schools for Strategic Planning 2015-2016*
- *Ministry of Education – Education Strategic Plan – 2018-2022*
- *Project Assistance Completion Report and Completion Evaluation*
- *School Construction III Project – Project Assistance Completion Report*
- *School Rationalization Baseline Study: The Situation of Crowded and Underutilized Schools in Jordan, 2012*
- *Situation Analysis of Children in Jordan – Summary, 2017*
- *Technical and Vocational Education and Training in Jordan Areas for Development Cooperation, 2006*
- *The Filed Directorate Development Program, 2009*
- *The Jordan STEM Education Landscape - A Report for the British Council - March 2017*
- *Transforming Madrasati Schools to Green Building - Madrasati Initiative - Final Report – 2011*
- *USAID Education Assessment: School Construction and School Expansion, 2018*

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<sup>2</sup> Ibid

<sup>3</sup> Ibid

- USAID SKEP (Schools for a Knowledge Economy Project) - Planning and Design Guidelines FINAL DRAFT – 2015

In addition, the project reviewed the following laws and regulations:

- Public Works By-Law (71) of 1986
- Government Tenders Instructions of 1987
- The Instructions for Selection of the Coordinators of 1998.
- Instructions of Pre-Qualification for Contractors & Consultants for 2001
- Qualification instructions for Engineering Offices 2006, updated in 2010
- Contractors Classification Instructions for the year 2008, updated in 2012
- Licensing of Contractors Instructions of 2006, updated in 2012
- Unified Construction Contracts Project Book Part 1 and Part 2 for year 2010
- Engineering services agreements (C1, C2)
- Supplies Act No. (32) for the year 1993, as amended
- Government Procurement Law No 28 for the year 2019
- Decentralization Law No. 49 of 2015

## 9.8 List of Staff and Consultants with Dates In/Out of Country

Short-Term Technical Assistance (STTA) Fielding				
Last Name	First Name	Position	Date of Arrival to Amman	Date of Departure from Amman
Goldman	Danielle	STTA - Home Office - Program Manager	Friday, March 15, 2019	Tuesday, April 16, 2019
Shumaker	Timothy	STTA - Home Office - Program Management Director	Sunday, March 17, 2019	Tuesday, March 26, 2019
Wheeler	Kevin	STTA - Home Office - Technical Director	Sunday, March 17, 2019	Thursday, March 21, 2019

Short-Term Technical Assistance (STTA) Domestic				
Last Name	First Name	Position	Start Date	End Date
Ata	Marwan	Local Startup Consultant	Sunday, February 17, 2019	-
Mahmoud	Shatha	Gender Study Consultant	Tuesday, March 26, 2019	Monday, June 3, 2019

Field Staff Transitions in the Last 60 Calendar Days				
Last Name	First Name	Position	Date of Hire	Date of Separation
Jaludi	Tareg	Consultant - Deputy Chief of Party	Sunday, February 17, 2019	Saturday, April 20, 2019

Field Staff Roster as of Submission				
Last Name	First Name	Position	Date of Hire	
Abdel Qader*	Lama	Performance Improvement Specialist	Monday, May 6, 2019	
Abu Zaid	Inaam	Public Sector Procurement Specialist	Sunday, March 17, 2019	
Al-Hanahnah	Najed	Data and Knowledge Management Specialist	Thursday, June 13, 2019	
Al-Hindawi	Shaden	Senior Capacity Building Specialist	Sunday, March 17, 2019	
Hajjat	Hazem	Operations Specialist	Tuesday, April 23, 2019	
McNally	Shaun	Chief of Party	Sunday, April 7, 2019	
Omran	Mohammad	Finance and Operations Manager	Sunday, April 14, 2019	

\* Denotes Advise ME Subcontractor Hire

## 9.9 Management and Administrative Issues

### 9.9.1 Modifications and Amendments

Kaizen is expecting to submit a budget realignment and work with USAID on a contract modification in the upcoming quarter.