



Early Grades Reading and Mathematics Initiative (RAMP)

Initiative Sustainability Plan

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Sustainability Plan

RAMP sustainability plan has been prepared based on the findings of the conducted analysis and in close consultation with the stakeholders within the initiative and the Ministry of Education. A detailed plan has been developed for each topic of the four topics, in addition to a number of joint recommendations that do not relate to a specific topic and they are nevertheless essential to achieve suitability in the rising findings.

The plan has been developed on two levels as follows:

- 1- **Level One:** It includes the necessary procedures and plans to ensure integrating the methodologies implemented by the initiative and its projects within the Ministry's work. Moreover, current and future methodologies and projects of the initiative have been identified and applied during the phases of the educational process, and specific, measurable objectives have been set and applied within a specified period to refine and integrate concepts, methods, tools and information technology currently applied within the work of the Ministry of Education.
- 2- **Level Two:** It includes the procedures and plans that should be applied within the Ministry to identify the high level recommendations to ensure coherence, consistency, data flow and accountability within the Ministry of Education's main procedures related to the first three grades (reading and mathematics) and to ensure coordination between the various directorates of the Ministry of Education and other stakeholders. Recommendations at this level are not confined to RAMP methodologies, but extend beyond all the systems, procedures and methodologies of the Ministry in general.

<i>Sustainability- Level One</i>	
<i>Integrating RAMP methodologies and projects</i>	<i>Identification of the methodologies and current and future projects of the program that are applied during the phases of the educational process, and setting specific and measurable goals, and implementation within a specified period to refine and integrate the concepts, methods, tools and information technology currently applied within the procedures of the Ministry of Education</i>

<i>Sustainability- Level Two</i>	
<i>Main procedures in the Ministry of Education</i> <i>General/common policies</i>	<i>Identifying the proposed high-level recommendations to guarantee coherence, consistency, data flow, and accountability within the Ministry of Education's main procedures pertaining to the first three grades (reading and mathematics), as well as to ensure coordination among the various MOE directorates and other stakeholders. A preliminary assessment will be provided to ensure that the necessary means are specified to support sustainability efforts (e.g. legislations, methodologies, roles, decentralization, coordination, outreach, information technology, and human resources)</i>

Figure (5)- Levels of the sustainability plan

Table (5) shows a summary of the number of the initiatives and activities under each topic of the sustainability topics

Topic	Level	Number of Recommendations	Number of Suggested activities
Curriculum	One	6	8
	Two	1	1
Professional Development/training	One	3	8
	Two	5	5
Coaching and Supervision	One	5	7
	Two	3	5
Assessment	One	2	4
	Two	2	4
Joint Recommendations	-	5	2
Total		32	44

Table (5) - Summary of sustainability plan recommendations and activities

The following part of the report explains the elements of the sustainability plan in details

Sustainability Plan Elements

Section One – Recommendations

Through workshops at which the map of the early education in Jordan and challenges facing the sustainability in achieving the rising findings were presented, a number of recommendations has been agreed upon about the procedures that should be followed to address these challenges and achieve suitability in achieving findings increasingly, and these recommendations were thereafter presented to the initiative technical committee, which is composed of a number of senior managers and employees of the Ministry of Education who have made some amendments and requested to be presented at an expanded meeting with the Ministry's employees who are concerned with the initiative, and then detailed plans are developed to implement these recommendations which took place in two separate meetings on 5th and 8th July 2015.

Table (6) presents a summary of the recommendations under each topic which came in the form of initiatives that should be implemented by the Ministry of Education. The second part of this section explains in details “how to implement each of these recommendations /initiatives, including the following:

- A. The main activities under each initiative
- B. Time-frame
- C. Required resources
- D. Key performance indicators
- E. Requirements for implementation of activities (legislations amendments, developing work procedures/ methodologies, and development of human resources...etc.)

Topic	Level	Recommendations
Curricula	One	<ul style="list-style-type: none">- Review and amendments of the two documents of the general framework and the general and specific outcomes for Arabic language and mathematics.- Review and amendments of Arabic language and mathematics textbooks to integrate RAMP methodologies, concepts and objectives in line with the new general framework, field observations, and international and national tests models.- Providing a workbook of the Arabic language for each of (1-3) grades to support the textbook an RAMP's trends (with the continuation of printing the mathematics workbook).- Developing a new teacher guide for Arabic language and mathematics for (1-3) grades.
	Two	<ul style="list-style-type: none">- Review and amendments of the two documents of the general framework and the general and specific outcomes for the interactive national curriculum and educational materials.- Capacity-building of Curriculum and Textbook members and making them aware of RAMP methodology and tools.- Monitoring and coordination among curricula and training department and tests department to collect feedback and tests' results.

Professional development/ training	One	<ul style="list-style-type: none"> - Integration of RAMP methodologies into the training manual for the new teachers (first three grades and KGs) - Continuation of testing teachers who received in-service training on RAMP methodologies for promotion and ranking. - Training teachers, substitute teachers, principals, and supervisors who weren't exposed to RAMP training. - Ensure that RAMP concepts are incorporated into pre-service training, especially those implemented at the level of the Educational Sciences / Jordanian universities. - Ensure that the new teachers' license will be linked with career path and training - Ensure to develop clear and new criteria for the selection of trainers
	Two	<ul style="list-style-type: none"> - Involvement of the curricula department and other departments in the process of developing training materials related to their specialization. - Unifying the one-school plan in the school's development plan.
Support and supervision	One	<ul style="list-style-type: none"> - Adjustment of the Ministry's classroom observation tool and ensuring that RAMP tool is linked and integrated into Open EMIS program. - Training the concerned team from Queen Rania Center on the control panel/tool of RAMP. - Training the staff of the Ministry of Education on the methodology and procedures of data collection and Assessment. - Developing a software to analyze the achievements of the Educational Supervision department. - Development of Coarse-Grain Screening tool and Fine-Grain Screening tool along with diagnostic tests.
	Two	<ul style="list-style-type: none"> - Developing the educational supervision guide for the year 2015 and job description for both the general supervisor and the specialist. - Activating the methodology of the senior teacher within the Ministry and building the capacity of the staff on implementing it. - Integrating mentoring mechanism and professional licenses to invest efforts of teachers and supervisors as required.
Assessment	One	<ul style="list-style-type: none"> - Integrating RAMP appropriate assessment mechanisms (reading and mathematics) into the Ministry's assessment mechanism, including national tests to control the quality of education. - Using LQAS methodology to measure indicators in the Ministry's various projects.
	Two	<ul style="list-style-type: none"> - Creating and developing a toolkit to assess the performance of the students. - Developing and applying a national test for grade 3 (Assessment point)
Joint Recommendations		<ul style="list-style-type: none"> - Expanding the application of RAMP methodology for other grades and topics (horizontal and vertical). - Clarifying the limits of the competencies of the different administrative units concerned with RAMP activities within the Ministry to avoid overlapping and to clarify who is responsible for the results of each activity. - Developing a methodology for coordination between the different administrative units (Curricula, training and supervision,

	examinations...) in the tasks that intersect between their scopes of work.
-	Preparing a scientific methodology for monitoring and evaluation that takes advantage of the methodology used by RAMP and it is used for planning purposes.
-	Activating decentralization to enable the field directorates to plan and implement their activities and take decisions more independently.

Table (6) – Summary of Recommendations/Sustainability Plan’s Initiatives

Part Two – Detailed Sustainability Plan

First Topic– Curricula

(Level One – Integrating RAMP Methodology)

Recommendation/Main Project	Key Performance Indicators
Recommendation #1: Review and amendment of both documents of the general framework and general and specific outcomes for Arabic language and mathematics.	<ul style="list-style-type: none"> The documents of the general framework and general and specific outcomes for Arabic language and Mathematics are amended and include RAMP strategies and methodologies divided into phases: (1-3) grades, (4-12) grades and they are approved by the Council of Education.

Main activities	Responsible body/ participating bodies	Time	Requirements	Budget element
Activity (1): Forming technical committees to review the general framework document and general and specific outcomes document for Arabic language and Mathematics to ensure that they are consistent and aligned with RAMP's trends taking into consideration the necessity to divide the document for each subject into two parts <ul style="list-style-type: none"> (1-3) grades (4-12) grades 	Responsible body: Ministry of Education/ Curricula and Textbooks department Participating bodies: National Curricula Center Committees: Technical committee to review the general framework document and general and specific outcomes for Arabic language and Mathematics.	<input checked="" type="checkbox"/> 2018 <input type="checkbox"/> 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology <input checked="" type="checkbox"/> Development of human resources <input checked="" type="checkbox"/> community mobilization <input checked="" type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others:	<input checked="" type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input checked="" type="checkbox"/> devices/ equipment <input checked="" type="checkbox"/> materials/ printing <input type="checkbox"/> software <input type="checkbox"/> training course <input type="checkbox"/> Business meetings Others: Tendering printing

			RAMP documents related to the project methodologies and strategies for Arabic language and Mathematics	
Activity (2): Approving the amended documents by the Council of Education	Responsible body: Ministry of Education/ the Council of Education Participating bodies (Coordination) <ul style="list-style-type: none"> – The Secretariat of the Council of Education – Curricula and Textbooks department – National Curricula Center 	✓ 2018 <input type="checkbox"/> 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology ✓ Development of human resources ✓ community mobilization ✓ Information Technology <input type="checkbox"/> Awareness	<input type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> software <input type="checkbox"/> training course <input type="checkbox"/> Business meetings

Recommendation/Main Project	Key Performance Indicators
Recommendation # 2: Review and amendment of Arabic language and Mathematics textbooks to integrate RAMP methodology, concepts and objectives in line with the new framework, field observations, and international and national testing models.	<ul style="list-style-type: none"> Arabic language and mathematics textbooks for (1-3) grades that incorporate RAMP methodology, concepts and objectives are amended and approved by the Council of Education taking into consideration appropriate field observations and international and national tests models.

Main activities	Responsible body/ participating bodies	Time	Requirements	Budget element
Activity 1 Forming technical committees to review, amend and incorporate RAMP strategies, field observation, models of the international and national tests into Arabic language and Mathematics for (1-3) grades.	Responsible body: Ministry of Education/ Curricula and Textbooks department Participating bodies: National Curricula Center Committees: Technical committee to review, amend and incorporate RAMP strategies and models of the international and national tests into the textbooks of Arabic language and Mathematics for (1-3) grades.	<input type="checkbox"/> 2018 <input checked="" type="checkbox"/> 2019 <input checked="" type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology <input checked="" type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input checked="" type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others: RAMP documents related to the projects' methodologies and strategies in Arabic language and Mathematics	<input checked="" type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input checked="" type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training course <input checked="" type="checkbox"/> Business meetings Others: Tendering reprinting Arabic language and Mathematics for (1-3) grades.

Recommendation/Main Project		Key Performance Indicators		
<ul style="list-style-type: none"> - Recommendation #3: Providing a workbook for Arabic language for each grade of (1–3) grades to support the textbook and RAMP's trends (with the continuation of printing the mathematics workbook). 		<ul style="list-style-type: none"> - A workbook for each grade of (1–3) grades to support the textbook and RAMP's trends of Arabic language and Mathematics and it should be approved by the Council of Education. 		

Main activities	Responsible body/ participating bodies	Time	Requirements	Budget element
Activity (1): Review of the workbooks' manuscripts for Arabic language and Mathematics	Responsible body: Ministry of Education/ Curricula and Textbooks department Participating bodies: Committee: Constituting committees to review workbooks' manuscripts (activities)	✓ 2018 ✓ 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology ✓ Development of human resources ✓ Community mobilization ✓ Information Technology <input type="checkbox"/> Awareness	<input type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse <input type="checkbox"/> Business meetings Others: Tendering printing

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Recommendation/Main Project	Key Performance Indicators
Recommendation (4): Developing a new teacher guide for (1-3) grades for Arabic language and Mathematics.	– A teacher guide of Arabic language and Mathematics for (1-3) grades includes RAMP's strategies and concepts and it is approved by the Council of Education.

Main activities	Responsible body/ participating bodies	Time	Requirements	Budget element
Activity (1): Monitoring working on the teacher guides of Arabic language and Mathematics for (1–3) grades.	Responsible body: Ministry of Education/ Curricula and Textbooks Department Participating bodies	✓ 2018 ✓ 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology ✓ Development of human resources ✓ Community mobilization ✓ Information Technology <input type="checkbox"/> Awareness Others: RAMP's documents	✓ Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment ✓ materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse <input type="checkbox"/> Business meetings Others: Tendering printing

Recommendation/Main Project	Key Performance Indicators
Recommendation #5: Reviewing and modifying the general framework and the general/specific outcomes documents of the KG Interactive Curriculum and the learning materials	<ul style="list-style-type: none"> The general framework document and the general and specific outcomes of the KG Interactive National Curriculum are modified and integrated into RAMP strategies and methodologies, approved by the Education Council.

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity # 1: Forming a technical committee to review the general framework document and the general and specific outcomes of the KG Interactive National Curriculum, and adapting it to the RAMP trends.	Responsible body: Ministry of Education Participating bodies: Committees: Technical committee to review the general framework document and the general and specific outcomes of the KG Interactive National Curriculum.	<input checked="" type="checkbox"/> 2018 <input type="checkbox"/> 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology <input checked="" type="checkbox"/> Development of human resources <input checked="" type="checkbox"/> Community mobilization <input checked="" type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others: RAMP's documents related to the methodologies and strategies of the project for KGs	<input checked="" type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input checked="" type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse <input type="checkbox"/> Business meetings Others: Tendering printing

Activity # 2: Forming a technical committee to review and amend the educational materials of the KG Interactive National Curriculum and adapt them to RAMP trends	Responsible body: Ministry of Education/ Curricula and Textbooks Department Participating bodies: National Curricula Center Committees: Technical committee to review the general framework document and the general and specific outcomes of the KG Interactive National Curriculum	<input type="checkbox"/> 2018 <input checked="" type="checkbox"/> 2019 <input checked="" type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology <input checked="" type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input checked="" type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others: RAMP's documents related to the methodologies and strategies of the project for KGs	<input checked="" type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input checked="" type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse <input checked="" type="checkbox"/> Business meetings Others: Tendering reprinting the KG Interactive National Curriculum

Recommendation/Main Project	Key Performance Indicators
Recommendation # 6: Building the capacity of the different members of Curriculum and Textbook Department's members and informing them of RAMP methodologies and instruments	<ul style="list-style-type: none"> Members of Curriculum and Textbook Department who are aware of RAMP methodologies and instruments

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity # 1: Conducting training workshops for the Curriculum and Textbook Department's members to build their capacities around RAMP methodologies and instruments	Responsible body: <ul style="list-style-type: none"> RAMP project Ministry of Education/ Curricula and Textbooks Department Participating bodies:	<ul style="list-style-type: none"> ✓ 2018 ✓ 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021 	<ul style="list-style-type: none"> <input type="checkbox"/> Legislation amendment ✓ Working procedure/ methodology ✓ Development of human resources <input type="checkbox"/> Community mobilization ✓ Information Technology <input type="checkbox"/> Awareness 	<ul style="list-style-type: none"> ✓ Technical/ consultancy support ✓ Specialized trainers ✓ Devices/ equipment ✓ materials/ printing <input type="checkbox"/> Software ✓ Training coarse <input type="checkbox"/> Business meetings

(Level two – Development of the Ministry's Main Procedures)

Recommendation/Main Project	Key Performance Indicators
Recommendation # 1: Monitoring and coordination between Curricula and Training department and Tests and Examination Department to collect the feedback and the tests' results.	– Feedback and results of tests to build upon in developing textbooks.

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity # 1: Conducting periodic meetings among the departments of (Curricula, training and tests) to assess and discuss the feedback and the results of the national tests). (It is necessary to follow up the implementation of the recommendations resulting from these meetings)	Responsible body: <ul style="list-style-type: none"> – Curricula and Textbook Department – Educational Supervision and Training Department – Examination and Test Department Participating bodies: RAMP project Committees: Technical committee to review the general framework document and the	<input type="checkbox"/> 2018 <input checked="" type="checkbox"/> 2019 <input checked="" type="checkbox"/> 2020 <input checked="" type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology <input checked="" type="checkbox"/> Development of human resources <input checked="" type="checkbox"/> Community mobilization <input type="checkbox"/> Information Technology <input checked="" type="checkbox"/> Awareness	<input checked="" type="checkbox"/> Technical/ consultancy support <input checked="" type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse <input checked="" type="checkbox"/> Business meetings

	general and specific outcomes for Arabic and Mathematics			
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Second topic — professional development/training

(Level one — integrating RAMP methodologies)

Recommendation/Main Project	Key Performance Indicators
Recommendation # 1: Integrating RAMP methodologies into the new Teacher's Guides (KG2 and first three grades)	– A developed teacher's guide

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity # 1: Developing a training guide for kindergartens and the first three grades to incorporate the appropriate content of the guide for training new teachers and RAMP's guides.	Responsible body: <ul style="list-style-type: none"> – Professional Development Policies Directorate Participating bodies: <ul style="list-style-type: none"> – RAMP initiative – Educational Supervision and Training Department – Supervision and Field Directorate Committees: Technical committee to develop a guide	✓ 2018 <input type="checkbox"/> 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology <input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others: CD + Printing	✓ Technical/ consultancy support ✓ Specialized trainers ✓ Devices/ equipment ✓ materials/ printing ✓ Software ✓ Training course ✓ Business meetings

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Recommendation/Main Project	Key Performance Indicators
Recommendation # 2: Continuing to conduct in-service tests for teachers who have been trained on RAMP methodologies for ranking and promotions purposes	<ul style="list-style-type: none"> – Results of the tests – Certificates for those who pass the test

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity #1: Continuing to conduct in-service tests for teachers who have been trained on RAMP methodologies for ranking and promotions purposes	Responsible body: <ul style="list-style-type: none"> – Professional Development Policies Directorate Participating bodies: <ul style="list-style-type: none"> – Human Resources Department – RAMP initiative – Supervisors Committees: A committee to update the Bank of Questions	<ul style="list-style-type: none"> ✓ 2018 ✓ 2019 ✓ 2020 ✓ 2021 	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology <input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization ✓ Information Technology ✓ Awareness Others: <ul style="list-style-type: none"> – Official Letters – Committees for holding examinations 	<ul style="list-style-type: none"> ✓ Technical/ consultancy support <input type="checkbox"/> Specialized trainers ✓ Devices/ equipment <input type="checkbox"/> materials/ printing ✓ Software <input type="checkbox"/> Training coarse <input type="checkbox"/> Business meetings

Recommendation/Main Project		Key Performance Indicators		
Recommendation #3: Training the permanent teachers, the substitutes, the learning resources rooms teachers, and the supervisors who have not been trained on RAMP				
Activity #1: Training cohort 3 field directorates — grade 3 before the beginning of the school year 2018–2019 (In August, targeting approximately 1500 teachers)	Responsible body: <ul style="list-style-type: none"> Professional Development Policies Directorate/Operation Section Participating bodies: <ul style="list-style-type: none"> RAMP initiative Field Directorates DCU 	<input checked="" type="checkbox"/> 2018 <input checked="" type="checkbox"/> 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology <input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input type="checkbox"/> Information Technology <input type="checkbox"/> Awareness	<input type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse <input type="checkbox"/> Business meetings

<p>Activity #2:</p> <p>Training the teachers within cohort 3 field directorates on module 3 (in January, 2019 — targeting approximately 1500 teachers)</p>	<p>Responsible body:</p> <ul style="list-style-type: none"> – Professional Development Policies Directorate/Operation Section <p>Participating bodies:</p> <ul style="list-style-type: none"> – Financial Affairs Department – DCU 	<p>✓ 2018</p> <p>✓ 2019</p> <p><input type="checkbox"/> 2020</p> <p><input type="checkbox"/> 2021</p>	<p><input type="checkbox"/> Legislation amendment</p> <p><input type="checkbox"/> Working procedure/ methodology</p> <p><input type="checkbox"/> Development of human resources</p> <p><input type="checkbox"/> Community mobilization</p> <p>✓ Information Technology</p> <p><input type="checkbox"/> Awareness</p>	<p>✓ Technical/ consultancy support</p> <p>✓ Specialized trainers</p> <p>✓ Devices/ equipment</p> <p>✓ materials/ printing</p> <p>✓ Software</p> <p>✓ Training course</p> <p>✓ Business meetings</p>
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<p>Activity #3:</p> <p>Capturing the number of substitute teachers and training them in July 2018 on modules 1 and 2 in cohort 3 field directorates (continue)</p>	<p>Responsible body:</p> <ul style="list-style-type: none"> Professional Development Policies Directorate/Operation Section <p>Participating bodies:</p> <ul style="list-style-type: none"> Financial Affairs Department Field directorates DCU 	<p>✓ 2018</p> <p>✓ 2019</p> <p>✓ 2020</p> <p>✓ 2021</p>	<p><input type="checkbox"/> Legislation amendment</p> <p><input type="checkbox"/> Working procedure/ methodology</p> <p><input type="checkbox"/> Development of human resources</p> <p><input type="checkbox"/> Community mobilization</p> <p><input type="checkbox"/> Information Technology</p> <p><input type="checkbox"/> Awareness</p>	<p><input type="checkbox"/> Technical/ consultancy support</p> <p><input type="checkbox"/> Specialized trainers</p> <p><input type="checkbox"/> Devices/ equipment</p> <p><input type="checkbox"/> materials/ printing</p> <p><input type="checkbox"/> Software</p> <p><input type="checkbox"/> Training coarse</p> <p><input type="checkbox"/> Business meetings</p>
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<p>Activity #5:</p> <p>Continuing the interaction with the private section according to the ETC's instructions, with the training being conducted by the trained supervisors</p>	<p>Responsible body:</p> <p>– Supervision and Educational Training Department</p> <p>Participating bodies:</p> <p>Private Education Department</p>	<p>✓ 2018</p> <p>✓ 2019</p> <p>✓ 2020</p> <p>✓ 2021</p>	<p><input type="checkbox"/> Legislation amendment</p> <p><input type="checkbox"/> Working procedure/ methodology</p> <p><input type="checkbox"/> Development of human resources</p> <p><input type="checkbox"/> Community mobilization</p> <p><input type="checkbox"/> Information Technology</p> <p>✓ Awareness</p>	<p><input type="checkbox"/> Technical/ consultancy support</p> <p><input type="checkbox"/> Specialized trainers</p> <p><input type="checkbox"/> Devices/ equipment</p> <p><input type="checkbox"/> materials/ printing</p> <p><input type="checkbox"/> Software</p> <p><input type="checkbox"/> Training coarse</p> <p><input type="checkbox"/> Business meetings</p>
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<p>Activity # 6:</p> <p>Ending the staggered work of the cohorts 1, 2, and 3 starting from the school year 2019–2020, unifying the kingdom’s regions as one entity, and continuing the training upon delivering the electronic devices</p>	<p>Responsible body:</p> <ul style="list-style-type: none"> – Supervision and Educational Training Department – Monitoring, Evaluation and Quality Control Directorate <p>Participating bodies:</p> <ul style="list-style-type: none"> – DCU – Financial Affairs Department 	<p>✓ 2018</p> <p>✓ 2019</p> <p>✓ 2020</p> <p>✓ 2021</p>	<p><input type="checkbox"/> Legislation amendment</p> <p><input type="checkbox"/> Working procedure/ methodology</p> <p><input type="checkbox"/> Development of human resources</p> <p><input type="checkbox"/> Community mobilization</p> <p><input type="checkbox"/> Information Technology</p> <p>✓ Awareness others:</p> <p>Official letter</p>	<p><input type="checkbox"/> Technical/ consultancy support</p> <p><input type="checkbox"/> Specialized trainers</p> <p><input type="checkbox"/> Devices/ equipment</p> <p><input type="checkbox"/> materials/ printing</p> <p><input type="checkbox"/> Software</p> <p><input type="checkbox"/> Training coarse</p> <p><input type="checkbox"/> Business meetings</p>
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(Development of the Ministry's Main Procedures)

Recommendation/Main Project	Key Performance Indicators
Recommendation # 1: Ensuring that RAMP's concepts are incorporated into pre-service training, (especially, what is implemented at the level Of the Educational Science Faculties/Jordanian Universities)	<ul style="list-style-type: none"> - Formal correspondence - Monitoring evaluation

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity # 1: Addressing the Jordanian universities and QRTA to incorporate RAMP's concepts into the pre-service training.	Responsible body: <ul style="list-style-type: none"> - Supervision and Educational Training Department Participating bodies: <ul style="list-style-type: none"> - RAMP - Universities 	✓ 2018 ✓ 2019 ✓ 2020 ✓ 2021	✓ Legislation amendment ✓ Working procedure/ methodology ✓ Development of human resources <input type="checkbox"/> Community mobilization	✓ Technical/ consultancy support <input type="checkbox"/> Specialized trainers ✓ Devices/ equipment ✓ materials/ printing <input type="checkbox"/> Software ✓ Training coarse <input type="checkbox"/> Business meetings

	<ul style="list-style-type: none"> – Queen Rania Alabdulla Center for Educational and Information Technology – Ministry of Higher Education 		✓ Information Technology <input type="checkbox"/> Awareness Others: Official letters	
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Recommendation/Main project	Key Performance Indicators
Recommendation # 2: Ensuring that the new teachers' license will be linked to the career path and training.	<ul style="list-style-type: none"> – Adoption of the rules

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity # 1: Establishment of a career path for teachers that includes the professional background.	Responsible body: <ul style="list-style-type: none"> – Department of Legal Affairs – Financial Affairs Department 	✓ 2018 ✓ 2019	✓ Legislation amendment <input type="checkbox"/> Working procedure/ methodology	<input type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment

	<p>Participating bodies:</p> <ul style="list-style-type: none"> – Planning and Educational research – Teachers Syndicate 	<input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input type="checkbox"/> Information Technology <input type="checkbox"/> Awareness	<input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse <input type="checkbox"/> Business meetings
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Recommendation/Main Project	Key Performance Indicators
Recommendation # 3: ensuring that clear and new criteria for the selection of trainers are established	– Training and evaluating all the trainers throughout the Kingdom

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity # 1: Continuing to conduct TOT program for the supervisors to develop a mechanism to select and accredit trainers	Responsible body: <ul style="list-style-type: none"> Professional developmental Policies Directorate/ Operations Section Participating bodies: <ul style="list-style-type: none"> DCU 	<ul style="list-style-type: none"> ✓ 2018 ✓ 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021 	<ul style="list-style-type: none"> ✓ Legislation amendment <input type="checkbox"/> Working procedure/ methodology <input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input type="checkbox"/> Information Technology <input type="checkbox"/> Awareness 	<ul style="list-style-type: none"> <input type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse <input type="checkbox"/> Business meetings

Recommendation/Main Project	Key Performance Indicators
Recommendation # 4: Involvement of Curricula Department and other departments in the process of developing training materials related to their competence	<ul style="list-style-type: none"> - Official letters - Training materials

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity # 1: Coordination with Curricula Department when preparing the training materials by Training and Counselling Department	Responsible body: <ul style="list-style-type: none"> - Supervision and Educational Training Department - Curricula and Textbook Department Participating bodies: <ul style="list-style-type: none"> - National Curricula Center - Queen Rania Alabdulla Center for Educational and Information Technology 	<input type="checkbox"/> 2018 <input type="checkbox"/> 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021 * Ongoing	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology <input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input type="checkbox"/> Information Technology <input type="checkbox"/> Awareness	<input type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse <input type="checkbox"/> Business meetings

Third topic — support and supervision

Level one — integrating RAMP methodologies

Recommendation/Main Project	Key Performance Indicators
Recommendation #1: Modifying the MOE's classroom observation tool and ensuring the integration of RAMP tool within and connecting it to Open EMIS	– Developing an electronic classroom observation tool

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity #1: Reviewing the tools and merging them into one for both KG and Grades 1, 2, and 3	Responsible body: <ul style="list-style-type: none"> – Educational mentoring Directorate – Childhood Directorate Participating bodies: <ul style="list-style-type: none"> – Queen Rania Alabdulla Center for Educational and Informational Technology 	<ul style="list-style-type: none"> ✓ 2018 ✓ 2019 □ 2020 □ 2021 	<ul style="list-style-type: none"> □ Legislation amendment ✓ Working procedure/ methodology □ Development of human resources □ Community mobilization ✓ Information Technology □ Awareness Others: Technical committees 	<ul style="list-style-type: none"> ✓ Technical/ consultancy support ✓ Specialized trainers □ Devices/ equipment ✓ materials/ printing ✓ Software □ Training coarse ✓ Business meetings

Recommendation/Main Project	Key Performance Indicators
Recommendation #2: Training the concerned team from Queen Rania Center on the dashboard/RAMP electronic tools	

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity #1: Training the concerned team from Queen Rania Center + supervision + Monitoring (100 supervisors)	Responsible body: <ul style="list-style-type: none"> Queen Rania Alabdulla Center for Educational and Information Technology Childhood Directorate Participating bodies: <ul style="list-style-type: none"> Educational mentoring Directorate Internal Control Unit Committees: Planning and Educational Research Department	<input type="checkbox"/> 2018 <input checked="" type="checkbox"/> 2019 <input checked="" type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input checked="" type="checkbox"/> Working procedure/ methodology <input checked="" type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input checked="" type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others: Technical committees	<input checked="" type="checkbox"/> Technical/ consultancy support <input checked="" type="checkbox"/> Specialized trainers <input checked="" type="checkbox"/> Devices/ equipment <input checked="" type="checkbox"/> materials/ printing <input checked="" type="checkbox"/> Software <input checked="" type="checkbox"/> Training coarse <input checked="" type="checkbox"/> Business meetings

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Recommendation/Main Project	Key Performance Indicators
Recommendation #3: Training the specialized MOE staff on the methodology, administration, and assessment of the data collection process	– Developing an electronic classroom observation tool

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity #1: Preparing a training material for building the capacity of the MOE's team on the methodology and assessment of the data collection process	Responsible body: <ul style="list-style-type: none"> – Supervision and Educational mentoring Directorate – Childhood Directorate Participating bodies: <ul style="list-style-type: none"> – Mentoring, Evaluation and Quality Control Directorate – Planning and Educational Research Department 	<input type="checkbox"/> 2018 <input checked="" type="checkbox"/> 2019 <input checked="" type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input checked="" type="checkbox"/> Working procedure/ methodology <input checked="" type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input checked="" type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others:	<input checked="" type="checkbox"/> Technical/ consultancy support <input checked="" type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input checked="" type="checkbox"/> materials/ printing <input checked="" type="checkbox"/> Software <input checked="" type="checkbox"/> Training coarse <input type="checkbox"/> Business meetings

			Technical committees	
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Activity #2 Conducting training workshops (pivotal team) and the targeted category (KG + the first three grades)	Responsible body: <ul style="list-style-type: none"> – Supervision and Educational mentoring Directorate – Childhood Directorate Participating bodies: <ul style="list-style-type: none"> – Mentoring, Evaluation and Quality Control Directorate – Planning and Educational Research Department 	<input type="checkbox"/> 2018 <input checked="" type="checkbox"/> 2019 <input checked="" type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input checked="" type="checkbox"/> Working procedure/ methodology <input checked="" type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input checked="" type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others: Technical committees	<input checked="" type="checkbox"/> Technical/ consultancy support <input checked="" type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input checked="" type="checkbox"/> materials/ printing <input checked="" type="checkbox"/> Software <input checked="" type="checkbox"/> Training coarse <input type="checkbox"/> Business meetings
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Recommendation/Main Project	Key Performance Indicators
Recommendation #4: Developing a software to analyze the accomplishments achieved by the supervision divisions	

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity #1: Developing a software to analyze the accomplishments achieved by the supervision divisions	Responsible body: <ul style="list-style-type: none"> Supervision and Educational mentoring Directorate Queen Rania Alabdulla Center for Educational and Information Technology Participating bodies:	<input type="checkbox"/> 2018 <input checked="" type="checkbox"/> 2019 <input checked="" type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input checked="" type="checkbox"/> Working procedure/ methodology <input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization	<input checked="" type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input checked="" type="checkbox"/> Software <input checked="" type="checkbox"/> Training coarse <input checked="" type="checkbox"/> Business meetings

			✓ Information Technology <input type="checkbox"/> Awareness Others: Technical committees	
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Activity #2 Connecting the supervisors' achievements with the actual needs and the supervisory visits program	Responsible body: <ul style="list-style-type: none"> – Supervision and Educational mentoring Directorate – Queen Rania Alabdulla Center for Educational and Information Technology 	<input type="checkbox"/> 2018 ✓ 2019 ✓ 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment ✓ Working procedure/ methodology <input type="checkbox"/> Development of human resources	✓ Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing ✓ Software ✓ Training coarse
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	Participating bodies:		<input type="checkbox"/> Community mobilization <input checked="" type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others: Technical committees	<input checked="" type="checkbox"/> Business meetings
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Recommendation/Main Project	Key Performance Indicators
Recommendation #5: Developing the Coarse-Grain and Fine-Grain tools along with the diagnostic tests	– Developing an electronic classroom observation tool

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity #1: Developing the Coarse-Grain and Fine-Grain tools along with the diagnostic tests by forming an early grade specialized technical committee	Responsible body: – Supervision and Educational mentoring Directorate Participating bodies – Queen Rania Alabdulla Center for Educational and Information Technology	✓ 2018 ✓ 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment ✓ Working procedure/ methodology <input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization ✓ Information Technology <input type="checkbox"/> Awareness Others: Technical committees	✓ Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment ✓ materials/ printing ✓ Software <input type="checkbox"/> Training coarse ✓ Business meetings

(Development of the Ministry's Main Procedures)

Recommendation/Main Project	Key Performance Indicators
Recommendation #1: Developing the educational supervision guide for the year 2015 and the job description for both the general and specialized supervisors.	<ul style="list-style-type: none"> - A developed supervision guide - Job description (general/specialized)

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity #1: Modifying supervision tools	Responsible body: <ul style="list-style-type: none"> - Supervision and Educational mentoring Directorate Participating bodies (coordination) <ul style="list-style-type: none"> - Human Resources Department - Job Description Section 	<ul style="list-style-type: none"> ✓ 2018 ✓ 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021 	<ul style="list-style-type: none"> <input type="checkbox"/> Legislation amendment ✓ Working procedure/ methodology <input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization ✓ Information Technology <input type="checkbox"/> Awareness Others: Forming Technical committees 	<ul style="list-style-type: none"> ✓ Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment ✓ materials/ printing ✓ Software <input type="checkbox"/> Training course ✓ Business meetings

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Activity #2: Modifying the roles of the general and specialized supervisors	Responsible body: <ul style="list-style-type: none"> – Supervision and Educational mentoring Directorate Participating bodies <ul style="list-style-type: none"> – Human Resources Department – Job Description Section 	<input checked="" type="checkbox"/> 2018 <input checked="" type="checkbox"/> 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input checked="" type="checkbox"/> Legislation amendment <input checked="" type="checkbox"/> Working procedure/ methodology <input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others: Forming Technical committees	<input type="checkbox"/> Technical/ consultancy support <input checked="" type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input checked="" type="checkbox"/> Training coarse <input checked="" type="checkbox"/> Business meetings
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<p>Activity #3: Modifying the job description for the aforementioned titles</p>	<p>Responsible body:</p> <ul style="list-style-type: none"> – Supervision and Educational mentoring Directorate <p>Participating bodies (coordination)</p> <ul style="list-style-type: none"> – Human Resources Department – Job Description Section 	<p>✓ 2018</p> <p>✓ 2019</p> <p><input type="checkbox"/> 2020</p> <p><input type="checkbox"/> 2021</p>	<p>✓ Legislation amendment</p> <p>✓ Working procedure/ methodology</p> <p><input type="checkbox"/> Development of human resources</p> <p><input type="checkbox"/> Community mobilization</p> <p><input type="checkbox"/> Information Technology</p> <p><input type="checkbox"/> Awareness</p> <p>Others: Forming Technical committees</p>	<p><input type="checkbox"/> Technical/ consultancy support</p> <p>✓ Specialized trainers</p> <p><input type="checkbox"/> Devices/ equipment</p> <p><input type="checkbox"/> materials/ printing</p> <p><input type="checkbox"/> Software</p> <p>✓ Training coarse</p> <p>✓ Business meetings</p>
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Activity #4: Review of the selection criteria of the senior teacher	Responsible body: – Professional Development Policies Directorate Participating bodies (coordination) – Human Resources Department – Job Description Section	<input type="checkbox"/> 2018 <input checked="" type="checkbox"/> 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input checked="" type="checkbox"/> Legislation amendment <input checked="" type="checkbox"/> Working procedure/ methodology <input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others:	<input type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse <input checked="" type="checkbox"/> Business meetings
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			Forming Technical committees	
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Activity #5: Studying the job description of the teacher and making the decision to integrate the standards of the senior teacher	Responsible body: – Professional Development Policies Directorate Participating bodies (coordination)	<input type="checkbox"/> 2018 <input checked="" type="checkbox"/> 2019 <input type="checkbox"/> 2020	<input checked="" type="checkbox"/> Legislation amendment <input checked="" type="checkbox"/> Working procedure/ methodology <input type="checkbox"/> Development of human resources	<input type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse
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	<ul style="list-style-type: none"> - Human Resources Department - Job Description Section 	<input type="checkbox"/> 2021	<input type="checkbox"/> Community mobilization <input type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others: Technical committees	<input checked="" type="checkbox"/> Business meetings
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Fourth Topic — Assessment

Level one — integrating RAMP methodologies

Recommendation/Main Project	Key Performance Indicators
Recommendation #1: Integrating the suitable RAMP assessment mechanisms into those of the MOE, including the Education Quality Control National Tests	– The number of RAMP tools mechanisms integrated into the MOE assessment tools

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity #1: Conducting workshop to examine the mechanisms	Responsible body: <ul style="list-style-type: none"> – Examination and Test Department Participating bodies (coordination): <ul style="list-style-type: none"> – Supervision and Educational Training Department – Curriculum and Textbook Department – Planning and Educational Research Department Committees: <ul style="list-style-type: none"> Technical committee 	<ul style="list-style-type: none"> ✓ 2018 □ 2019 □ 2020 □ 2021 	<ul style="list-style-type: none"> □ Legislation amendment ✓ Working procedure/ methodology ✓ Development of human resources ✓ Community mobilization ✓ Information Technology ✓ Awareness 	<ul style="list-style-type: none"> ✓ Technical/ consultancy support ✓ Specialized trainers ✓ Devices/ equipment ✓ materials/ printing ✓ Software ✓ Training coarse ✓ Business meetings

Activity #2: Building and developing solid assessment tools	Responsible body: <ul style="list-style-type: none"> – Examination and Test Department Participating bodies (coordination): <ul style="list-style-type: none"> – Supervision and Educational Training Department – Curriculum and Textbook Department – Planning and Educational Research Department 	✓ 2018 ✓ 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology <input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input type="checkbox"/> Information Technology <input type="checkbox"/> Awareness Others: Forming committees	<input type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse <input type="checkbox"/> Business meetings
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Recommendation/Main Project	Key Performance Indicators
Recommendation #2: The use of LQAS to measure the indicators within the various MOE projects	– The number of the departments that use LQAS to measure achievement

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity #1: Conducting training workshops for those involved from the different departments on LQAS	Responsible body: <ul style="list-style-type: none"> – Planning and Educational Research Department – Supervision and Educational Mentoring Department Participating bodies (coordination): <ul style="list-style-type: none"> – Examination and Test Department 	<input checked="" type="checkbox"/> 2018 <input type="checkbox"/> 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input checked="" type="checkbox"/> Working procedure/ methodology <input checked="" type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input type="checkbox"/> Information Technology <input type="checkbox"/> Awareness	<input type="checkbox"/> Technical/ consultancy support <input checked="" type="checkbox"/> Specialized trainers <input checked="" type="checkbox"/> Devices/ equipment <input checked="" type="checkbox"/> materials/ printing <input checked="" type="checkbox"/> Software <input checked="" type="checkbox"/> Training coarse <input checked="" type="checkbox"/> Business meetings

<p>Activity #2: Employing the LQAS methodology in measuring the departments' progress</p>	<p>Responsible body: – All departments</p> <p>Participating bodies (coordination</p>	<p><input type="checkbox"/> 2018</p> <p>✓ 2019</p> <p><input type="checkbox"/> 2020</p> <p><input type="checkbox"/> 2021</p>	<p><input type="checkbox"/> Legislation amendment</p> <p>✓ Working procedure/ methodology</p> <p>✓ Development of human resources</p> <p><input type="checkbox"/> Community mobilization</p> <p>✓ Information Technology</p> <p>✓ Awareness</p>	<p>✓ Technical/ consultancy support</p> <p>✓ Specialized trainers</p> <p>✓ Devices/ equipment</p> <p>✓ materials/ printing</p> <p>✓ Software</p> <p>✓ Training coarse</p> <p>✓ Business meetings</p>
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(Level two — Development of the Ministry's Main Procedures)

Recommendation/Main Project	Key Performance Indicators
Recommendation # 1: creating and developing an assessment toolkit to assess students' performance	<ul style="list-style-type: none"> – An assessment toolkit including various assessment tools – The proportion of the teachers who employ the educational kit

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity #1: Conducting workshops to create and develop the assessment toolkit	Responsible body: <ul style="list-style-type: none"> – Examination and Test Department Participating bodies: <ul style="list-style-type: none"> – Planning and Educational Research Department – Supervision and Educational Training Department – Curriculum and Textbook Department 	<input type="checkbox"/> 2018 <input checked="" type="checkbox"/> 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input checked="" type="checkbox"/> Working procedure/ methodology <input checked="" type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input checked="" type="checkbox"/> Information Technology <input type="checkbox"/> Awareness	<input checked="" type="checkbox"/> Technical/ consultancy support <input checked="" type="checkbox"/> Specialized trainers <input checked="" type="checkbox"/> Devices/ equipment <input checked="" type="checkbox"/> materials/ printing <input checked="" type="checkbox"/> Software <input type="checkbox"/> Training course <input type="checkbox"/> Business meetings

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<p>Activity # 2: Training the Kingdom's teachers to employ the tools included in the toolkit and developing tools</p>	<p>Responsible body:</p> <ul style="list-style-type: none"> – Supervision and Educational Training Department <p>Participating bodies:</p> <ul style="list-style-type: none"> – Examination and Test Department – Planning and Educational Research Department – Curriculum and Textbook Department 	<p><input type="checkbox"/> 2018</p> <p>✓ 2019</p> <p><input type="checkbox"/> 2020</p> <p><input type="checkbox"/> 2021</p>	<p><input type="checkbox"/> Legislation amendment</p> <p>✓ Working procedure/ methodology</p> <p>✓ Development of human resources</p> <p>✓ Community mobilization</p> <p><input type="checkbox"/> Information Technology</p> <p><input type="checkbox"/> Awareness</p>	<p>✓ Technical/ consultancy support</p> <p>✓ Specialized trainers</p> <p>✓ Devices/ equipment</p> <p>✓ materials/ printing</p> <p>✓ Software</p> <p>✓ Training coarse</p> <p><input type="checkbox"/> Business meetings</p>
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Recommendation/Main Project	Key Performance Indicators
Recommendation #2: Developing and implementing a national test for the third grade “assessment point”.	<ul style="list-style-type: none"> – A national test prepared according to the scientific bases – A report on the students’ test results

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity #1: Reviewing previous national tests for the third grade	Responsible body: <ul style="list-style-type: none"> – Examination and Test Department Participating bodies: <ul style="list-style-type: none"> – Planning and Educational Research Department – Curriculum and Textbook Department 	✓ 2018 ✓ 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment ✓ Working procedure/ methodology ✓ Development of human resources <input type="checkbox"/> Community mobilization ✓ Information Technology <input type="checkbox"/> Awareness	✓ Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment ✓ materials/ printing ✓ Software ✓ Training coarse ✓ Business meetings

<p>Activity # 2: Writing the paragraphs of the test</p>	<p>Responsible body: Examination and Test Department</p> <p>Participating bodies: Specialized committees from technical departments</p>	<p>✓ 2018</p> <p>✓ 2019</p> <p>☐ 2020</p> <p>☐ 2021</p>	<p>☐ Legislation amendment</p> <p>✓ Working procedure/ methodology</p> <p>✓ Development of human resources</p> <p>☐ Community mobilization</p> <p>✓ Information Technology</p> <p>☐ Awareness</p>	<p>✓ Technical/ consultancy support</p> <p>✓ Specialized trainers</p> <p>✓ Devices/ equipment</p> <p>✓ materials/ printing</p> <p>✓ Software</p> <p>☐ Training coarse</p> <p>☐ Business meetings</p>
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General Recommendations

Recommendation/Main Project	Key Performance Indicators
Recommendation #1: Preparing a scientific methodology for M&E to benefit from the methodology applied by RAMP to be used for planning purposes	<ul style="list-style-type: none"> – Duly prepared M&E scientific methodology – Number of staff members trained on the methodology

Main activities	Responsible body/participating bodies	Time	Requirements	Budget elements
Activity #1: A meeting to review the existent methodologies within the MOE and compare them to those of RAMP	Responsible body: <ul style="list-style-type: none"> – Planning and Educational Research Department – Supervision and Educational Training Department Participating bodies: Technical Departments	<ul style="list-style-type: none"> ✓ 2018 ✓ 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021 	<ul style="list-style-type: none"> <input type="checkbox"/> Legislation amendment ✓ Working procedure/ methodology ✓ Development of human resources <input type="checkbox"/> Community mobilization ✓ Information Technology ✓ Awareness 	<ul style="list-style-type: none"> ✓ Technical/ consultancy support ✓ Specialized trainers ✓ Devices/ equipment ✓ materials/ printing ✓ Software ✓ Training coarse ✓ Business meetings

Recommendation/Main Project		Key Performance Indicators		
Recommendation #2: Preparing an approach to coordinate between the various administrative departments about the tasks at which there are overlaps		– Forming a committee		
Activity #1: Forming a technical committee from the concerned department chaired by the secretary-general and with the membership of the others	Responsible body: – Supervision and Educational Training Department Participating bodies:	<input type="checkbox"/> 2018 <input type="checkbox"/> 2019 <input type="checkbox"/> 2020 <input type="checkbox"/> 2021	<input type="checkbox"/> Legislation amendment <input type="checkbox"/> Working procedure/ methodology <input type="checkbox"/> Development of human resources <input type="checkbox"/> Community mobilization <input type="checkbox"/> Information Technology <input type="checkbox"/> Awareness	<input type="checkbox"/> Technical/ consultancy support <input type="checkbox"/> Specialized trainers <input type="checkbox"/> Devices/ equipment <input type="checkbox"/> materials/ printing <input type="checkbox"/> Software <input type="checkbox"/> Training coarse <input type="checkbox"/> Business meetings

Annex (1) - meetings List

Annex (2) - Questions List