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# How “Teaching” Worked in Jordan

Lisa Lahalih  
USAID/Jordan

2015 Global Education Summit  
@USAIDEducation

#LetGirlsLearn

#endpoverty



# *Background*

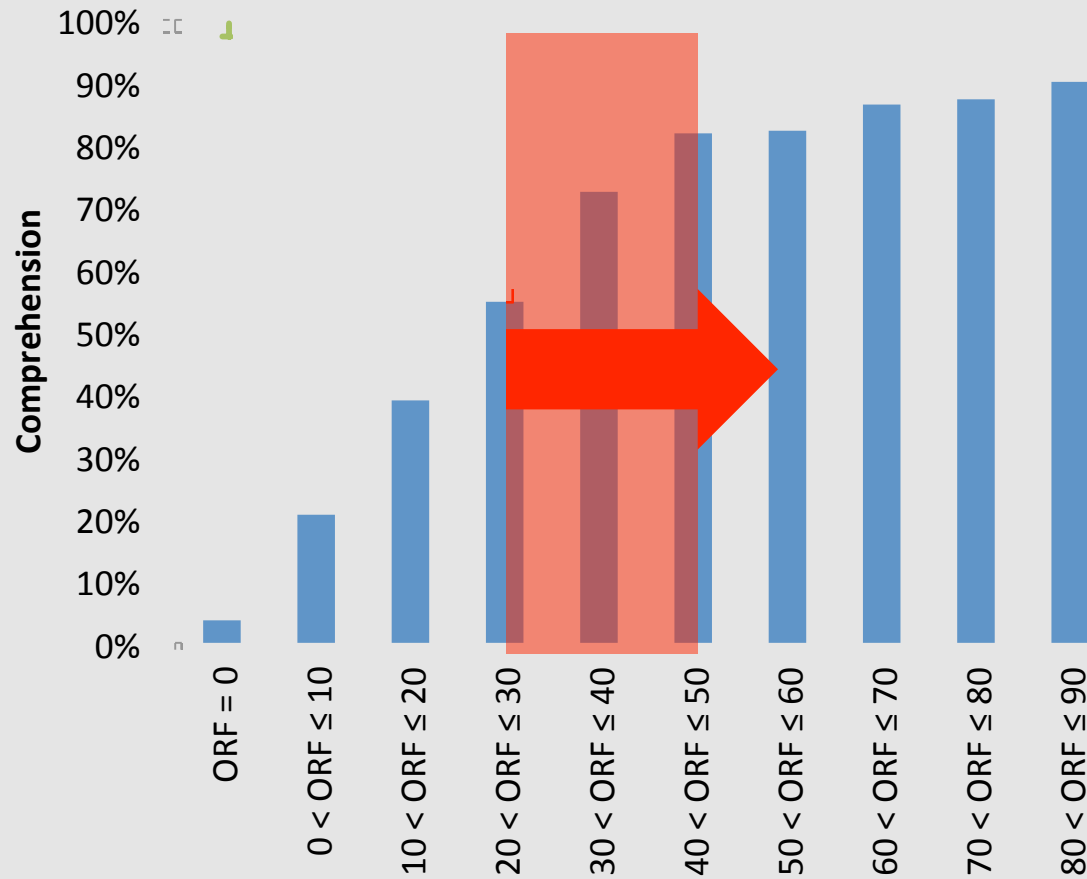
- In 2011, USAID/Jordan, in partnership with the Ministry of Education (MoE), wanted to gain an accurate and evidence-based understanding of the state of primary education in Jordan
  - The results of the study could potentially be used to inform policy dialogue related to new literacy and numeracy initiatives and, more broadly, to drive quality improvement in primary schools

# Background



- Components of the study
  - Early Grade Reading Assessment (EGRA)
  - Snapshot of School Management Effectiveness (SSME)
    - Teacher Questionnaire
    - Student Questionnaire
    - Classroom Observation

# Background



17%

## *Pilot Intervention Project*

- To develop a program that would support teachers in providing deliberate, structured, and developmentally appropriate daily practice in foundational skills for reading and mathematics
- The intervention was implemented in 2013/2014 school year by
  - 368 teachers in
  - 347 classrooms across
  - 43 schools in the Kingdom,
  - reaching approximately 12,000 students

# *Intervention - Description*

- 5 T's
  - Time
  - Text
  - Mother Tongue
  - Testing
  - Classroom Observation



**Techniques**

## *Intervention - Description*

Each teacher received:

- ✓ 10 days of training at the start of the school year
- ✓ 5 days of training at the start of the second semester
- ✓ 16 coaching visits – one visit every two weeks, i.e. two visits per semester
- ✓ One monthly meeting with all the other teachers that “their” supervisor was responsible for

# Intervention - Description

## Reading Skills

- Letter sounds
- Phonemic awareness
- Writing
- Comprehension
- Vocabulary

عنوان الدرس	الأسبوع	اليوم	التاريخ	الصف	المعلم
حرف الكاف	الأسبوع ١٤ - ٣٠			الصف الأساسي ١	
المراجعة	مراجعة صوت (ق) : قَطْرٌ ، قَبْرَةٌ ، قَطْرَةٌ ، مَقْرَبَةٌ ، مَوْقٍ .				
الوعي الصوتي	الاشارة رقم (١) الصوت كلمات الطيور	معالجة الأصوات سماعياً إضافة أصوات أو حذفها أو استبدالها . • كُ ، كُ ، كَا ، كَو . • كَلَامٌ ، سَلَامٌ ، سَلْمٌ ، سَلْمٌ .			
صوت الحرف	الاشارة رقم (١) الصوت كلمات الطيور	عرف صوت الحرف مقروناً ومفصلاً بكافة أشكاله . • كَا ، كُ ، كَو . • كَلِمَةٌ ، كَلِمَةٌ ، كَلِمَةٌ .			
	الاشارة رقم (٢) الصوت كلمات الطيور	عرف صوت الحرف مفصلاً باللفظ والرمز بكافة أشكاله . • كَا ، كُ ، كَو . • كَلِمَةٌ ، كَلِمَةٌ ، كَلِمَةٌ .			
	الاشارة رقم (٣) الصوت كلمات الحرف	مزج أصوات الحروف لتكوين كلمات لها معنى . • كَا ، كُ ، كَو ، كَا ، كُ ، كَو . • كَلِمَةٌ ، كَلِمَةٌ ، كَلِمَةٌ ، كَلِمَةٌ .			
الكتابة	الاشارة رقم (١) الحروف	كتابة الحرف في جميع أشكاله . • كَا ، كُ ، كَو .			صوتي على الشاشة
ملاحظات المعلم					



# Results

The intervention did exactly what it was intended to do:

*While there were virtually no gains in control schools from 2012 to 2014, there were significant gains across treatment schools in terms of reducing the proportion of the lowest performers and increasing the proportion of the highest performers.*



# Results

- Reading with comprehension almost **doubled** from 13% to more than 24% in the treatment schools.
- The percentage of non-readers decreased from 32% to 19% in treatment schools.
- These results are extremely promising, particularly because the intervention was implemented for only one school year.

# Variables

Factors that are associated with the top performing classrooms and districts:

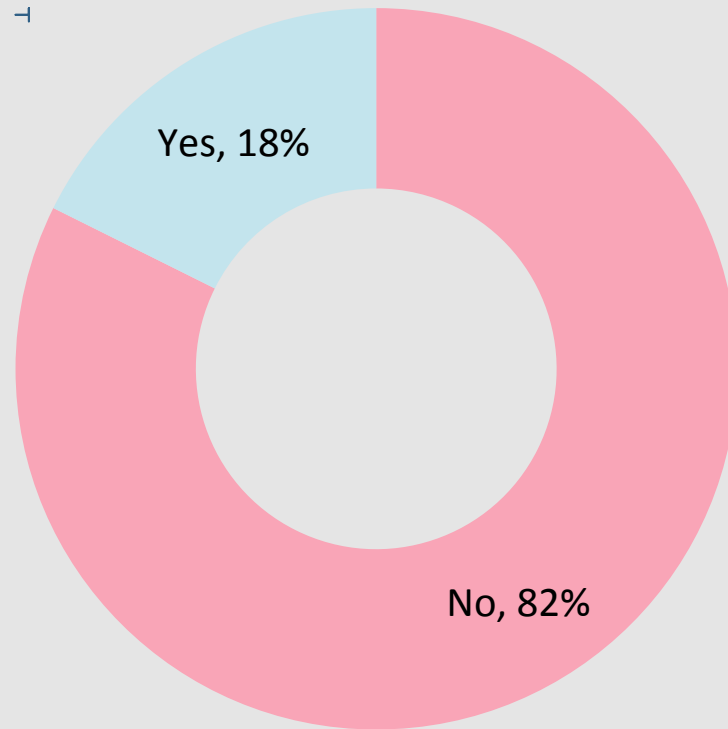
- **Teachers attending training**
  - ✓ 63% of the teachers who attended all the training were in the top performing classrooms
  - ✓ There were no teachers in the top performing classrooms who did not attend training
- **Teacher use of the intervention materials**
  - ✓ 69% of the teachers who followed the lesson notes and routines were in the top performing classrooms

# Variables

Factors that are associated with the top performing classrooms and districts:

- **Teachers following the participatory pedagogy of the intervention**
  - ✓ 80% of teachers who monitored student understanding by asking for explanations were in the top performing classrooms
  - ✓ Of the teachers who did not ask questions, none were in the top performing classes

# Surprises



# *Early Grade Reading and Math Project (RAMP)*

- \$48 M (\$24 M from DFID)
- 5 years – Jan. 2015-Dec. 2019
- Kingdom-wide, Kindergarten 2 – G3



# *Early Grade Reading and Math Project (RAMP)*

- In-service, induction, and pre-service training, mentoring and supervision for teachers, principals, supervisors, and field directorates and MOE administrators
- All KG 2 – Grade 3 teachers will receive:
  - ✓ 10 days of training at the start of the school year
  - ✓ 5 days of training at the start of the second semester
  - ✓ 16 coaching visits – one visit every two weeks, i.e. two visits per semester

# *Early Grade Reading and Math Project (RAMP)*

In terms of IT follow-up, RAMP is creating a web-based community of practice that includes:

- ✓ Training videos
- ✓ Assessment resources
- ✓ Geographic information system (GIS) maps of progress towards RAMP goals
- ✓ National school reports
- ✓ Answers to frequently asked questions
- ✓ Links to RAMP social media channels (Twitter, Facebook, and Instagram)





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