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ENHANCING SCHOOL MANAGEMENT AND PLANNING (ESMP)
PROJECT

Quarter 4 Report/Annual Progress Report

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Annual Progress Report: Reporting Period: February 15 – September 30, 2019

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ACRONYMS AND ABBREVIATIONS

A&E	Architecture and Engineering
ADS	Automated Directive Systems
ADG	Assistant Director General
CBS	Capacity Building Specialist
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
ESMP	USAID/Enhancing School Management and Planning Project
ESP	Education Strategic Plan
FGD	Focus Group Discussion
FRPFM	USAID/Fiscal Reform and Public Financial Management Project
F&OM or FOM	Finance and Operations Manager
GIS	Geographic Information Systems
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GOJ	Government of Jordan
GTD	General Tenders Department
JD	Jordanian Dinar
JEA	Jordan Engineers Association
KFW	Bank aus Verantwortung
MEL	Activity Monitoring, Evaluation, and Learning
MOE	Ministry of Education
MPWH	Ministry of Public Works and Housing
O&M	Operations and Maintenance
PI	Performance Improvement
PMU	Project Management Unit
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
SKEP	USAID/Schools for a Knowledge Economy Project
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.

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

1.2.2 Summary of Results for the Reporting Period and Key Achievements

ESMP successfully completed its startup phase and moved into the implementation phase during this reporting period, making significant progress under Component 1. After a rigorous recruitment and approval process, the ESMP is fully staffed for both technical and operational needs of the project. Subcontracts with CDM Smith and Edvise ME were fully executed and have provided support in the implementation of Component 1. All necessary registrations in Jordan were secured and a bank account opened.

Near the end of the third quarter and throughout the fourth quarter, project staff successfully engaged with the MOE and MPWH and gained project buy-in. Extensive interviews were conducted, and assessment reports and other documents reviewed to inform two important documents submitted to USAID by ESMP on September 13, the General Assessment and Behavioral Study. In Quarter 3, ESMP submitted the work plan, Gender Analysis, and MEL plan.

1.2.3 Problems Encountered/Lessons Learned

Delays in onboarding ESMP’s DCOP resulted in a delayed kick off meeting with USAID as well as delays in ministerial engagement. This also resulted in delays in scheduled work plan activities and compressed timeframes to meet deadlines. However, ESMP was able to move into full implementation mode by the end of the third quarter and complete two critical assessments in the fourth quarter, which included conducting key stakeholder interviews with ministry officials.

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 Edvise ME contributed greatly to the Work Plan by providing their insights about the ministries, workshop planning, and the assessments. Due to time constraints, primary changes to the work plan (cancellation of planned ministerial workshops and focus groups) were made on July 7. Subsequently, a memo outlining changes to proposed sub-activities was submitted to USAID on July 30.

During Quarter 3, ESMP submitted its MEL Plan, Outreach and Communications Plan, and Gender Analysis Report.

In Quarter 4, ESMP submitted the School Infrastructure (SI) Assessment and Behavior Change Study. However, the planned Needs Assessment of Public Schools was not completed (reasoning detailed further below). **Table 2** below outlines each planned activity for Quarter 4, 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 4 ACTIVITIES AND PROGRESS

Planned Activities for Quarter 4	Actors Involved	Status as of September 30	Reason for Deviation, if any
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COMPONENT I			
Activity I.A.1 Collaboratively review, design, and conduct SI Process General Assessment			
Sub-Activity I.A.1.1 Review of previous SI project assessments	Technical Team	Complete	
Sub-Activity I.A.1.2 Meetings with USAID partners and other key stakeholders	COP & Technical Team	Ongoing	Ongoing collaboration expected in Quarter I.
Sub-Activity I.A.1.3 Conduct preliminary stakeholder discussions - school planning process	COP, Technical Team, & Edvise ME	Complete	
Sub-Activity I.A.1.4 Conduct preliminary stakeholder discussions - data for decision making	COP, Technical Team, & Edvise ME	Complete	
Sub-Activity I.A.1.5 Conduct preliminary stakeholder discussions - school construction design standards, requirements, design review, and approval process	DCOP, Technical Team, & CDM Smith	Complete	
Sub-Activity I.A.1.6 Conduct preliminary stakeholder discussions - GOJ procurement of A&E and construction services	DCOP, Technical Team, & CDM Smith	Complete	
Sub-Activity I.A.1.7 Conduct preliminary stakeholder discussions - construction management and supervision	COP, Technical Team, & CDM Smith	Complete	
Sub-Activity I.A.1.8 Conduct preliminary stakeholder discussions - school maintenance, operation, and utilization	COP, Technical Team, & Short-Term Technical Assistance (STTA)	Complete	
Sub-Activity I.A.1.9 Hold National SI Assessment Workshop	COP, DCOP, Technical Team, CDM Smith, & Edvise Me	Cancelled	Delayed official engagement with ministry made a national workshop logistically impossible within the contract report deadline.
Sub-Activity I.A.1.10 Collaboratively Develop General Assessment Report with MOE and MPWH	COP, DCOP, Technical Team, CDM Smith, & Edvise Me	Complete Report Submitted September 13	Extensive GOJ participation through interviews and meetings, but no mechanism is in place for collaborative report development.
Activity I.B.1 Collaboratively review, design, and conduct Behavior Change Study			
Sub-Activity I.B.1.1 Review Previous SI assessments	Senior Capacity Building Specialist	Complete	

	(SCBS) & Technical Team		
Sub-Activity I.B.1.2 Hold three focus groups to gather regional community stakeholder input	SCBS & Technical Team	Two parent focus groups held by Edvise Me on July 17 and July 22	
Sub-Activity I.B.1.3 Hold two government official focus groups and interviews	SCBS & Technical Team	Complete	The focus groups were replaced by individual meetings due to delays in official engagement with MOE and MPWH and compressed time schedule.
Sub-Activity I.B.1.4 Gather behavior study information through preliminary stakeholder discussion groups	SCBS & Technical Team	Complete	The workshop/discussion groups were replaced by individual meetings due to delays in official engagement with MOE and MPWH and compressed time schedule.
Sub-Activity I.B.1.5 Convene behavioral incentive / disincentive breakout sessions at the National SI Assessment Workshop		Cancelled	Delayed official engagement with MOE and MPWH made a national workshop logistically impossible within the contract report deadline.
Sub-Activity I.B.1.6 Collaboratively develop general assessment report with MOE and MPWH		Report Complete Submitted September 13	Extensive GOJ participation through interviews and meetings, but no mechanism is in place for collaborative report development.
Activity I.C.1 Collaboratively review, design, and conduct Needs Assessment of Public Schools			
Sub-Activity I.C.1.1 Review existing data from GIS, EIMIS and other sources	Technical Team	Complete	
Sub-Activity I.C.1.3 Conduct National Physical Assessment of All Schools (Jun – Aug)	COP, Technical Team, & STTA	On hold	Language variation between the RFP and the contract; placing activity on temporary hold.
Sub-Activity I.C.1.4 Collaboratively prepare needs assessment report with MOE and MPWH	COP, Technical Team, & STTA	Partially Complete	Language variation between the RFP and the contract; placing activity on temporary hold.
Sub-Activity I.C.1.5 Transfer data to MOE for use with EMIS and GIS	Technical Team, & STTA	On hold	Language variation between the RFP and the contract; placing activity on temporary hold.
COMPONENT 2			
Activity 2.A.1 Align existing structures with Kaizen methods to tailor design of SI PI			
Sub-Activity 2.A.1.1 Develop the SI PI Model design in collaboration with ministerial partners and receive USAID, MOE, and MPWH approval	COP, DCOP, & CBS	Model tentatively approved by COR pending ministry agreement	

		through Program Implementation Letter (PIL).	
Sub-Activity 2.A.1.2 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	Awaiting PIL approval.	Project implementation letter with MOE/ MPWH not executed; providing an agreed framework for partnership.
COMPONENT 4			
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	COP, DCOP, & CBS	Not complete	Project implementation letter with MOE/ MPWH not executed; providing an agreed framework for partnership.

2.1 Component 1: Assessments

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

ESMP submitted the SI Process General Assessment on September 13. The General Assessment served to collect baseline data and evaluate the situations of schools in Jordan across the different stages of development. Prior SI assessments and reports were reviewed. Existing laws, bylaws, procedures, and systems were reviewed. ESMP staff reviewed a collection of MOE data and spoke with 67 stakeholders. In addition, issues of curative versus preventive maintenance were explored, as well as the information and process prerequisites for proper facility maintenance. The risk factors and negative effects of poor design and construction supervision that led to corrective contract changes, variation orders, time delays, and higher costs were identified. After this thorough review of the factors that impact the phases of the SI process, ESMP identified and described major challenges, related system and policy gaps, and offered recommendations.

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

ESMP conducted a thorough review of 37 documents relevant to the Jordanian SI process: 13 assessments or evaluations, eight strategy documents, and 16 additional documents including baseline studies, project reports, guidelines, lessons learned, and procurement law. These documents were authored by Jordanian government entities and international donors, and shared many themes with regard to the current needs of Jordanian SI and enhancing the educational environment. **Table 3** illustrates the most commonly found challenges across a sampling of the documents 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									
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	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"> too many students and not enough space so schools will stagger learning periods. Syrian students may not fit the grade they should be in and schools hold special learning sessions outside of regular hours for them 	*			*	*	
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 4** 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

Challenges	A	B	C	D	E	F
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. Follow up meetings were held with Bitar on May 6 and July 31, and with Engicon on May 5. ESMP has met regularly with CDM Smith, a subcontractor, since the initial meeting. These meetings provided useful insights into the phases of the SI process and main challenges which were used to inform the assessment.

Sub-Activity I.A.1.3 Conduct preliminary stakeholder discussion/school planning process

ESMP staff conducted interviews with 40 individuals from the MOE and MPWH from May through July to gather information about the school planning process, as detailed in the General Assessment Report. These interviews provided key information about the overall planning process, individual phases of the planning process, past experiences, current challenges, and vision for a way forward. The names and positions of some of the individuals interviewed are as follows:

- Mr. Abdallah Hassouneh, Policies and Strategic Planning Director, Planning and Educational Research Managing Directorate, MOE
- Mr. Mohammed Abu Hajileh, Managing Director, Supplies Managing Directorate, MOE
- Eng. Laila Alhousna, International Tenders Section Head, Supplies Managing Directorate, MOE
- Dr. Haifa Jayousi, Team Leader, Education Quality and Accountability Unit, MOE
- Dr. Balsam Maittah, Managing Director, Internal Controls Unit, MOE
- Mr. Khaldoun Shkokani, Team Leader, Audit Bureau, MOE
- Eng. Rana Al Rai, Maintenance Section Head, Building and International Project Directorate, MOE
- Mr. Ghazi Johar, Educational Supervisor, School and Directorate Development Program, MOE
- Eng. Safa'a Beiruti, School Mapping Section Head, Planning and Educational Research Managing Directorate, MOE
- Eng. Maher Toamah, Land Acquisition Section Head, Planning and Educational Research Managing Directorate, MOE
- Eng. Enaam Lahham, Head of Maintenance Planning, Maintenance Department, MOE
- Eng. Nadia Al Ahmad, Director, Buildings Department, MPWH
- Eng. Suhair Burgan, Head of Studies Unit, Buildings Department, MPWH
- Eng. Jihad Suilem, Director, Execution and Maintenance of Schools Department, MPWH

Additional staff from the MOE and MPWH departments listed above and other departments were interviewed by ESMP. Several department heads from the Marka and Al Qweishmeh Field Directorates of the MOE were also interviewed.

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

ESMP's Data and Information Management Specialist interviewed 12 individuals from the MOE and MPWH to inform the data of the decision making portion of the general assessment. The names and titles of the individuals interviewed are as follows:

- Eng. Safaa Albieruti, GIS Section Head, Planning and Educational Research Department, MOE
- Mr. Khelaf Alarud, Decentralization Section Head, Management of Buildings and Projects Department, MOE
- Mr. Muhamed Qteshat, Local Procurement Section Head, Management Supplies and Equipment Department, MOE
- Mr. Muhamed Al-Edwan, Procurement Director, Management Supplies and Equipment Department, MOE
- Eng. Layla Al Hasani, International Tendering Section Head, Planning and Educational Research Department, MOE
- Mr. Maher Teamah, Land Acquisitions Section Head, Planning and Educational Research Department, MOE
- Mr. Abdallah Hassunah, Director of Strategic Planning, Planning and Educational Research Department, MOE
- Eng. Ruba Al Omari, Managing Director, Queen Rania Center for Education and Information Technology, MOE
- Dr. Ahmad A'aen, EMIS Team Leader, Queen Rania Center for Education and Information Technology, MOE
- Mr. Ahmed Al-Sleiti, Data User Programs Coordinator, Department of Management Information Systems, Queen Rania Center for Education and Information Technology, MOE
- Eng. Ahmad Al-Durgham, Building Surveys Section Head, Directorate of Surveys and Acquisitions, MPWH
- Eng. Lana Maqtash, Manager, GIS Unit, MPWH

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

ESMP's School Design and Construction Team interviewed six individuals from various entities to inform the school construction portion of the general assessment. The names and titles of the individuals interviewed are as follows:

- Mr. Sami Issa Al-Salaita, Secretary General, Administrative and Financial Affairs, MOE
- Eng. Nehayah Burqawee, Maintenance Follow Up Section Head, Maintenance Department, MOE
- Eng. Mahmoud Khelifat, General Manager, General Tenders Department, MPWH
- Mr. Christian Ritchter, Division Head, Employment and Education – Middle East, KFW
- Ms. Constanza Farina, Representative to Jordan, Basic Education and Youth, UNESCO
- Ms. Courtney Babcock, Deputy Office Director, Basic Education and Youth, USAID

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

ESMP's Procurement Team interviewed 17 individuals from the MOE and MPWH to inform the procurement portion of the general assessment. The names and titles of the individuals interviewed are as follows:

- Eng. Arij Namair, Building Tenders Follow Up Section, Engineering Affairs Directorate, MOE
- Eng. Layla Al Hasani, Director, International Tendering Department, MOE
- Mr. Azmi Hamedi, Tendering Coordinator, Development Coordination Unit, MOE
- Mr. Khelaf Alarud, Decentralization Section Head, Engineering Affairs Directorate, MOE
- Mr. Muhamed Qteshat, Local Procurement Section Head, Procurement Department, MPWH

- Mr. Muhamed Al-Edwan, Director, Procurement Department, MPWH
- Dr. Jamal Qteshat, Secretary General, National Construction Council, MPWH
- Eng. Ettaf Abu Hamedah, Bidding Director, General Tenders Department, MPWH
- Eng. Demah Hajer, Contractors Classification Section, General Tenders Department, MPWH
- Eng. Maram Ayoub, Special Tendering Committee Secretary, Projects Planning Department, MPWH
- Ms. Rema Klaldah, Consultants Qualification Section, General Tenders Department, MPWH
- Eng. Reda Gumaah, Consultants Qualification Section Engineer, General Tenders Department, MPWH
- Eng. Suheer Burqan, Studies Director, Technical Affairs Directorate, MPWH
- Eng. Nadia Al-Ahmed, Director, Technical Affairs Directorate, MPWH
- Eng. Jehad Suelm, Director, Implementing and Maintaining the Buildings of Educational Sector Directorate, MPWH
- Eng. Doa'a Authman, USAID Projects Coordinator, Implementing and Maintaining the Buildings of Educational Sector Directorate, MPWH
- Eng. Bahsama Shehan, Engineer, Implementing and Maintaining the Buildings of Educational Sector Directorate, MPWH

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

ESMP hosted a one-day stakeholder workshop at the Sheraton Hotel in Amman on July 29, 2019 to gather qualitative input from invited participants, specifically owners and/or directors of established Jordanian contracting and design firms with experience in SI. Challenges and opportunities were identified as participants openly discussed issues related to school construction, and a list of suggestions was developed.

In addition, some of the previously listed interviews informed the construction management and supervision portion of the assessment including the interviews with individuals from MPWH's General Tenders Department, Buildings Department, and Execution and Maintenance of Schools Department. These results can be found in the General Assessment report, submitted to USAID on September 13, 2019.

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

As many of the topics discussed during ESMP's interviews overlapped, some of the previously listed interviews informed the construction management and supervision portion of the assessment including the interviews with individuals from MPWH's Buildings Department, and Execution and Maintenance of Schools Department.

Sub-Activity I.A.1.9 Hold national SI assessment workshop

This sub-activity was cancelled due to delays in official engagement with MPWH within the original allotted timeframe. However, the information needed to inform the general assessment was gathered through the interviews referenced above.

Sub-Activity I.A.1.10 Collaboratively develop general assessment report with MOE and MPWH

The general assessment report was completed and submitted to USAID on September 13. However, due to the compressed time schedule, ESMP was not able to complete the assessment collaboratively with MOE and MPWH. ESMP expects to review the report with key ministry partners, modify where

asked and prioritize recommendations according to Ministry needs. A final report and/or report summary will be co-written by ESMP, MOE and MPWH.

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

ESMP submitted the Behavior Change Study on September 13. One key aspect to approaching capacity development with the MOE and MPWH is understanding how to incentivize positive change. ESMP's behavior change study identifies behavioral factors and practices that impact the planning, implementation, and utilization of schools. The report also identifies challenges, provides an analysis of these challenges, and outlines a forward-facing plan of action.

Sub-Activity I.B.1.1 Review previous SI assessments

ESMP conducted a thorough review of the following eight documents to inform the behavior study:

- *JEN and UNICEF Jordan Nationwide Assessment in Public Schools for Strategic Planning (2015–2016)*
- *MOE Statistics Report (2017–2018)*
- *USAID Jordan Education Assessment: School Construction and School Expansion (September 2018)*
- *USAID Jordan Host Country Contracting Assessment (December 2018)*
- *USAID Jordan School Construction Stakeholder Assessment Report (April 2015)*
- *USAID Jordan SKEP Planning and Design Guidelines (October 2015)*
- *USAID Jordan JSP: A Transformational Change – Evaluation of the Jordan School Construction and Rehabilitation Project (May 2013)*
- *USAID Updated Behavior Engineering Model (September 2014)*

Sub-Activity I.B.1.2 Hold three focus groups to gather regional community stakeholder input

ESMP conducted two parent focus group discussions (FGDs). The first FGD was held in East Amman on July 17; 12 parents (representing 39 children) attended. The second FGD was held in Jerash on July 22; 14 parents (representing 41 children) attended. The FGD participants were a mix of parents with children in public, private, or UNRWA schools, offering a variety of perspectives on the current school situation in Jordan. The results of these FGDs are referenced in the Behavior Change Study report.

Sub-Activity I.B.1.3 Hold two government official focus groups and interviews

Time constraints and delays in official ministry engagement necessitated the cancellation of the official focus groups and interviews, and these were replaced with individual interviews. ESMP's capacity building / behavioral change team interviewed 41 stakeholders from various departments within the MOE and MPWH. These interviews provided important insights into the behaviors that impact all phases of the SI process.

Sub-Activity I.B.1.4 Gather behavior study information through preliminary stakeholder discussion groups

As mentioned above, ESMP's capacity building / behavioral change team interviewed 41 stakeholders from various departments within the MOE and MPWH and conducted two parent FGDs with a total of 26 parents attending. Despite time constraints and delays in official engagement, ESMP was able to gain the opinions and insights of 67 stakeholders to inform the behavior change study.

Sub-Activity I.B.1.5 Convene behavioral incentive/disincentive breakout sessions at the National SI Assessment Workshop

The National SI Assessment Workshop was cancelled due to delays in official government engagement.

Sub-Activity I.B.1.6 Collaboratively develop a Behavior Study report with the MOE and MPWH

The behavior study report was completed and submitted to USAID on September 13. However, due to the compressed time schedule, ESMP was not able to complete the assessment collaboratively with MOE and MPWH. ESMP expects to review the report with key ministry partners, modify where asked and prioritize recommendations according to Ministry needs. A final report and/or report summary will be co-written by ESMP, MOE and MPWH.

2.1.3. Activity I.C.1 Collaboratively review, design, and conduct Needs Assessment of Public Schools

This activity has been the subject of ongoing discussion regarding its nature and scope and, at the time of this report, is under review. The Assessment has two primary components: 1) assessing MOE data and the process used for targeting schools to address overcrowding and underutilization, and 2) gaining a better understanding the condition of GOJ schools. The primary issue has been whether ESMP's contract calls for a physical assessment of all schools, given that the original RFP calls for a physical assessment of schools, while the contract makes no mention of an all-school assessment and instead calls for selective site visits to validate an MOE-administered survey. The ESMP Team submitted a contract modification request in September 2019 to request clarification and an extension for this deliverable. Response to this request is pending USAID review.

In March-April 2019, the MOE distributed a physical survey questionnaire to all government schools. Roughly one half of GOJ schools responded. For schools that did respond, a majority of questions were unanswered.

ESMP has prepared to implement the survey using trained, junior engineer enumerators, and would provide follow-on training to facility managers and MOE field engineers, pending USAID contract clarification.

Sub-Activity I.C.1.1. Review existing available data from GIS, EMIS, and other sources

ESMP held discussions with ministry personnel from MOE, MPWH, and DLS around school information systems and processes. The project has obtained administrative-level access to EMIS, providing the opportunity for detailed observation of school data – and to assess accuracy and completeness. ESMP has also reviewed MOE regulations and procedures related to student registration through OpenEMIS, to assess accuracy of the student census by school. Initial review has led ESMP to believe that for Jordanian students, the schools census has a very high degree of accuracy. For refugees and other non-Jordanians who lack official GOJ citizen identification and use alternative IDs such as a foreign passport, ESMP believes that there may be less accurate data, pending additional review.

ESMP also has the full MOE dataset for all schools, which include GIS coordinates. Initial review of the data showed that less than 1% of schools lacked GIS coordinates in the database. ESMP incorporated the GIS data into Google Earth, allowing visual review of schools. An informal review of 250 of Jordan's 2,786 schools indicated a high degree of accuracy, as Google Earth satellite mapping confirmed their locations.

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

The ESMP contract calls for updating a targeting model used by subcontractor CDM Smith in a previous school construction program. Novel at the time, it has been supplanted by an MOE targeting system using OpenEMIS and GIS. There is no GOJ demand for an external targeting model. Rather than

updating a proposed targeting model, ESMP has reviewed the current MOE targeting model. The following is a short summary of ESMP observations thus far.

MOE schools are assessed for overcrowding and underutilization using MOE data based on the following criteria: 1) number of students, 2) number of teachers, 3) number of classrooms per school, and 4) school capacity, information provided by the MOE Planning Department. Using GIS software, school proximity is also assessed, so that distances between schools are calculated. Finally, using the most recent Department of Statistics population figures, estimates of population by age are applied to the catchment area.

With the data currently available to the MOE, it appears that the targeting model is accurate – but there are critical information gaps beyond targeting that create substantial delays. Cumbersome information links to DLS delay land title confirmation and access to property maps. Links to municipal licenses for the school buildings and applicability of municipal land use regulations are not readily available. Road access mapping information resides in another ministry. Updated population data is not easily accessed. Topographic information is imprecise. In short, while there are data for each of these issues, these islands of data have very few bridges to the MOE.

Greater detail will be contained in the assessment to be completed in the next quarter.

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

This sub-activity is currently under review by USAID in order to receive clarification on nature, scope, and budget for the activity. However, some work has been done in this regard over the three quarters of this annual progress report, as summarized below.

Due to some ambiguity between the ESMP RFP and contract on the issue of physical assessment, the COP sought clarification from the COR on the matter. With COR guidance, ESMP moved forward with plans for a physical assessment of all MOE schools. Reflecting RFP language, the sub-activity was intended to be a rapid assessment providing a “brief physical description” of schools. In the work plan, the activity was planned to be completed by September 2019.

ESMP later learned that a MOE physical assessment of MOE schools had been conducted in March-April, and that the data were being compiled. At the same time, initial time and cost estimates from ESMP’s subcontractor CDM raised serious concerns.

In July, ESMP developed its own time cost models that suggested the activity could be implemented within program constraints, but that a September deadline was unlikely. Also, in late July, ESMP learned that the MOE had developed a facility maintenance module in OpenEMIS, and that the module was populated by data from their physical assessment. ESMP received a copy of the dataset and learned that roughly one half of GOJ schools responded. For schools that did respond, a majority of questions were unanswered.

Finally, in July, when MOE learned of ESMP’s contracted requirement to conduct a physical survey, the request was to work within the existing OpenEMIS structure to build upon the recently conducted survey. From there, the “brief physical description” survey tool that was 18 questions moved to the 160 question MOE survey. With USAID COR concurrence, ESMP sought to support the MOE in this regard, within project budget limitations.

With a new model, ESMP moved forward with an eye to assessment completion by December 31 rather than the original September 13 deadline. The project proceeded to develop an implementation model using trained, junior engineers to serve as enumerators. ESMP made modest revisions to the MOE survey, adding enhancements to structural, safety, and sanitation issues. To assure quality, the project began development of a survey app that would deliver responses through mobile data connections to

the cloud. Confirmation of GPS coordinates would be assured through the app, photo documentation was built in, as were procedures in areas where mobile connections may be poor. Training materials would be devised, as well as a survey guide to minimize subjective evaluation.

In September, an RFP was prepared for external enumerator recruitment and management, as were plans to purchase android-based tablets for the 50 enumerators. The physical survey management RFP was issued September 22 and ESMP received expressions of interest from 32 firms. On September 29, the project received 13 proposals and on September 30 made an initial selection. Training is planned for mid-October, survey completion December 5, and report submission by December 31, pending USAID approval.

After the close of the reporting period, a discussion of activity costs led to a more detailed review of contract language. As of this writing, the activity is on hold pending contract review and clarification.

Sub-Activity 1.C.1.4 Collaboratively prepare needs assessment report with MOE and MPWH

ESMP has engaged in extensive collaboration with MOE's departments on planning, OpenEMIS, GIS, as well as UNESCO and GIZ. It has also engaged with MPWH's nascent GIS department. Once activity parameters are determined, it is anticipated that the assessment report would be developed in collaboration with MOE and MPWH.

Sub-Activity 1.C.1.5 Transfer data to MOE for use with EMIS and GIS

Awaiting final determination of nature and scope of physical assessment. There is no progress to report.

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

As noted elsewhere, official program introduction meetings with MOE and MPWH were delayed until July 9. The next step in agreeing to a program framework is embodied in the USAID Program Implementation Letter (PIL). At the end of the reporting period the draft has been circulated to the MOE. Because contract deliverables needed to proceed on pace, initial planning, knowledge and ownership transfer mechanisms for assessment activities were not established, due to both delayed official introduction meetings and Program Implementation Letter. It is anticipated that these mechanisms will be completed in the next quarter.

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

While mechanisms were not established during the reporting period, MOE and MPWH did establish a support mechanism by identifying liaisons to both ministries who could facilitate meetings and troubleshoot logistical issues. Within the MOE, the Development Coordination Unit (DCU) played a valuable support role. Within the MPWH, the Secretary General identified a key staff person to coordinate with ESMP.

2.3 Cross-Cutting Issues

2.3.1 Gender

The ESMP Team submitted its *Gender Analysis Report* to USAID on June 17. The report aims to highlight gender-related issues within the SI cycle and to support the MOE's efforts to ensure that appropriate interventions to address them are carried out. The MOE's gender policy and strategy are underway with

implementable action plans at the Ministry, regional, and school levels. The overall purpose of the gender analysis report is to identify strategies and approaches that ESMP can use to better integrate gender considerations throughout project implementation.

2.4 Reporting Data and DevResults

ESMP's data values for the reporting period are all "zeros," which is in line with the MEL plan. Data values will be entered into DevResults.

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

ESMP has not yet conducted any participant training activities, but will be sure to comply with all USAID policy directives and required procedures for the design and implementation of training activities.

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: SI 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.

3 COLLABORATING AND/OR KNOWLEDGE SHARING

3.1 Collaboration and/or knowledge sharing with other USAID Projects

ESMP conducted several meetings with CDM Smith, Bitar, and Engicon, and Trigon. Each firm was very helpful in sharing their SI knowledge and expertise. As the project transitioned 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.

ESMP's collaboration with the entities listed above focuses on identifying best practices that can be more broadly replicated, and ground trothing potential reform approaches.

3.2 Collaboration and/or Knowledge Sharing with Partner Entities in Host Government and other Donor Agencies

Donor coordination has been a very positive aspect of ESMP. For the government of Jordan, education has been a long-term priority and a source of wide ranging international support. Avoiding duplication is necessary and effective international collaboration is the goal. In this area, particularly in the MOE, the Donor Coordination Unit (DCU) is a leader in coordinating international efforts. Through DCU and with the assistance of USAID, ESMP was readily integrated into the international education support community.

ESMP is gaining an understanding of activity goals and the roles of stakeholders from MOE's School and Directorate Development Program (SDDP). ESMP is a member of the SDDP Facility Maintenance Committee, a standing committee focused on operations and maintenance issues. ESMP's membership is providing an opportunity to coordinate with members from GIZ and the Canadian Embassy.

In addition, ESMP works in close coordination with GIZ and KFW. The range of German government technical support, from planning to operations, closely mirrors planned ESMP program activities. At the close of this reporting period, all parties were working to develop a collaborative implementation strategy. ESMP also works closely with GIZ/UNESCO/MOE-EMIS on data and geographic information system issues. The planned physical survey of all schools will provide EMIS with high quality baseline facility maintenance data.

During Quarters 3 and 4, ESMP established a good rapport with MOE and MPWH. Extensive interviews and discussions with officials and staff from various departments within the two ministries has secured strong buy-in for the project. These interactions have provided ESMP staff with information for the assessments submitted, ideas for future activities and built momentum for future engagement.

4 LESSONS LEARNED/BEST PRACTICES

4.1 List Major Assessments / Internal Evaluations

ESMP transitioned from startup to implementation in Q4, no major assessments or internal evaluations took place during the reporting period.

4.2 Lessons Learned and Way Forward

In response to program challenges, ESMP adopted flexible responses using alternative approaches to achieve programs goals. For example, while key personnel delays precluded officially sanctioned information gathering meetings, ESMP met with donors and SI program implements, utilized professional relationships to hold unofficial meetings with government officials wherever possible, organized several meetings through MOE DCU rather than directly, and revised work plan implementation schedules to reflect tight deadlines.

With regard to the physical survey, after receiving initial high-cost, long-duration proposals, ESMP developed its own implementation model. The project designed a plan using regionally recruited junior engineers, paid according to the Jordan Engineers Association (JEA) pay scale, developed a paperless survey app to be administered through tablets and smartphones, and tested a rapid implementation rollout model. At the time of this report, 13 firms had proposed managing the ESMP physical survey of all schools. Instead of one year to gather the data, the plan is less than 40 working days in the field. Instead of \$500,000 cost, the average proposal was roughly \$140,000. (Note: The plan is on temporary hold pending contract clarification.)

5 PLANNED ACTIVITIES FOR NEXT QUARTER (Q1 FY 2020)

5.1 Proposed Tasks and Activities for the Next Quarter

Table 5 outlines all proposed tasks and activities for upcoming quarter.

TABLE 5: PLANNED ACTIVITIES FOR Y2Q1

Planned Activities for Y2Q1	Actors Involved	Notes, If Applicable
COMPONENT 1		
Activity 1.A.1 Collaboratively review, design, and conduct SI Process General Assessment		
Sub-Activity 1.A.1.10 Collaboratively Develop General Assessment Report with MOE and MPWH	COP, DCOP, Technical Team, CDM Smith, & Edvise Me	Possible follow on meetings briefing ministry officials on findings for validation
Activity 1.B.1 Collaboratively review, design, and conduct Behavior Change Study		
Sub-Activity 1.B.1.6 Collaboratively develop general assessment report with MOE and MPWH	SCBS & Technical Team	Possible follow on meetings briefing ministry officials on findings for validation
Activity 1.C.1: Collaboratively review, design, and conduct Needs Assessment of Public Schools		
Sub-Activity 1.C.1.1 Review Existing Available Data from GIS / EMIS / Other sources	Technical Team	Completion in Quarter 1
Sub-Activity 1.C.1.3 Conduct national physical assessment of all MOE schools	COP, Technical Team, & STTA	TBD
Sub-Activity 1.C.1.4 Collaboratively prepare needs assessment report with MOE and MPWH	COP, CDM Smith, & Technical Team	Report will be contingent upon assessment scope, survey size, cost and procurement time
COMPONENT 2		
Activity 2.A.1: Align existing structures with Kaizen methods to tailor design of SI PI		
Sub-Activity 2.A.1.1 Develop the SI PI Model design in collaboration with ministerial partners and receive USAID, MOE, and MPWH approval	COP, DCOP, & CBS	Model approved by USAID – awaiting ministry consideration
Sub-Activity 2.A.1.2 Work with COR, MOE and MPWH to, define the size, makeup, organizational structure, time demands,	COP, DCOP, & CBS	

resources, and needed skills of the PI WG		
Activity 2.A.2: Select and appoint high-performing, influential, committed individuals from existing SI process and structures with leadership approval		
Sub-Activity 2.A.2.1 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	
Sub-Activity 2.A.2.2 Draft membership list reviewed and approved by USAID, MOE, MPWH	DCOP, CBS, & Ministry Leadership	
Sub-Activity 2.A.2.3 Appoint and announce PI WG members	DCOP, CBS, & Ministry Leadership	
Activity 2.A.3 Orient Selected individuals to WG structure, role commitments and assignments		
Sub-Activity 2.A.3.1 Conduct PI WG Orientation	DCOP, CBS, & STTA	
Activity 2.A.4 Coordinate with WG to review assessment outcomes, identify performance gaps and validate root causes		
Sub-Activity 2.A.4.1 PI WG session to review assessment outcomes and identify performance gaps and root causes	DCOP & CBS	
COMPONENT 3		
Activity 3.A.1 Collaboratively define and prioritize PI Initiatives that improve human resources, staff development and training to support SI		
Sub-Activity 3.A.1.1 Review assessment findings to identify likely PI Initiatives that improve human resources, staff development and training to support SI	DCOP, CBS, & Ministry Leadership	
Sub-Activity 3.A.1.2 Implement PI Initiatives that will support the MOE to maintain and adjust staffing plan for each relevant directorate within the ministries, ensuring that each central and FD department is able to manage their duties in an efficient and timely manner.	DCOP, CBS, & Ministry Leadership	
COMPONENT 4		
Activity 4.A.1 Establish initial planning, knowledge, & ownership transfer mechanisms for assessment activities		
Sub-Activity 4.A.1.1 Create Stakeholder Assessment Support Team	COP, DCOP, & CBS	Cancelled for Assessments 1 & 2. Will seek to form assessment team for delayed Assessment 3
Activity 4.A.2 Establish initial commitment to & ownership of the initial round of the SI PI Cycle (COP, DCOP, & CBS)		
Activity 4.A.3 Define and implement sustainability planning, knowledge & 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)		
Sub-Activity 4.A.3.1 Collaboratively develop a DRAFT	Ministry Partners with ESMP Support	

initial project sustainability plan of the SI PI Cycle with leadership of MOE and MPWH		
Sub-Activity 4.A.3.2 Receive USAID approval for the draft initial project sustainability plan	COP	

6 BRANDING COMMUNICATIONS AND DISSEMINATION

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

ESMP’s activities have so far been limited to interviews and meetings. While ESMP has been introduced as a USAID project, no activities thus far have resulted in printed materials or other branded media.

6.2 Branding

The ESMP team submitted its Outreach and Communications Plan to USAID on May 17, 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 WG, 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

With ministry collaboration undefined, no outreach and communication events are planned at this time.

7 SUSTAINABILITY AND EXIT STRATEGY

As the project only recently phased out of startup and began technical implementation, there is no information to report about a sustainability and exit strategy at this time.

8 ENVIRONMENTAL STATUS REPORT





ESMP is exempt from developing or implementing an *Environmental Monitoring and Mitigation Plan*.



9 ANNEXES

9.1 Indicator Performance Tracking Table

ESMP Log-frame								
Development Objective 3		Social Sector Quality Improved						
Intermediate Result 3.2		Learning Outcomes for All Students in Jordan Improved						
GOAL	Goal Indicator 3.2.1.b (Indicator 1)		Baseline	Year 1				
Sub-Intermediate Result 3.2.1 Enhanced Enabling Environment for Quality Education	Number of policy changes that contribute to improved quality of education	Planned		0				
		Achieved		0				
		Source						
		Project activity data and outcome harvesting						
OBJECTIVE	Objective Indicator 3.2.1.3.a (Indicator 2)		Baseline	Year 1				
Sub-Sub-Intermediate Result 3.2.1.3 GOJ Capacity Built	Number of improved planning and management systems within the GOJ	Planned		0				
		Achieved		0				
		Source						
	Project activity data and outcome harvesting							
		Objective Indicator 3.2.1.3.b (Indicator 3)		Baseline	Year 1			
		Number of education administrators and officials who complete professional development activities with USG assistance (ES 1-12)	Planned		25			
Achieved				0				
Source								
Project activity data and outcome harvesting								
OUTCOME 1 (RESULT 1)	Key SI Policy, Process, System, and Capacity Gaps Identified							
OUTPUT 1.1 (Sub-Result 1.1)	Output Indicator 1.1.1 (Indicator 4)		Baseline	Year 1				
				Q1	Q2	Q3	Q4	

SI Policy, Process, and System Recommendations Identified	Number of policy and system recommendations from project assessments or through the PI Cycle WG	Planned		30			
		Achieved			0	0	0
		Source					
		Project Data					
OUTPUT 1.2 (Sub-Result 1.2)	Output Indicator 1.2.1 (Indicator 5)		Baseline	Year 1			
				Q1	Q2	Q3	Q4
SI Staffing, Skills, and Capacity Gaps Identified	Number of capacity development recommendations from project assessments or through the PI Cycle WG	Planned		10			
		Achieved			0	0	0
		Source					
		Project Data					
OUTCOME 2 (RESULT 2)	SI Policies and Systems Strengthened						
OUTPUT 2.1 (Sub-Result 2.1)	Output Indicator 2.1.1 (Indicator 6)		Baseline	Year 1			
				Q1	Q2	Q3	Q4
SI Policy and System Changes Implemented by the GOJ	Number of policy and system changes implemented by the GOJ	Planned		0			
		Approved		0			
		Achieved			0	0	0
		Source					
Project activity tracking data/GOJ documents/MOE and MPWH assessments							
OUTPUT 2.2	Output Indicator 2.2.1 (Indicator 7)		Baseline	Year 1			
				Q1	Q2	Q3	Q4
SI Planning and Management System Changes Implemented	Reduction in average number of VOs per project	Planned		0%			
		Achieved			0%	0%	0%
		Source					
		MPWH, GTD tender data, as well as USAID SI project data					
	Output Indicator 2.2.2 (Indicator 8)		Baseline	Year 1			
				Q1	Q2	Q3	Q4

	Reduction in average school handover time for new construction projects	Planned		0%				
		Achieved			0%	0%	0%	
	Source							
	MOE and MPWH, as well as USAID project data							
	Output Indicator 2.2.3 (Indicator 9)		Baseline	Year 1				
				Q1	Q2	Q3	Q4	
Reduction in average overall new school construction project time	Planned		0%					
	Achieved			0%	0%	0%		
	Source							
	MOE and MPWH, as well as USAID project data							
OUTCOME 3 (RESULT 3)	GOJ Staff and Key Stakeholder Knowledge and Skills Strengthened							
OUTPUT 3.1	Output Indicator 3.1.1 (Indicator 10)		Baseline	Year 1				
				Q1	Q2	Q3	Q4	
GOJ Officials Successfully Complete SI Cycle Credentialed Professional Development Training	Number of government officials who successfully complete SI professional development training.	Planned		50				
		Achieved			0	0	0	
		Source						
		Test scores						
OUTPUT 3.2	Output Indicator 3.2.1 (Indicator 11)		Baseline	Year 1				
				Q1	Q2	Q3	Q4	
Non-Governmental Design, Engineering, and Construction Personnel Successfully Complete Credentialed Training Related to SI Cycle	Number of non-governmental design, engineering, and construction personnel who successfully complete SI professional development training	Planned		0				
		Achieved			0	0	0	
		Source						
		Test scores						
OUTCOME 4 (RESULT 4)	Policies and Systems Sustained							
Outcome Indicator 4.1 (Indicator 12)			Baseline	Year 1				
				Q1	Q2	Q3	Q4	

Number of PI Cycle WG meetings	Planned		0%			
	Achieved			0%	0%	0%
	Source					
	MOE evaluation tool					
Outcome Indicator 4.2 (Indicator 13)		Baseline	Year 1			
			Q1	Q2	Q3	Q4
Number of PI Cycle outcomes monitored and evaluated by MOE that receive an implementation score of fully or substantially implemented	Planned		0			
	Achieved			0	0	0
	Source					
	MOE evaluation tool					

9.2 Geographic Data Reporting – GIS Template

There is no geographic data for this reporting period.

9.3 Completed Assessments, Evaluations, Plans, and Studies

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

- Year 1 Work Plan (submitted May 17 and approved May 21; subsequent revisions submitted to USAID on July 7 and July 30; Kaizen planning to submit a revision in October 2019)
- Outreach and Communications Plan (submitted May 17)
- Gender Analysis Report (submitted June 17)
- Activity Monitoring, Evaluation, and Learning (MEL) Plan (originally submitted June 17; revision submitted September 1)
- SI Process General Assessment Report (submitted September 13)
- Behavior Change Study (submitted September 13)

9.4 Success Stories

As ESMP is still in its early implementation stage, there are no success stories to share yet. However, as the project moves forward it will share success stories in upcoming reporting.

9.5 Training Report

No trainings have been conducted and there is no training data to report at this time.

9.6 Integration of Crosscutting Issues

9.6.1 Gender Equality and Female Empowerment

Below is an excerpt from the ESMP Project's 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.¹ 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.

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.² 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.³

9.7 Literature Review: List of Reviewed Assessments, Plans, and Reports

The following is a list of assessments and other documents reviewed by the ESMP team under the Review of Previous SI Assessments sub-activities under Component I for the General Assessment and Behavioral Study.

- *Assessment of the School and Directorate Development Program (SDDP), 2013*
- *Assessment on Education of Students with Disabilities in Jordan: Final Report*
- *Department of Statistics, Statistical Yearbook of Jordan 2018*
- *Education for Jordan Prosperity (E4JP)*
- *Education for Prosperity: Delivering Results - A National Strategy for Human Resource Development 2016 – 2025*
- *End-of-Project Evaluation of the European Union-Funded Project Technical assistance to Enhance Accessibility and Use of the Jordanian MoE EMIS for Evidence-Based Policy Formulation*
- *The Field Directorate Development Program, 2009*
- *Generations for Peace “Jordan Schools Programme” Summative Performance Evaluation, 2016*
- *German Development Bank (KfW) and United Nations Office for Project Services (UNOPS)- School Maintenance through “Cash for Work” Program, 2018*
- *The Government’s Works Regulation No.71 for the Year 1986*
- *The GTD Annual Report 2018*
- *Host Country Contracting Assessment, 2018*
- *Improving learning environments in Jordanian public schools: Lessons from school visits and community dialogue in Northern Jordan, 2017*
- *JEN and UNICEF Jordan Nationwide Assessment in Public Schools for Strategic Planning (2015–2016) Report*
- *Jordan Country Development Cooperation Strategy 2013 – 2017*
- *Jordan Education Strategic Plan (2018–2022)*
- *Jordan Nationwide Assessment in Public Schools for Strategic Planning 2015-2016*

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

² Ibid

³ Ibid

- *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*
- *The Jordan STEM Education Landscape - A Report for the British Council - March 2017*
- *Ministry of Education – Education Strategic Plan – 2018-2022*
- *MOE Strategic Plan (2018–2022)*
- *MOE Statistics Report (2017–2018)*
- *The New Government Procurement Law No 28 for the year 2019*
- *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*
- *Transforming Madrasati Schools to Green Building - Madrasati Initiative Final Report, 2011*
- *USAID Jordan Education Assessment: School Construction and School Expansion (September 2018) Report*
- *USAID Jordan JSP: A Transformational Change – Evaluation of the Jordan School Construction and Rehabilitation Project (May 2013) report*
- *USAID Jordan MPWH Host Country Contracting Assessment (December 2018) Report*
- *USAID Jordan School Construction Stakeholder Assessment Report (April 2015)*
- *USAID SKEP (Schools for a Knowledge Economy Project) - Planning and Design Guidelines FINAL DRAFT, 2015*
- *USAID Updated Behavior Engineering Model (September 2014)*

9.8 List of Interviews

Date of Interview	Firm/Ministry / Department	Personnel Interviewed	Job Title	Purpose of Meeting
05-May-19	Engicon Consultants Management	Eng. Samar Bahous	SKEP Chief of Party	To learn how Engicon approached phases of SI as the firm that implemented SKEP.
	Engicon Consultants IT	Ibrahim Mahfouth	IT Manager	
06-May-19	Al Bitar Consultants Management	Eng. Nemer Bitar	General Manager	To learn how Bitar approached phases of SI as the firm that implemented ESP.
		Eng. Jumana Hassani	Team Lead	
		Eng. Laila Ghanim	Manager	
		Eng. Hashim Al Faqih	Engineer	
23-May-19	Development Coordination Unit in the MOE	Azmi Hamedi	Tendering Coordinator	To discuss the tendering process for school furniture and equipment.
27-May-19	Directorate of Engineering Affairs in the MOE	Eng. Arig Namair	Head of Follow-up of Building Tenders Section	To discuss the tendering process for the construction additional classroom and maintenance, with a budget of less than 250,000 JD.
		Eng. Khelaf Alarud	Head of the Decentralization Section	

27-May-19	International Tendering Department in the MOE	Eng. Layla Al Hasani	Director	To discuss the tendering process for school furniture and equipment.
27-May-19	Planning and Educational Research Managing Directorate in the MOE	Mr. Abdullah Hassouneh	Policies and Strategic Planning Director	To gain insights for the general assessment into the school buildings' planning process at MOE.
	Supplies Managing Directorate in the MOE	Mr. Mohammed Abu Hajileh	Managing Director	
		Eng. Laila Alhousna	International Tenders Section Head	
Finance in the MOE	Mr. Mohammad Al Manasser	Financial Affairs Managing Director		
28-May-19	Education Quality and Accountability Unit (EQUA) in the MOE	Dr. Haifa Jayousi	Team Leader	To gain insights for the general assessment into the school buildings' planning process at MOE.
	Internal Controls Unit in the MOE	Dr. Balsam Maittah	Managing Director	
	Buildings and International Project Directorate in the MOE	Eng. Rana Al Rai	Maintenance Section Head	
	Audit Bureau in the MOE	Mr. Khaldoun Shkokani	Team Leader at MOE	
Mr. Mohammad Hmeidat		Auditor at MOE		
29-May-19	Development Coordination Unit (DCU) in the MOE	Eng. Azmi Hmeidi	International Tenders Coordinator	To learn more about the roles of the Development Coordination Unit (DCU), Queen Rania Center for Education Technology (QRC), and the School and Directorate Development Section.
	Queen Rania Center for Education and Information Technology (QRC) in the MOE	Mr. Marwan Turman	Education Technology Manager	
	School and Directorate Development Program (SDDP) in the MOE	Mr. Abdunasser Hishmeh	School and Directorate Development Section Head	
Ghazi Johar		Educational Supervisor		
02-June-19	Properties and International	Eng. Samar Qaqees	Managing Director	To learn more about the roles of the Buildings Directorate, Financial Planning Section,

	Projects Managing Directorate in the MOE	Eng. Osama Yousef	Services Section Head	Human Resources Planning Section, and Engineering Studies Section.
		Eng. Areej Nmair	Buildings Tenders and Maintenance Section Head and Acting Engineering Studies Section	
	Policies and Strategic Planning Directorate in the MOE	Mr. Hisham Abu Khashabah	Financial Planning Section Head	
		Mr. Tamer Alazem	HR Planning Section Head	
07-Jul-19	Planning and Educational Research Department in the MOE	Eng. Safaa Albieruti	Head of GIS section	To discuss issues related to WebGIS and how it works, as well as the main challenges operationally and to the end user. To discuss issues related to the school maintenance physical survey assessment, the link between GIS and OpenEMIS, and the role of UNESCO.
07-Jul-19	Queen Rania Center for Education and information Technology in Queen Rania Center	Dr. Ahmad A'aen	EMIS Team	To discuss issues related to Open EMIS and how it works, and the main challenges facing the system administrator; and to discuss how the system works (O&M).
		Eng. Ruba Al Omari	Managing Director	
11-Jul-19	Department of Management Information System (MIS) in Queen Rania Center	Ahmed M. Al-Sleiti	Coordinator for Data User Programs, Programmer	To confirm the number of government schools and related data: ESMP team was provided with access to the EMIS as well as to the MOE maintenance form.
11-Jul-19	Administrative and Financial Affairs in the MOE	Sami Issa Al-Salaita	Secretary General	To discuss the new Project Management Unit (PMU) that will be established by MOE, as approved by Minister of Education to mitigate problems with school construction funded by KFW, especially with regard to site selection (planning) and maintenance.
	Employment and Education-Middle East at KFW	Christian Ritchter	Head of Division Emp and Ed -Middle East	
12-Jul-19	Employment and Education-Middle East at KFW	Christian Ritchter	Head of Division Emp and Ed -Middle East	To set out criteria for main duties of PMU as proposed by MOE to enhance KFW schools project.
14-Jul-19	Tender Department at the MPWH	Eng. Mahmoud H. Khlifat	General Manager of Government Tender Department (GTD)	To introduce ESMP and request access to department personnel for participation in assessment questionnaire, as they have vast experience in tendering process in educational projects.

14-Jul-19	The National Construction Council in the MPWH	Dr Jamal Qteshat	Secretary General of the National Construction Council	To discuss the role of the council in the construction process.
15-Jul-19	Marka Field Directorate /MOE	Dr. Raba'a Abdullah	Managing Director	To collect information regarding the planning phase for the general assessment and information on the SI cycle for the behavior study.
		Mr. Attallah Maqblah	Planning Section Head	
		Eng. Yasser Al Khaldi	Properties Section Head	
		Abeer Al Ali	Planning Officer	
16-Jul-19	The Bidding Directorate in the GTD	Eng.Ettaf Abu Hamedah	The Bidding Director	To discuss the role of the Bidding Directorate in the bidding process.
16-Jul-19	Directorate of classification and qualification in the GTD	Eng. Demah Hajer	Head of the Contractors Classification Section	To discuss the role of both sections in the tendering process, and the work process in the contractor classification section.
16-Jul-19	MPWH – Directorate of Survey and Acquisition / Buildings Survey in the MPWH	Eng. Ahmad Al-Durgham	Head of Buildings Survey	To discuss the role of building surveys in the school rehabilitation/construction process, data available, and how the directorate communicates with stakeholders.
16-Jul-19	GIS Unit in the MPWH	Eng. Lana Maqtash	GIS Unit Manager	To discuss the role of GIS in the school rehabilitation/constructions process, data available, and how they communicate with stakeholders. To discuss the current status of GIS in MPWH, types of data, hardware, software, and challenges, as well as the GIS strategic plan.
16-Jul-19	Projects planning department in the MPWH	Eng. Maram Ayuob	Head of projects planning section/ STC secretary	To discussing the role of the STC.
16-Jul-19	Al Qweismeh Field Directorate/M OE	Dr. Shaker Al Alaween	Managing Director	To collect information regarding planning phase for the general assessment and information about SI cycle for the behavior study.
		Dr. Nizar Al-Duquss	Technical and Educational Affairs Department Head	
		Dr. Hisham Al Qawasmi	Admin Department Head	
		Eng. Khalil Al-Maraeah	Properties Section Head	
18-Jul-19	Country Representative / Basic	Costanza Farina	UNESCO Representative to Jordan	To learn about the parties' current works and to discuss potential opportunities for coordination and cooperation.

	Education and Youth at UNESCO			
	USAID	Courtney Babcock	Deputy Office Director	
18-Jul-19	Directorate of classification and qualification in GTD	Rema Klaldah	Head of the Consultants Qualification Section	To discuss the roles and responsibilities of the directorate.
		Eng. Reda Gumaah	Engineer at Consultants Qualification Section	
18-Jul-19	Directorate of the Technical Affair in the MPWH	Eng. Suheer Burqan	Studies Directors	To discuss the roles and responsibilities of the directorate.
18-Jul-19	Directorate of the Technical Affair in the MPWH	Eng. Nadia Al-Ahmed	Director of the Technical Affair	To discuss the roles and responsibilities of the directorate.
18-Jul-19	Directorate of Implementing and Maintaining the Buildings of Educational Sector in the MPWH	Eng. Jehad Suelm	Director of Implementing and Maintaining the Buildings of Educational Sector	To discuss the role of the directorate in the school construction cycle.
		Eng. Doaa Authman	The USAID projects Coordinator	
		Eng. Basama Shehan	Engineer	
21-Jul-19	Procurement and International Tendering Department in the MPWH	Muhamed Qteshat	Head of the Local Procurement Department	To discuss the role of the department in the SI cycle.
		Muhamed Al-Edwan	The Procurement Director	
		Eng. Layla Al Hasani	Head of Section	
21-Jul-19	Planning and Educational Research Department in the MOE	Abdallah Hassunah	Director of Strategic Planning	To discuss the role of the department in the SI cycle.
		Khelaf Alarud	Head of the Decentralization section	
		Wegdan Nazal	Head of the Strategic	

			Planning section	
21-Jul-19	Planning and Educational Research Department in the MOE	Maher Teamah	Head of Land Acquisitions Section	To discuss the role of Land Acquisition Section in school planning, internal procedures, and data available to them.
22-Jul-19	Maintenance Department in the MOE	Eng. Nehayah Burqawee	Head of Maintenance Follow Up Section	To discuss the role of the department in the SI cycle.
		Eng. Areje Nameer	Head of the follow up Bidding for the Building and Maintenance Section.	
		Eng. Hmeed Naamat	Head of Building in Dear Alaa Field Directorate	
23-Jul-19	Planning and Educational Research Department in the MOE	Eng. Safaa Albieruti	Head of GIS section	To discuss the role of the GIS section in planning process, how the section supports other departments, and data available. To officially request GIS data, and to learn about the link between GIS and EMIS and school planning priorities.
25-Jul-19	Projects planning department in the MPWH	Eng. Maram Ayuob	Head of projects planning section/ STC secretary	To discuss and learn more about the role of the STC.
27-Jul-19	Directorate of Engineering Affairs	Khelaf Alarud	Head of the Decentralization section	To discuss the role of the decentralization department in identifying priorities in building new schools and additional classrooms, and school maintenance.
27-Jul-19	Tender Department in the MPWH	Eng. Mahmoud H. Khelifat	General Manager of Government Tender Department (GTD)	To introducing ESMP and to learn more about the roles and responsibilities of GTD for inform the general assessment.
28-Jul-19	School and Directorate Development Program (SDDP)/MOE	Mr. Ghazi Johar	Educational Supervisor	To discuss the key behaviors and identify main challenges to inform the behavior study.
		Mr. Abdunasser Hishmeh	School and Directorate Development Section Head	
28-Jul-19	Education Quality and Accountability Unit (EQUA)/MOE	Dr. Haifa Jayousi	Team Leader	To discuss the key behaviors and identify main challenges to inform the behavior study.

28-Jul-19	Supplies Managing Directorate/M OE	Eng. Laila Alhousna	International Tenders Section Head	To discuss the key behaviors and identify main challenges to inform the behavior study.
28-Jul-19	Planning and Educational Research Managing Directorate/M OE	Eng. Safa'a Beiruti	School Mapping Section Head	To discuss the key behaviors and identify main challenges to inform the behavior study.
		Mr. Abdullah Hassonah	Policies and Strategic planning Directorate Manager	
		Eng. Wijdan Nazzal	Strategic Planning Section Head	
28-Jul-19	Properties and International Projects Managing Directorate/M OE	Eng. Osama Yousef	Services Section Head	To discuss the key behaviors and identify main challenges to inform the behavior study.
		Eng. Areej Nmair	Buildings Tenders and Maintenance Section Head and Acting Engineering Studies Section	
28-Jul-19	Maintenance Department/M OE	Eng. Enaam Lahham	Head of Maintenance Planning	To discuss the key behaviors and identify main challenges to inform the behavior study.
29-Jul-19	Property Department in the MPWH	Eng. Nadia Al Ahmad	Director of Buildings department	To discuss the key behaviors and identify main challenges to inform the behavior study.
		Eng. Jumana Shihadeh	Buildings department	
29-Jul-19	Property Department in the MPWH	Eng. Suhair Burgan	Head of studies unit	To discuss the key behaviors and identify main challenges to inform the behavior study.
29-Jul-19	Execution and Maintenance of Schools' Department in the MPWH	Eng. Jihad Suilem	Head of Execution and maintenance of schools' department	To discuss the key behaviors and identify main challenges to inform the behavior study.
		Eng. Basemah Shihan	Engineer	
		Eng. Doa Othman	Engineer	
31-Jul-19	Al Bitar Consultants Design Department	Eng. Jumana Hassani	Team Lead	To discuss the key behaviors and identify main challenges to inform the behavior study.
01-Aug-19	GIZ	Friederike Pommerehne	Module Team Leader	To discuss potential opportunities for coordination and cooperation.
		Haikal El Abed	Deputy Module Team Leader	

07-Aug-19	Directorate of Strategic Project Development and International Cooperation/G SD	Imad Qassim	Director of the E-Procurement (JONEPS)	To learn more about JONEPS system.
		Amjed Danah	General Inventory Management System Manager & Technical consultant (JONPES)	
27-Aug-19	Directorate of Engineering Affairs	Eng. Arig Namair	Head of Follow-up of Building Tenders Section	To discuss Open EMIS uses to support maintenance.
27-Aug-19	MOE	Ajayeb Jarrar	GIS Engineer	To discuss the components of WEBGIS, including system, database, hardware (AS-IS). To discuss WEBGIS main functionality / Workflow. To discuss the role of WEBGIS in school maintenance, EMIS / WEBGIS integration (Data link), and the school planning module used in WEBGIS (main issue: module needs to be enhanced).
	UNESCO	Ehsan Saqib	GIS expert	
	UNESCO	Hala Mango	Project Assistant	
29-Aug-19	Canadian Embassy	Camille Boullon Begin		To review physical assessment of all Jordan Public Schools.
	Switzerland Embassy	Jill Schmidheiny	Project Manager	
	GIZ	Dr. Faten Al Najjar	Technical Advisor	
10-Sep-19	Follow-up Section in the Implementation and Maintenance of the Educational Sector	Nabeelah Dauod	Head of the follow-up section in the Implementation and Maintenance of the Educational Sector	To learn more about the methods the directorate uses to save the schools' projects information.
10-Sep-19	MPWH	Suheer Burqan	Studies Director	To learn more about the method the directorate utilizes to save project information, and to management department procedures.
16-Sep-19	Planning and Educational Research Department in the MOE	Safaa Beiruti	Head of GIS Section	To discuss the strategy, vision and requirements of the department.
		Dr. Abdullah Hassouna	Director of Strategic planning	
17-Sep-19	MPWH - Directorates of Buildings Technical Affairs and IT	Eng. Abeer Tesluq	Head of programming in the IT Department	To learn about the involvement of the IT Department in the electronic archiving of documents and to discuss the Darien Project Smart PIM (Project Information Modeling).
		Eng. Darien Al Bukhary	Architecture engineer in	

			the studies department the educational sector	
17-Sep-19	MPWH – Directorate of Buildings Technical Affairs	E. Nadia Al Ahmmed	Director of the Technical Affairs	To see the method the directorate follows to save the As-built drawings, and the project information and engineering drawings, and management procedures.
		Mouhamed Al Majaly	Architecture painter / responsible for keeping the Engineering drawings	
24-Sep-19	The Jordanian Engineers Association (JEA)	Eng. Ahmad Samara Al-Zoubi	President of the JEA	To introduce ESMP and discuss opportunities for coordination and collaboration. A discussion about the facilitations that the JEA can provide to the ESMP project took place as well as next steps regarding sharing a plan for the collaboration between the two parties for future purposes.
		Eng. Mohammad Abu Afifeh	Secretary General of the JEA	
29-Sep-19	MPWH - Directorates of Buildings Technical Affairs and IT and Directorate of Buildings Technical Affairs in the MPWH	Eng. Abeer Tesluq	Head of programming in the IT Department	MPWH presented the SMART PIM to ESMP team.
		Eng. Darien Al Bukhary	Architecture engineer in the studies department the educational sector	
		Eng. Nadia Al Ahmmed	Director of Technical Affairs	
		Wael Zakarneh	Acting IT Manager	

9.9 List of Staff and Consultants with Dates In/Out of Country

Short-Term Technical Assistance (STTA) Fielding for the Period Covered				
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 for the Period Covered				
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
Mahmoud	Shatha	Behavior Change Assessment Consultant	Tuesday, July 9, 2019	-

Field Staff Transitions for the Period Covered				
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

New Additions to the Short-Term Technical Assistance (STTA) (USN/TCN) for the Period Covered				
Last Name	First Name	Position	Start Date	End Date
Taneeb	Faten	Report Copy Editor	Tuesday, August 20, 2019	(20 days of LOE)
Taneeb	Faten	Report Copy Editor	Monday, September 30, 2019	(10 days of LOE)

New Additions to the Field Staff Roster for the Period Covered				
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	
Hemsi	Ghassan	Deputy Chief of Party	Sunday, July 7, 2019	
Altaher	Abeer	Monitoring, Evaluation, and Learning (MEL) Manager	Sunday, July 14, 2019	
Fares	Khaled	Procurement Specialist	Monday, August 19, 2019	

*Denotes Edvise ME Subcontractor Hire

9.10 Management and Administrative Issues

Kaizen submitted a request for a budget realignment and contract modification to USAID on September 3, 2019.