



INTEGRATED
from insight to impact

LET'S LIVE IN HARMONY (LLH) **Quarterly Progress Report**

USAID- FCDO Early Grade Reading and Math Program (RAMP)



Final report 4, June 2021 – May 2022

This report was produced at the request of the USAID -FCDO Early Grade Reading and Math Program (RAMP). It was prepared independently by INTEGRATED team members.

DISCLAIMER: The author's view expressed in this publication do not necessarily reflect the views of United States Agency for International Development or the United States Government.

Contents

- I. Introduction..... 4**
 - Project Overview 4**
- II. KEY Achievements to Date (Q4) 5**
 - I. ACTIVITY IMPLEMENTATION..... 10**
 - Let’s Live in Harmony activities start up 10**
 - Objective 1: Maintain the LLH program at double-shift schools in Jordan for over one year. 12**
 - Challenges and Solutions: 15**
 - Recommendations:..... 15**
 - II. RAMP coordinators and MOE focal point 15**
 - Schools Field Visits..... 17**
 - Objective 2: Build a strategy with relevant departments of the MOE for its Institutionalization and scaling within the MOE. 19**
- III. Branding, Marking & Communications 26**
- IV. MONITORING & EVALUATION Intervention Theory of Change and Anticipated Impact 27**
 - Teachers' Feedback During Field Visits : 29**
 - FIDELITY OF IMPLEMENTATION (FOI) /MOE SUPERVISORS..... 29**
- V. Lessons Learned and Recommendations 31**
- VI. Annex 32**
 - Annex 1: Official letters 32**
 - Annex 2: Gantt Chart..... 32**

ACRONYMS:

APP	Application
CPD	Continued Professional Development
DSS	Double Shift School
EGRA	Early Grade Reading Assessment
ETC	Education Training Centre
FCDO	Foreign, Commonwealth & Development Office
FOI	Fidelity of Implementation
G1	Grade 1
G2	Grade 2
G3	Grade 3
ICT	Information and Communication Technologies
INTEGRATED	Integrated Services – Indigenous Solutions
KG	Kindergarten
LLH	Let's Live in Harmony
MOE	Ministry of Education
RAMP	Reading and Mathematics Program
S1	Semester 1
S2	Semester 2
SDDP	School and Directorate Development Program
TOC	Theory of Change
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

I. INTRODUCTION

Project Overview

BACKGROUND: Although significant progress in raising literacy and school enrolment rates has been made, academic performance in the Arab region is lower than expected in light of income levels and literacy rates. While the USAID Early Grade Reading and Mathematics Initiative (RAMP) has introduced new teaching routines that focus on teaching phonics, which according to RAMP midline results, have strengthened performance in EGRA subtasks (such as letter recognition, letter sounds, and syllable segmentation), there remains a need to complement these results with literacy strengthening to achieve oral reading fluency and reading comprehension, particularly in under-resourced schools without access to reading material. In Jordan, one-third of refugees are school-aged children between 5 and 17 years old and attend double-shift public schools. However, the refugee crisis has placed complex demands on teachers who face classrooms of students from two or more distinct national groups, some of whom have escaped the trauma of conflict and destruction and whose respective communities are seen competing for finite economic resources. Teachers are unequipped to handle the ensuing bullying and conflicts in the classroom and schools, resulting in concerns that these children risk becoming part of a Lost Generation.

GOAL: In response to this challenge, INTEGRATED, in partnership with the Ministry of Education (MOE), aims to improve Arabic literacy and ICT integration and promote social cohesion among underprivileged students in Jordan. We will do this by sustaining the Let's Live in Harmony (LLH) program (a multimedia approach to strengthening literacy for early grades) to be disseminated through tablets in 96¹ DSS schools, with teachers already trained and exposed to LLH, and institutionalizing LLH among the central MoE departments, teacher professionalization CPD system, and supervisor job descriptions.

LLH: LLH is a proven multifaceted approach to responding to the educational needs of Syrian and Jordanian students in double-shift schools. LLH enables children to strengthen literacy while building a vocabulary of self, other, acceptance, and respect through a digital leveled library of stories and teacher-led activities that would allow students to put those principles into practice. The program, targeting grades Grads 1-3, is classroom-tested and takes a dual child-centered and teacher-guided approach. It is supported by digital rewards that encourage persistence in reading effort and motivate continued engagement. Its student-centered and teacher-delivered approach allows maximum cost-effectiveness and efficiency, reflected in its proven track record.

History: It was originally developed as a pilot interactive digital leveled library called Qysas under USAID All Children Reading Grand Challenge for Development 2015-2107 for grade 2 students in 10 experimental school, then expanded to grades K-3 in 100 double-shifting schools with the Ministry of Education and UNICEF in 2018-2019, with a focus on social cohesion as well as literacy. It was then raised to the MoE's online platform in 2020.

¹ Out of the 100 SSDs, one school changed to start from 4th grade with kindergarten, where Grades 1,2, and 3 moved to Khansaa Al Asasieh mixed in Bani Kenanah, one school in Ramtha no longer has the tablets distributed, and three double shifting schools merged to be single shifting schools.

II. KEY ACHIEVEMENTS TO DATE (Q4)

During this reporting period (February – May 2022), INTEGRATED led a number of activities as part of the contract deliverables. Below are key summary points of achievements in quarter 4 of the program:

1. Three days of training for teachers in ICT integration and ed-tech delivery of LLH Grades 1-3 considering RAMP strategies;
2. Delivery of a one-day workshop to 23 MOE field supervisors;
3. Conduct the two strategic planning workshops in close collaboration with the MOE relevant departments;
4. Roll-out of routine field visits to support teachers in delivering LLH sessions;
5. MOE Supervisors conducted Fidelity of Implementation;
6. Handover of WhatsApp Group.

The table below reflects a summary of key achievements during the last year, June 2021 – May 2022:

Quarter					
	Description/Deliverable	Responsible	Timeline	Status	Evidence
Monthly Technical Committee Meeting	<ul style="list-style-type: none"> Introduction to MOE technical committee. 	RAMP and LLH management team	June 2021-May 2022	Completed	Official letter from MOE
Monthly Check-in with RAMP	<ul style="list-style-type: none"> Communications and updates 	RAMP and LLH team	June 2021-May 2022	Completed	MoM
Let's Live in Harmony activities start up	<ul style="list-style-type: none"> Report generated on updated Status of 96 DSS schools by conducting an inventory of tablets and teachers trained. 	LLH management team	June 2021	Completed	Quarterly report
Annual work plan	<ul style="list-style-type: none"> Submitted annual work plan and Gantt Chart 	LLH management team	June 2021	Completed	Quarterly report
Supervisory Orientation (MOE central, schools Principals, and field Directorate)	<ul style="list-style-type: none"> Onboarding the Supervisor to ensure they have what they need to assume their role. 	RAMP and LLH management team	July 2021	Completed	Official letter from MOE
Selection/Assignment of Principals and Supervisors for Training	<ul style="list-style-type: none"> LLH supervisors and principals have experience in ed-tech delivery of LLH Grades 1-3 Filed visit by a group WhatsApp group created 	LLH management team	July 2021	Completed	Official letter from MOE
Develop Training material and schedule for teachers, Principals, and Supervisor	<ul style="list-style-type: none"> Training material and schedule created and shared 	RAMP and LLH management team	July –2021	Completed	Quarterly report
Develop roles and responsibilities for Supervisory at central, field, and school level	<ul style="list-style-type: none"> Roles and responsible created 	RAMP and LLH management team	July –2021	Completed	Quarterly report
Establishment What's App	<ul style="list-style-type: none"> Created an autonomous community of practice among 	LLH management team	August – 2021	Completed	Quarterly report

Quarter					
	Description/Deliverable	Responsible	Timeline	Status	Evidence
Group (Schools and Supervisor)	teachers, principals, and supervisors to sustain the momentum and ownership of the Let's Live in Harmony				
LLH activities are part of School improvement plans through m (SDDP)	<ul style="list-style-type: none"> School principals have integrated LLH activities into school improvement plans 	LLH management team	August – 2021	Completed	Reform Institutional Assessment Rubric report
Formation of LLH Technical Committee	<ul style="list-style-type: none"> Provide support to RAMP in establishing and activating Sup Committee for LLH 	RAMP and LLH management team	August – 2021	Completed	Official letter from MOE
Quarter 2					
Phase	Description/Deliverable	Responsible	Timeline	Status	Evidence
Monitor and evaluate program delivery of LLH in 96 schools with LLH assistance					
Phase	Description/Deliverable	Responsible	Timeline	Status	Evidence
Three days of training for teachers in ICT integration and ed-tech delivery of LLH Grades 1-3 considering RAMP strategies	<ul style="list-style-type: none"> Provide LLH teachers with didactic training and re-training of new teachers (teachers turnover). LLH team conducted training by a number of trainees from the 96 Double Shifting Schools (DSS) 	LLH management team	February 2022	Completed	Official letter from MOE
Implementation of LLH activities are outside of the regular (compulsory) school curriculum	<ul style="list-style-type: none"> Trained Teachers are implementing the ed-tech delivery of LLH Grades 1-3 during the 90 Minute Block, in classes, 	LLH management team	September 2021	Completed	Teacher feedback report

Quarter					
	Description/Deliverable	Responsible	Timeline	Status	Evidence
	<ul style="list-style-type: none"> Afterschool and on Holidays Engaging parents for support 				
Technical Committee - begin LLH Strategy Planning workshop	<ul style="list-style-type: none"> Strengthen the MOE training capacity 	RAMP and LLH management team	September 2021	Completed	Official letter from MOE
Fidelity of Implementation Visits with Supervisors	<ul style="list-style-type: none"> Provide technical support to targeted teachers through field visits, including on-the-job training and coaching 	Project Management team	November 2021	Completed	FOI (fidelity of implementation) and classroom observation checklist report
Roll-Out of Semester I classes	<ul style="list-style-type: none"> Compile a report describing the application of the adapted RAMP-methodology 	LLH management team	November 2021	Completed	Quarterly report

Quarters 3 and 4

Phase	Description/Deliverable	Responsible	Timeline	Status	Evidence
Monitor and evaluate program delivery of LLH in 100 schools.					
Conduct the second strategic planning workshop in close collaboration with the MOE relevant departments.	<ul style="list-style-type: none"> Identified strategies and methodologies that encourage the replication of the LLH 	RAMP and LLH management team	December 2021	Completed	Official letter from MOE
Handover WhatsApp Group	<ul style="list-style-type: none"> WhatsApp groups are MOE staff's responsibility 	LLH management team	January 2022	Completed	Reform Institutional Assessment Rubric report
Conduct the third strategic planning workshop in close collaboration with	<ul style="list-style-type: none"> Continue Identified strategies and methodologies that encourage the 	RAMP and LLH management team	February 2022	Completed	Official letter from MOE

Quarter					
	Description/Deliverable	Responsible	Timeline	Status	Evidence
the MOE relevant departments	replication of the LLH				
Roll-Out of Semester 2 classes	<ul style="list-style-type: none"> Provide technical support to MOE filed supervisors in implementing ICT integration and ed-tech delivery of LLH Grades 1-3 considering RAMP strategies through field visits, including on the job training and coaching 	LLH management team	February 2022	Completed	
Fidelity of Implementation Visits by MOE Supervisors	<ul style="list-style-type: none"> Provide technical support to targeted teachers through field visits, including on-the-job training and coaching 	LLH management team	February - April 2022	Completed	Fidelity of Implementation in this report
Community and parents' engagement	<ul style="list-style-type: none"> We are using the SDDP model to integrate the community and parents, beyond just students and teachers, into the ed-tech delivery of LLH. 	LLH management team	March 2022	Parcel	
Conduct the last strategic planning workshops in close collaboration with the MOE relevant departments	<ul style="list-style-type: none"> Compile a report describing the application of the adapted RAMP-LLH methodology for the Grades 1-3, critical issues identified by teachers, and recommendations for scale-up by MOE of the process. 	LLH management team	April 2022	Completed	Reform Institutional Assessment Rubric report
Final Reporting	<ul style="list-style-type: none"> Generated and shared the final report 	LLH management team	May 2022	Completed	

I. ACTIVITY IMPLEMENTATION

Let's Live in Harmony activities start up

Assessing the status of the 96 Double Shifting Schools post COVID that had participated in LLH under UNICEF funding in 2018-2019 (contact information, tablets, teachers trained, new teachers and number of students in 1,2,3 grade/classes).

Inventory of Tablets and Previously Trained Teachers/Principals:

During the first quarter, 96 LLH schools were visited. During those field visits tablets were inventoried, LLH team met with teachers and principals, discussed the new approach of LLH /RAMP, discussed the challenges faced by teachers during previous LLH implementation, and also discussed suggestions for solutions to these challenges. *The inventory report can be found here:*



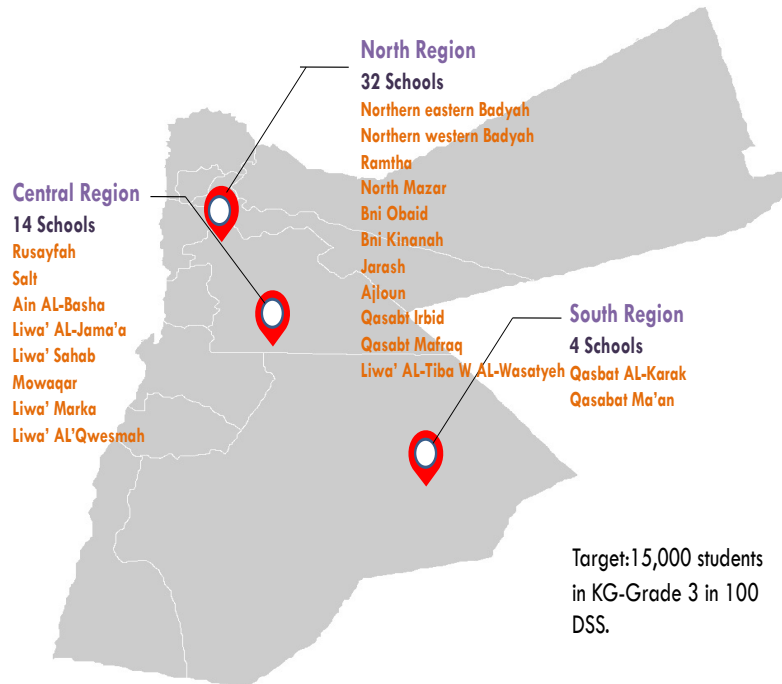
During the first week of school semester 2021, 1310 tablets were updated with the MoE-approved LLH content material application and were utilized across 96 DSSs for G1 - G3 levels. The number of tablets received by the school was determined based on the total number of students in each targeted class to ensure a fair distribution was executed.

Teacher names and information have been updated during August 2021 to create accounts and usernames in the MOE training portal for each teacher. In addition, teachers have been contacted for a debrief about the training. The school principal nominated new teachers to attend the training to implement the LLH activities during the school year. This attached file includes the list of 400 teachers from 96 DSSs will participate in the LLH activities. Each teacher will be responsible for implementing LLH activities for students in one classroom.



Supervisor Orientation (MOE central, schools Principals, and field Directorate)

The LLH/RAMP team conducted induction meetings and supervisory orientation for principals and supervisors, bringing the total number to 96 targeted DSSs across 21 Field Directorates. This orientation aims to stimulate schools' engagement and buy-in and obtain and use feedback to support LLH activities. The visits also seek to understand the roles and responsibilities of teachers, supervisors, and principals with the R-value of LLH activities. Those visits show the interest and desire to continue participating in the LLH program within MOE at all levels. The below diagram illustrates the 96 targeted DSSs and Field Directorates reached:



Provide teachers with LLH teacher’s guide:

During the first semester, the LLH team distributed a soft copy of the teacher's guide to the targeted schools, which was developed and reviewed by the MOE committee in 2018.

In quarter 4, the MOE committee is working on updating and designing a new outline for the LLH teacher’s guide to being user friendly and aligned with other MOE teacher's guides, providing teachers with valuable tips and guidance to complete the task successfully.

The newly updated LLH guide will be essential in supporting teachers in delivering optimal classes through its outstanding features:

- Compatibility with the Arabic language teacher's guide, according to the methodologies of the Reading and Mathematics Program (RAMP), to facilitate applying the required skills quickly and smoothly;
- The learning process mainly relies on students' efforts;
- Defining the learning outcomes accurately to match the implementation of lessons in a specific way;
- Simplifying the procedures and clarifying what is required according to the steps of the particular story.

The LLH team shared a draft copy of the teacher's guide with the LLH MOE committee during the committee meeting, where they all reviewed and approved the updated version of the teacher's guide.

Below is a detailed description of achievements that relate to the two objectives deliverables:

Objective 1: Maintain the LLH program at double-shift schools in Jordan for over one year.

The Let's Live in Harmony approach enables teachers in early grades to use engaging ed-tech material relevant to their students' grade levels and interests. LLH content is MOE approved and is mapped to the MOE's curriculum, enabling teachers to use the ed-tech in their classrooms using tablets uploaded with a digital library and a teacher's manual that showcases modes of LLH delivery by grade.

During the first school semester, the implementation of LLH for grades 1-3 shows the importance of engaging Arabic learning materials to support students learning. The provision of digital educational materials is essential in strengthening literacy performance, specifically to achieve oral reading fluency and reading comprehension. This is particularly true in under-resourced schools that lack access to reading materials. The LLH materials provide an innovative solution to fill the educational gaps and unify teaching techniques to increase effective program implementation. In addition, the LLH materials support students regardless of their status, capabilities, learning experience, skills, and environments.

The approved 118 multi-media content material presented as lessons (stories, questions & answers) and lesson plans were reviewed and approved by the MOE committee and utilized across 96 DSSs with grades 1-3 students.

In collaboration with UNICEF ,Little Thinking Minds and MOE stakeholders, the LLH's content was developed in 2018 according to the specific needs identified during the needs assessment. The MOE technical committee, nominated from six MoE department for LLH programming, supported the language, curriculum alignment, leveling, and inter-departmental approval process of the LLH ed-tech materials. This was completed in 2018 under INTEGRATED leadership of the consortium. *The titles of LLH stories can*

 أسماء ومواضيع القصص / محتوى الجهاز اللوحي
docx.[1]

A detailed description of the LLH stories list:

Subject	Content Development Description	20-25 Stories/ lessons per grade.
Concepts of Self, Family, Community, Other	Stories and activities which encourage students to identify and express their feelings, describe their relationship with their family members, their responsibility towards their physical environment, and social skills that promote community engagement.	Grades KG2- G3, multi-media supplementary content of at least 30 multi-media-based lessons per grade designed to support individual student progress and teacher delivery of the national curriculum with multi-media content at least once each week. The materials help students and teachers through unique access to digital platforms, teaching materials, and dashboards.
Psychosocial Well-being	Stories and lesson plans tackle issues such as identifying feelings, bullying, conflict resolution, and exploring issues related to family and community – inclusive of refugees.	

Build literacy skills	Stories and activities that encourage students to read complement RAMP EGRA strategies to pre-literacy and literacy skills conveyed by RAMP through a teacher routine and reinforced by LLH through interactive and iterative practice in reading, reading comprehension and corrective feedback through individual work on the tablet.	
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Development of training material

A fundamental building block of the LLH/RAMP is the LLH lesson planning. The teacher’s guides, which are their resources in the classroom of the LLH Tech stories, are:

- Mapped to the curriculum and vertically articulated.
- Content fully vetted and approved by MOE technical committee.
- Implemented in 96 DSS in KG – Grade 3 range of classrooms.
- Manual for implementation of the program approved by MoE and disseminated to all teachers.
- Flashcards developed for elaboration of key concepts in teacher-led activities.

The LLH team produced the updated version of the revised training materials to provide technical and operational guidance for the teachers, supervisors, and principals. In addition, the updated training materials were designed to include RAMP educational strategies and scenarios for the school's implementation of LLH activities. Equally, each school from the 96 DSS has unique settings that depend on student number per class, availability of classrooms supporting teachers, and parents' commitment to supporting the school.

In the course of the 2021-2022 academic year, to support the institutionalization of the LLH traig context and manual within supervisor roles, CPD training, the training content was shared and updated with key stakeholders to achieve the following:

- Modify the need for training content;
- Get the MOE approval on the updated RAMP/LLH training content;
- Convert it to the RAMP storyboard that is usually used for designing e-training content;
- MOE to upload the content on their e-training platform once the materials are approved
- The MOE supported the design of ICT in education training cards and made sure that LLH is one of the programs that can show the added value of using ICT in education.

LLH materials are an innovative solution aiming to improve Arabic literacy and ICT integration and unify teaching techniques to increase effectiveness and fill the learning gaps primarily attributed to the COVID-19 Pandemic. Remote learning last year demonstrated the need for teaching aids (LLH) that can address the current challenges and supplement learning in the classroom accessible wherever they live. Moreover, the LLH materials are specifically designed to meet the needs of students of varying educational levels and educational contexts, supporting students regardless of their status, capabilities, learning experience, skills,

and environments. In addition, it widens the students' horizons, exposing them to different concepts and cultures and a wide range of skills that help build their personalities.

In December 2021, the MOE committee reviewed and approved the LLH content material presented as lessons (stories, questions & answers, and lesson plans) to be utilized across 96 DSSs with Grade I - Grade 3 students. MOE feedback was captured in the attached report:



The training material developed for teachers, principals, and supervisors training is attached here:



The LLH training content was updated using I CARE methodology, then converted into electronic content and uploaded to the MOE platform that RAMP supported during 2022. Accounts have been created with username and password for all the targeted participants including the LLH team; using the link below to access the platform:

<https://teachers.gov.jo/>

Participants were teachers of Grade I-3 and school principals on using ITC through RAMP/LLH activities. The LLH training material is considered as a reference for teachers to implement the activities, reflecting the RAMP educational strategies, including providing supervisors' support on the training platform for all teachers and managing discussion sessions to exchange feedback and experiences that enrich their knowledge and skills.

Using the MOE platform to train the participants this quarter, 356 out of 400 LLH teachers and principals received the 15-hour training course "Let's live in Harmony". In addition, they participated in the mandatory discussion sessions to complete the training requirements and received online certificates of completion.

The LLH team held six discussion sessions (6 different groups). Each session was for 2 hours, where they discussed the main challenges, solutions, and exchange of experiences. *Quotes from teachers:*
"The discussion session helped me a lot in getting to know the experiences of my colleagues from different schools and how I can benefit from their experience during the implementation of LLH activities."

Following the completion of the training sessions, the MOE will schedule the final exam which will then be corrected electronically. The teachers who pass the exam will receive accredited certificates, and hence the training hours will be accounted for in the teacher's development and ranking system. Based on the discussion sessions, the table below shows the most important challenges and proposed solutions, as well as the recommendations:

Challenges and Solutions:

Challenges	Solutions
1. Few numbers of tablets, headsets and chargers with respect to the number of students	They had to share tablets among students.
2. Difficulty in moving the tablets from one class to another	Some teachers suggested to rotate the students instead of devices using the library, lab, or a multipurpose room to do so
3. Lack of Tablets among teachers so they can have a chance to prepare for the stories	If the stories were converted from a software to an application this would be solved
4. The duration for one class is not enough to implement the whole LLH activity	Sometimes they had to use 2 classes
5. Some of the educational supervisors who visit the schools to attend LLH classes are not flexible enough, making some teachers feel as if they are evaluating their performance other than the implementation of the program	Teachers hope that the educational supervisors will become more flexible during these school visits
6. The application is not available on the teacher's and parent's phones	Teacher suggests uploading it on the phones so all teachers and parents can have an access to it.

Recommendations:

To increase the number of tablets
1. MOE directorate to support the schools in providing a special space (a room) for the Tablets and “digital library” so the students can go and read in this room
2. To design some of the curriculum subjects' content (Arabic, social studies, etc.) to be as the LLH designed (listen, read and solve the exam
3. Whenever the students face difficulty reading a word, and then he presses on that word, the application reads the whole sentence. So, the teachers recommend that the application reads only single words instead of whole sentences.
4. To expand the LLH project to be implemented by all classes not only one class in each grade

Selection/Assignment of MOE field supervisors for Training and Coaching

As part of the effort to strengthen MOE field supervisors' capacity by finding effective ways to coach and inspire the MOE field supervisors to run through LLH appropriately and commit to RAMP reading skills strategies, the LLH team met with targeted Supervisors to introduce the LLH activities and assign roles and responsibilities. The Selection of Supervisors can be found below:

II. RAMP COORDINATORS AND MOE FOCAL POINT

RAMP Coordinators

Name	Job title	Phone number
Dr. Samar Shdeifat	North coordinator	0772354986
Shaker Mosleh	Central coordinator	0788565738
Ashraf Odeh	South coordinator	0795893003

Targeted MoE filed Directorates	Focal point	Phone number
Ain Albasha	سائدة أبو عودة	795767687
Ajloun	رابعة المومني	777169806
Altaybah	حسين شكور	788272703
Bani Kinanah	محمد رسلان	788873147
Bani Obeid	لانا خصاونة	772118596
Irbid	مصباح الجراح	776253501
Jerash	ايمن عياصرة	795190788
Karak	لانا المعايطه	799184784
Liwaa Aljamaa	عربن المجارمة	796571248
Maan	ناديا أبو معتوق	-
Mafraq	ايمن العودة	772340141
Marka	سهام أبو بلان	795530457
North East Badiyah	أشرف الشرعة	795438806
North West Badiyah	ثامر السميرين	777351796
Northern Mazar	جراج الجراح	772442821
Salt	سهام ارحيل	777978447
Quweismeh	هيا أبو أصفير	790776371
Ramtha	حسين منيص	786467710
Russaifa	عفاف عرار	772674751
Sahab	نسرين الرقاد	798377368
Mowagar	شيرين طلافيح	796595558

Establishment of WhatsApp Group (School's principals, teachers, and field Supervisor)

Participation in LLH communication requires access to the internet and smartphone or computer, which is widely accessible in Jordan, and a small-time commitment to exchange contact information. Therefore, the WhatsApp group was formed and used as an online channel for interactive communication among the LLH team and school's principals, teachers, and field supervisors.

The teachers and supervisors will benefit from the WhatsApp Group creating an autonomous community of practice among teachers, principals, and supervisors to sustain the momentum and ownership of the Let's Live in Harmony program through the use of video, also showcasing best practices in the classroom.

Throughout the field inventory visits to schools, one of the main challenges teachers flagged was that the sound/pronunciation of the letter differs from one teacher to another. As a result, the RAMP team suggested including a voice-over for the letter in the LLH stories so that all students would have the same voice.

This year marked a strategic move for the LLH activities

In each school, Grade 1-3 students from morning and afternoon shifts were exposed to the LLH sessions once a week during extracurricular classes. First, students log in to the program using the tablets and begin the lesson at their grade level. Next, the teacher introduces the class and allocates a set time for the student to the interface on the tablet within the designated lesson plan and read the story associated with that lesson. Finally, students complete the worksheet on the tablet led by the teacher. Students meet at least one class per week.

“LLH project helps to improve the Arabic oral comprehension among students, students now are capable of reading, expressing the stories using their own language.”

“The LLH project breaks student’s fear and now they are more confident.”

“The students in my class are eagerly waiting the LLH stories session and are looking forward to it.”

Quotes From Teachers

However, the LLH classes roll out from now on will be under the MOE's field supervisor. The RAMP LLH shared best practice presentations and video demonstrations that can prompt teachers to explore innovative ways to encourage students to participate more during the LLH session with various interactive activities to promote other peer-to-peer interfacings.

Schools Field Visits

To maximize the use of the LLH sessions as planned, RAMP LLH worked closely with MOE Field Supervisors throughout the implementation process, ensuring the LLH implementation and design were relevant and the quality of the method met the required standards of LLH activities.

During this quarter, the RAMP LLH team and MOE field supervisors continued to support the teachers in holding the LLH activities. LLH implementation 2021 was developed, ensuring the performance of LLH content material lessons at least twice per week during the extracurricular classes throughout this semester. In these sessions, students in Grades 1-3 were given tablets with upgraded multimedia material for individual learning and the application of lesson plans. Students log into the program on the tablets and begin the lesson at their grade level. Next, the teacher introduces the lesson and allocates a set time for the student to interface on the tablet within the designated lesson plan and read the story associated with that lesson. Finally, students complete the worksheet on the tablet. Students are expected to complete at least two lessons per week.

Students participating in the LLH activities are those attending the classes of the previously trained teachers. To this end, where LLH resources allow, the aim will be to train all teachers in targeted schools' teaching grades 1-3 and ensure tablets are used for a one-to-one interface. A two-to-one interface may be an option for program roll-out when tablets are less than the class size.

However, the LLH classes which roll out from now on will be under the MOE's field supervisor. The RAMP LLH shared best practice presentations and video demonstrations that can prompt teachers to

explore innovative ways to encourage students to participate more during the LLH session with various interactive activities to promote other peer-to-peer interfacings.

This quarter in preparation for roll-out, the RAMP LLH team and MOE supervisors visited targeted schools to:

1. Ensure LLH sessions are structured and delivered according to plan;
2. Support teachers while leading LLH sessions; and
3. Monitor the fidelity of implementation of program activities and capture any outstanding observations to be communicated directly with all partners.

Based on ongoing discussions between the RAMP/LLH team and MOE /Management of Supervision and Training focal points from the Education Training Centre (ETC) and School and Directorate Development Program (SDDP). These meetings facilitated an ongoing dialogue on the LLH training outline and content development, leading MOE to approve the updated LLH training content.

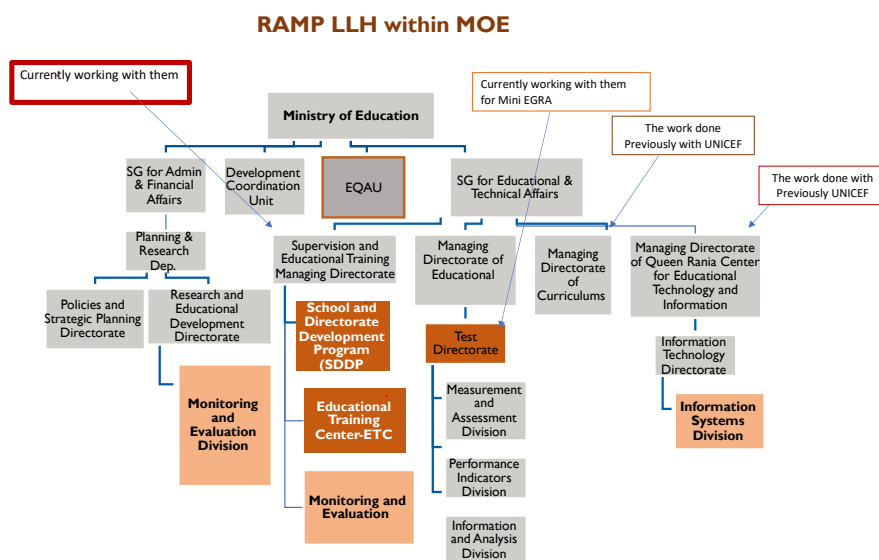
The table below shows the schools that have been visited in quarter 4.

No.	School Name	Governorate	Notes
1.	Balilah elementary mixed school	Jerash	One Shift
2.	Dier Yousef School	North Mazar	
3.	Maysloon elementary school	Bani Obaid	
4.	Asmaa Bint Omiais school	Ramtha	
5.	Hatem Mixed Elementary	Bani Kinanah	
6.	Nahawand the Second Mixed Elementary	Ramtha	
7.	Al-khansaa Mixed Elementary	Bani Kinanah	One Shift
8.	Khadijah Um Almomineen Mixed Secondary School	Bani Kinanah	
9.	Al-khansaa Mixed Elementary	Bani Obaid	
10.	Al Sedeeq Mixed School	Bani Kinanh	One Shift
11.	Al Qadisyyeh Mixed elementary School	Irbid Qasba	
12.	Fatimah Bint Al Yaman Mixed School	Irbid Qasaba	
13.	Khadija Bint Khowalyed Mixed School	Ajloun	
14.	Hakama Elementary Mixed School	Irbid Qasba	
15.	Ibeen Mixed School	Ajloun	
16.	Doqara Mixed School	Irbid Qasba	
17.	Ajloun Elementary Mixed school	Ajloun	
18.	Samma Mixed School	Taibah w Al Wastiyeh	
19.	Khadejah Um Al Mo'emneen School	Irbid Qasba	
20.	Fatimah Al Zahra'a School	Taibah w Al Wastiyeh	
21.	Aminah Bint Wahab School	Ramtha	
22.	Maymoneh Bint Al Hareth Mixed School	Taibah w Al Wastiyeh	
23.	Khadeja Bint Khowailid Mixed School	Ramtha	
24.	AL-Dahyeh Mixed School	Ma'an	
25.	Aminah Bint Wahab Mixed School	Karak	One Shift
26.	Alfadeen Mixed Elementary School	Mafraq	
27.	Saeed Ala Eldeen Boys Elementary School	Liwa'a Al Jma'a	
28.	Um Katheer Mixed Secondary School	Ein Al-Basha	
29.	Khalda Girls Secondary School	Central	
30.	Al-Hamra Mixed Elementary	North West Badia	

31.	Mghayyer Alsarhan Mixed Elementary School	North West Badia	
32.	Manshiyyat Alsulta Mixed Elementary School	North West Badia	
33.	Asmaa Bint Abi Baker Alsadeeq Mixed Elementary School	Ein Al Basha	
34.	Zamlat Amir Ghazi Mixed Secondary School	North East Badia	
35.	Dajaniyeh Mixed Elementary School	Mafrq	
36.	Al Dafyaneh Mixed Secondary School	North East Badia	
37.	Um Eljmal Mixed Secondary School	North East Badia	
38.	Jabal Al Ameer Faisal Elementary School	Russifeh	
39.	Maymneh Bint Sa'ad Elementary School	Russifah	
40.	Al Arqam Bint Al Arqam School	Sahab	
41.	Hay Al Taqwa School	Marka	
42.	Dahyet Al Ameer Hasan	Marka	
43.	Salboud Mixed School	Sahab	
44.	Abu Alnda Mixed School	Qwaismah	
45.	Salim Mixed secondary School	Mowaqar	
46.	Dirar Bint Al Azour Mixed School	Ma'an	
47.	Midmar Secondary Mixed School	Ain AlBasha	
48.	Rawdit al Amira Basma	North East Badia	
49.	Ruqaiyah Bint Al Rasool School	Al Salt	
50.	Khadejah Bint Khowailed School	Ma'an	

Objective 2: Build a strategy with relevant departments of the MOE for its Institutionalization and scaling within the MOE.

Promote institutionalization of the LLH activities within the Ministry of Education: In close collaboration with the central MOE and within the training, QRC, ECA Departments, and Field Directorates, ETC, the LLH team held a strategic goal planning workshop to co-create a strategy for institutionalization and scaling. In addition, the workshops will include integrating efforts toward co-curricular reform and training within Training and Supervision Directorates.



This quarter marked a big move in the RAMP/LLH institutionalization and scaling within the MOE. In preparation for the RAMP /LLH institutionalization process, the following tasks list was developed and adopted to generate buy-in among MOE decision-makers:

No.	Task	Steps	RAMP /LLH Status	MOE Status	As of the end of February 2022
1	Formation of Technical Committee and development of Committee job description	Meetings Approval letters	Communicated with the ETC department	Reform Institutional Assessment Rubric report	Completed
2	Strengthen Technical Committee capacities through supporting monthly meetings or Quarterly Coordination Workshops	Training/Competency Buy-In		Approval letters issued	Completed
3	Identified Roles and responsibilities for supervision at the central level	Understanding /application Systematic /application	Created	Reform Institutional Assessment Rubric report	Completed
4	Strengthen teachers, and principals' capacity and link it with Teacher Training Licensing Process <ul style="list-style-type: none"> • Pre-Service • In-service Catch-Up • Continued Professional Development (CPD) programs 	Training Buy-In	Teacher training content approved by RAMP	Teacher training content created and approved	Completed
5	Assign MOE early grades supervisors	Buy-In		MOE official letter	Completed
6	Roles and responsibilities for MOE early grades supervisors	Understanding /application Systematic /application	Created	Approved	Completed
7	SDDP division that needs to take procedural updates and include RAMP LLH activities within School Improvement Plan (SIP)	Understanding /application Systematic /application	Drafted a rubric tool to be used by the MOE supervisor. The tool is based on the MOE SDDP format	reviewed and approved by the SDDP division	Completed

Task No.1/Formation of Technical Committee: This committee is slated to include 22 key focal points from MOE central directorates. These including; the Director of Training and Supervision, the Director of Education Management/test directorate, the Director of the curriculum & textbooks, Queen Rania Center for Educational Technology and Information (QRC), and six members representing the RAMP/LLH team.

With the MOE **Technical Committee**, the LLH RAMP technical team continued to conduct bi-monthly technical meetings to obtain regular feedback from the MOE. In addition, the committee was tasked with the following roles and responsibilities:

- Director of the curriculum & textbooks: review the LLH content presented as lessons (stories, questions & answers, and lesson plans). Currently the assigned directorate with RAMP/LLH team is working on updating material content alongside the teacher’s guide that will be utilized in the 2022- 2023 school year.
- The Director of Training and Supervision is tasked with reviewing the development of the LLH training material. As a result of this revision, 15 hours of training were approved in the teacher training program.
- Queen Rania Center for Educational Technology and Information (QRC)
- The Director of Education Management/test directorate will lead the process of designing, planning, and implementing the EGRA with LLH RAMP technical support.
- DCU coordination role.
- SDDP- LLH RAMP team is working with MOE /ETC Directorate to embed the program within the SDDP framework, which will address two domains out of the four SDDP domains Teaching and Learning; School and Community, Participatory Leadership; and the School Environment.

Task No.2/ strengthened MOE Technical Committee capacities through monthly meetings and Quarterly Coordination Workshops The main purpose of this is to strengthen the technical committee capacities through quarterly coordination workshops.

The LLH team worked with the established steering committee at the ministerial level to revisit the LLH activities systems, policies, and practices that need support at the central, directorate, and school levels. The meetings with relevant focal points making up the committee aim to identify LLH implementation unique resource, reviewing the training content and data collection tools. In addition, their input support co-creates a strategy for Institutionalization and scaling through a series of strategic planning workshops. These are derived from **FOI (fidelity of implementation) and classroom observation checklist report** that map out the targeted schools’ situation. The **FOI** makes recommendations to the activity intervention tailored to the targeted schools. Regular monthly workshops held with the steering committee to present key developments, help guide the LLH activities, review and approve approach monitoring activities, discuss findings from monitoring activities, and. to approve the directions of the program.

Separate meetings were conducted between the RAMP /LLH team and the MOE to confirm the smooth delivery of the institutionalization process, its preparation, and any necessary coordination.

You can find the letter for supporting monthly meetings or and Quarterly Coordination Workshop on MOE Technical Committee in annex I.

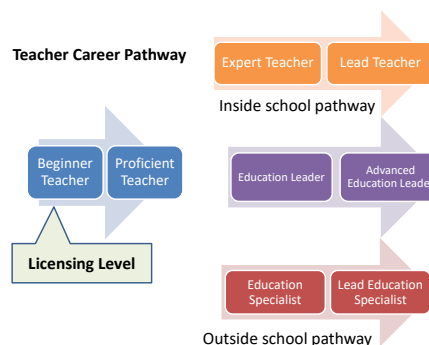
Task No. 3: Identified Roles and responsibilities for supervision at the central level.

The role of this committee is to study the education policy and legislation that needs further development and improvement as well as recommendations in the following areas:

- a. financial legislation to facilitate the reception of grants and investment potential at school level
- b. Roles, functions and powers (director, assistant, etc.)
- c. Institutionalizing LLH activities and standardization
- d. Proposing policies for private community partnership

Task No.4/ Strengthened teachers' and principals' capacity and linked it with Teacher Training Licensing Process.

The LLH training curriculum was co-created with the MOE in 2018, with all necessary permissions taken. However, the MOE reviewed and approved the LLH training material and linked it with the Teacher Training Licensing and has been delivered through the MOE platform, where all the teachers in primary grades (G1) to G3 have access to the same learning and supported teacher's career path.



The LLH RAMP technical team worked with ETC staff to assist with revisiting all the LLH teacher's training cards to include parts that will build the capacity of teachers in e-learning and develop teachers' ability to use technology and adapt blended learning.

The LLH approaches within the training curriculum develop skills through practical experience, including; investigation, reflection, research, teamwork, leadership, critical thinking, analysis, problem-solving, and using the world beyond the classroom.

The LLH training curriculum document has been divided into three parts:

- A table of learning topics which gives an overview of all the content in the curriculum. The LLH training curriculum supports teachers' career paths identifies 15 hours.
- Separate modules for each part and level that identify learning outcomes and topics.
- The curriculum design is underpinned by National Standards for Educational Leadership, along with the Professional Development Policies and Procedures framework, including:
 - Mechanisms for delivery;
 - Expectations for fulfilling the evaluation criteria;
 - Explanations of the link between hours accrued and certification.

As a result, the LLH e- training has been approved and accredited by the MOE, and you can find **MOE's official letter for accreditation LLH** e- training in Annex 3. This quarter, LLH RAMP trained 400 teachers and 50 principals nominated from 21 Field Directorates covering 96 DSSs.

The ETC assigned a core team of supervisors at the MOE central level responsible for supporting the delivery of LLH e- training. The training lasted for three days from 15 Feb till 28 Feb. Group discussions will follow to identify critical successes and challenges via e-training using the MOE platform.

The training material contains four modules:

The 1st Module includes an overview and introduction to the training program, the mechanisms to apply the story element in teaching reading comprehension, and an introduction to the "Let's Live in Harmony" software.

Primary outcome: Equipping the participating teachers and principals with the skills required to use the software and apply it in teaching students reading comprehension skills.

The 2nd Module focuses on the mechanism of employing the story element in teaching reading comprehension and its importance. This is done by watching introductory videos in the classroom and then answering some questions and sharing opinions on the forums related to it. In addition, there is a session dedicated to the exchange of experiences between trainees and learning how to choose the suitable level for students and how to implement it during the lesson.

Primary outcome: Equipping the participants with the skills required to teach students in grades 1 through 3 reading comprehension using the story method.

The 3rd Module addresses how to employ the story method in teaching reading comprehension; the role of the story is to develop students' fluency and reading comprehension and identify strategies for its teaching.

Primary outcome: Equipping the participants with the skills required to apply the story method in teaching reading comprehension skills.

The 4th Module is a plenary group discussion between the LLH team and teachers and principals.

Primary outcome: Equipping the trainees with several skills acquired through past experiences and shared by their peers during the program's implementation. These sessions also address the main challenges and solutions.

Task No. 5 / Institutionalization: Assigned MOE early grades supervisors

Twenty-three of the MOE field supervisors supported the teachers from grades 1-3 to carry out their LLH activities, focusing on the content in the school-based section. For example, the mentor will help them build school teams through different team-building mechanisms such as school community of practices sessions.

The MOE field supervisors are tasked with supporting teachers to adapt their learning to environments with exceptional circumstances such as large or small classes, low resource availability, remote classroom delivery, multi-grades, etc. The school community of practices (shared between teachers through WhatsApp group and with supervisors in person) should be a range of learning experiences for participants, including classroom assignments, individual, pair and group study, tasks and projects, and practical lessons.

Task No. 6/ Institutionalization: Identified

The MOE field supervisors will carry out the following tasks:

- First, conduct a community of practice learning for each teacher in each class. The duration of this learning community is an hour and a half to discuss further the LLH session plan, implementation mechanism, and the required tasks.
- In case of technical issues relating to tablet use, the educational field supervisor needs to coordinate with the technical staff at the field directorate to provide support and maintenance. This will be done in coordination with the MOE, who is expected to set a particular maintenance budget using the school operation plan.
- Share any challenges and success stories witnessed in the field with the LLH team via the platforms used in the project.
- Review the operational plan and the development plan for the school and the directorate for each school and provide any necessary support.

Last quarter, the MOE early grades supervisors conducted more than 900 Fidelity of Implementation (FOI) classroom observations. This quarter, the RAMP team approved the updated FOI tool to be used by the MoE early grades supervisors. This tool is based on the RAMP MOE format as a follow-up on the implementation of LLH activities and combined with RAMP's educational strategies.

The MOE field supervisors will continue to support the teachers from grades 1-3 to carry out their LLH activities during the second semester using the FOI tool.

Task No. 7 / Institutionalization within SIP and SDDP: Included and ensured that the RAMP /LLH activities are within the School Improvement Plan (SIP) through School and Directorate Development Program (SDDP)

The SDDP program's core is a self-evaluation process that targets stakeholders at the school and MOE directorate levels. Specifically, the stakeholders include teachers, parents, students, and community members at the school level. These stakeholders are expected to respond to an official set of questionnaires that aim to identify gaps within the school, inclusive of, but not limited to, financial resources.

The data is then gathered and processed using Excel to identify eight areas of weakness outlined in the manual of the SDDP that will feed into the School Improvement Plan (SIP). Finally, the SIP will be tailored against these eight weaknesses attempting to address four of them in the two years composing the SIP cycle through two operational plans.

Following coordination with the SDDP, this task will be included and integrated into the school's SIP in the next fiscal year, 2022-2023.

III. BRANDING, MARKING & COMMUNICATIONS

LLH adheres to the USAID Early Grade Reading and Math Program (RAMP) and MOE Branding and Marking regulations seamlessly built into project activities. To support LLH/RAMP visibility, RAMP Communication Specialist shared logos of RAMP/RTI/USAID/FCDO that can be used for eventual communication at the school level.

This quarter, the RAMP communication team supported delivering videos to teachers to support the implementation of LLH inside the classroom. The team also posted messages on RAMP social media during LLH activities and the LLH training.



IV. MONITORING & EVALUATION INTERVENTION THEORY OF CHANGE AND ANTICIPATED IMPACT

The LLH Theory of Change posits that:

- **IF** we maintain LLH delivery in 100 DSS;
- **IF** we enable early grade students to access quality, interactive digital content in the classroom through tablet-based LLH programming; and
- **IF** we institutionalize LLH within the MOE by building a strategy of maintaining programming, bolstered by a core team of master trainers;

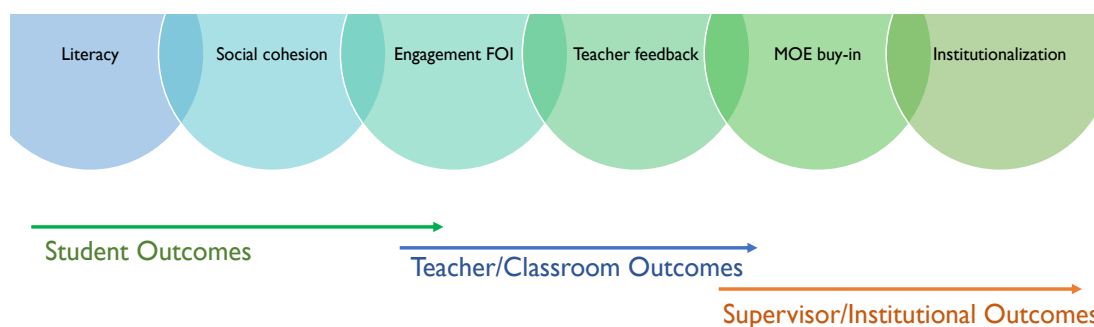
THEN increased access to engaging and interactive Arabic literacy programming will improve literacy among underprivileged students in Jordan.

Impact:

LHH outcome focus areas revolved around the following key areas:

- Improved Arabic literacy performance — Target: 30% increase for one year
- Improved social cohesion comprehension/behavior — Target: 10% increase over one year
- MOE strategy for institutionalizing LLH at the central, field directorate and school level.

These outcomes were assessed utilizing the following tools for each outcome area:



Outputs:

- Up to 10,000-15,000 Grade 1-3 students in 96 underprivileged schools accessing ICT literacy strengthen school content;
- 400 teachers in 96 schools trained on LLH delivery;
- 60 principals and supervisors trained on LLH delivery.

Critical Assumptions:

- Each school still has at least 25 functioning tablets that are still allocated to LLH activities in G 1-3
- Integrated will not assume tablet repair and replacement;
- EGRA data will be collected by RAMP for the 100 DSS at baseline and end-line;
- EGRA data will be shared by RAMP for students in Grade 2 and 3 using LLH;
- EGRA control data will be shared with Integrated (data from non-LLH schools);
- MOE Supervisors will fully assume their supervision duties at LLH schools inclusive of transport in Semester 2;
- RAMP will support the integration of LLH in the responsibilities of the Supervisor in line with RAMP institutionalization of revised supervisor roles.

LLH benefited from ongoing Monitoring and Evaluation, a transparent logic model, and a monitoring and evaluation plan. The RAMP LLH activities involve a transparent and participatory process involving the relevant MOE staff. In addition, the team updated the Fidelity of Implementation observations tools to evaluate to assess the quality and success of the LLH activities in reaching the stated goals, presenting the information collected for the RAMP LLH activities and outcomes, as explained in the below table:

Areas of Evaluation	Data collection	Tool	Reports are attached below section
Arabic Literacy Learning Assessment (Longitudinal)	The RAMP - Mini EGRA test will support the targeted 96DSSs -RAMP will choose ten schools implementing the LLH activities to consider them in the sample size while conducting the Ethe GRA test. makes use of a host of tools to assess learning outcomes, ranging from the use of standardized tools such as EGRA/EGMA	Mini EGRA test	Completed
FOI (fidelity of implementation) and classroom observation checklist	On-site verification on the implementation of the program, adoption of practices, reform progress	To gather information on the extent to which LLH activities are being implemented.	Completed
Teacher feedback Outcomes Assessment – Longitudinal Data Collection	Focus Group Discussions with teachers across 96 DSSs by the LLH team	Questioners	Completed
Reform Institutional Assessment Rubric	On-site visits to capture performance of organizational culture and practices moving from awareness, to buy-in, to application, to institutional ownership	The Rubric shared in the previous report	Completed

The **RAMP-Mini EGRA** test supported the targeted 96 DSSs. A series of meetings were held with the Examination & Testing Directorate to discuss the round of Mini EGRA that was initially planned for before the beginning of S2. As a result, the Directorate and LLH agreed on the following:

- The Examination and Testing Directorate will lead the process of designing, planning, and implementing the EGRA with LLH RAMP technical support.

- The Mini EGRA conducted in the second week of S2 in a sample of 10 targeted schools implementing the LLH activities to consider them in the sample size while conducting the Mini EGRA test.
- LLH technical staff conducted a 1-day training workshop for seven selected assessors from MOE to train them on the Mini EGRA. You can find the report in this file:



Teachers' Feedback During Field Visits :

Strengths: in quarter four (4), the LLH team visited 21 MOE Field Directorates and 96 targeted schools to meet 23 MOE's field supervisors, 50 principals, and 400 teachers, securing feedback utilizing the LLH teacher feedback tool. In addition, teachers and field supervisors shared their experiences implementing LLH activities. Teachers' overall perspective on the project was positive; most were motivated to implement LLH sessions. The usage of tablets for both teachers and students was appealing and favorable. They all agreed that these experiences improved student engagement and would improve Arabic reading skills, and as a result, they anticipate that such activities will decrease the learning losses. In addition, LLH was perceived to complement the RAMP tools for non-formal learning opportunities, instituted once or twice per week (90 minutes in single-shift schools and 70 minutes in double-shift schools).

Weaknesses: The teachers stressed the importance of such activities in strengthening reading through practice, aligned with the school curriculum. However, they also shared challenges such as that 30 minutes is not enough for implementing LLH activities between preparing the tablets and distributing them and operating the application. Also, some schools had removed the LLH application from tablets to make space for other programming during the COVID online learning period. Therefore, LLH was replaced on all of these tablets.

Critical Action Opportunity: This semester, the MOE's field supervisors were tasked to observe the LLH class delivery to assess the fidelity of implementation and the challenge encountered in the classroom. In these visits, focus group discussions were held with teachers and students to help the MOE's field supervisors compile the necessary information to enrich learning and recommendations to inform the implementation of the new LLH schools targeted next year. For example, observations revealed that teachers made regular visual materials (LLH flashcards and posters, and materials developed by RAMP and teachers). In addition, observations showed that teachers are not allowing sufficient student time on task (utilizing and interfacing with the tablet) to allow for child-centered learning embedded in the LLH approach. These reflections were shared with teachers, supervisors, and principals, and all agreed to work and support LLH activities and combine them with RAMP's educational strategies.

In collaboration with the ETC, LLH RAMP finalized the recommended Fidelity of Implementation Classroom Observation to be integrated into the MOE's strategic plan; in March, LLH RAMP technical staff conducted a 1-day training workshop for 23 FDs. This training aims to build their capacity and ensure that they will monitor the implementation of LLH sessions upon school visits.

FIDELITY OF IMPLEMENTATION (FOI) /MOE SUPERVISORS

During March – April 2022, the MOE Field Supervisors visited 96 DSS, monitored the quality of the implementation of LLH activities in the schools through the FOI (Fidelity of implementation) tool, where

four of them one shift schools, an average of 8 LLH sessions were delivered per school, targeting 10,000 direct students.

You can find the full report here:  Q 4 FIDELITY OF IMPLEMENTATION

Reform Institutional Assessment Rubric

The team developed an LLH Rubric adapted to align with the MOE context and the program's theory of change. The RAMP LLH rubric speaks to the three phases that LLH is expected to undergo: 1. Raising awareness around program delivery two and ensuring buy-in 3. Ensure the institutionalization of LLH implementation and delivery. The rubric encompasses tracking that targets all relevant stakeholder levels within LLH delivery. The overall purpose is to ensure the smooth delivery, performance, and integration of the LLH at the school, community, and within the more comprehensive MoE institutional level. You

can find the full report here: 

V. LESSONS LEARNED AND RECOMMENDATIONS

During implementation, of LLH activities the RAMP -LLH team worked with MOE to identify and address challenges to promoting LLH activities in schools. The lessons learned from these experiences are described below.

- **Documentation of Decisions and Relationships with Key Counterparts:** To reduce the impact on progress, stalled work, or reverse decisions during transitions within the ministry, the RAMP -LLH team obtained written approval to conduct business with every administration and documented discussions and decisions made during meetings with the MOE. The documentation allowed RAMP -LLH team worked to help bring MOE personnel up to speed on the rationale behind decisions and progress. In addition, LLH identified long-term staff with whom to collaborate.
- **Community Stakeholder Capacity Building:** The RAMP -LLH team encouraged schools and MOE to clearly define the roles of the teachers, principals, and field supervisors. It is recommended that future projects allocate significant staff time for LLH activities. In addition, MOE staff require additional, comprehensive workshops utilizing existing training manuals to reach more schools.
- **Formal MOE Adoption and Incentive:** The RAMP -LLH team-initiated work with the MOE to assess the feasibility of adopting more formal recognition and incentive mechanisms for schools and field supervisors. In addition, it is recommended that future projects help the MOE design and implement a system to reward and incentivize schools.
- **MOE staff require capacity building to fully develop the potential for effective implementation of the LLH model.** Therefore, training activities should focus on planning, costing, and specific methodologies for building school-community partnerships.
- **Open Channels of Communication:** The RAMP -LLH team emphasized personal ties and available communication channels between schools and the ministry at all levels. This approach paved the way for obtaining relevant information on time. RAMP -LLH team succeeded in accessing resources, and all LLH training materials complemented or built on existing materials. In addition. It is recommended that future projects spend the time to search for available training material and other resources before attempting to redevelop them.

VI. ANNEX

Annex 1: Official letters



Annex 2: Gantt Chart

