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USAID/ Technical Assistance Program (TAP)

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Quarterly Progress Report

Period: October 1 to December 31, 2021



Submitted by:

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Acronyms

AMELP	Activity Monitoring and Evaluation Plan
COP	Chief of Party
COR	Contracting Officer Representative
CSB	Civil Service Bureau
CRA	Cost Reimbursement Agreement
DCOP	Deputy Chief of Party
DCU	Development Coordination Unit
DEEP	Data Evidence for education programming
ESP	Education Strategic Plan
ESMP	Enhancing School Management and Planning
ETC	Education Training Center
GFMS	Government Financial Management Information System
GoJ	Government of Jordan
HR	Human Resources
IDD	Institutional Development Directorate
MoE	Ministry of Education
MoM	Minutes of Meetings
MoY	Ministry of Youth
PFM	Public Financial Management
RAMP	Early Grade Reading and Mathematics Project
RTT	Remedial Task Team
SDDP	School and Directorate Development Program
STTA	Short Term Technical Assistance
TAP	Technical Assistance Program
TLM	Teaching and Learning Material
TRG	Training Resources Group
USAID	United States Agency for International Development

I. EXECUTIVE SUMMARY

This report covers key TAP programmatic and administrative updates for the period October to December 2021.

At the time of this writing, the TAP Activity Monitoring, Evaluation and Learning (MEL) plan and the performance indicators are still being finalized. The first draft of the MEL plan was submitted to USAID on October 13, and the second draft on December 16. Although the performance indicators proposed by TAP are not formally approved, TAP has started tracking progress against the indicators in line with the technical interventions implemented during the reporting quarter.

Progress is presented in the “Core Program Activities” section of this report under the relevant results and sub-results. Targets will be identified upon finalization of the Situational Analysis findings, and in close coordination with GoJ counterparts.

KEY QUARTERLY AND CUMULATIVE ACHIEVEMENTS

During the reporting period, the Technical Assistance Program (TAP) continued its technical interventions focusing on three parallel tracks; (a) Support to the Ministry of Education (MoE) for the development of an evidence-based remedial program that targets students from grades 4 to 11, (b) Finalize the situational analysis process with MoE and Ministry of Youth (MoY), and (c) Support to the MoY for the establishment and operationalization of its Monitoring and Evaluation Unit.

On November 2 and 3, TAP launched its remedial program during a two-day workshop aimed at creating a common vision for long-term remedial programming and building MoE buy-in for the program’s plans, timelines, and deliverables. The workshop also focused on building consensus around the approach to developing a remedial framework that will guide both a nation-wide diagnostic study and subsequent remedial efforts.

Following the workshop, a remedial technical working group was formed with technical teams from five (5) departments (Curriculum & Textbooks, Examination, ETC, Education Research, and General Education) along with teachers and field education supervisors.

This remedial working group worked in a series of smaller structured sessions with TAP technical experts to prepare two frameworks; one on assessment and the other on instructional support materials based on the existing curriculum analysis for grades 4-6 Arabic and mathematics (math). Sessions also covered the development of tools for assessing student achievement on prerequisite skills and learning conditions, and the development of instructional materials to support remedial education aimed to begin the second semester of scholastic year 2021-2022 for grades 4-6 math and Arabic language subjects. Details of the remedial program activities are included under result 2.4.

During December, the TAP team and international assessment expert worked with MoE to pilot and field-test the diagnostic study test items developed in Arabic and math, and the conditions for learning questionnaires. Field testing evaluated the psychometric properties of items, determined appropriate time assigned to test components, evaluated clarity of instruction, tried out logistics including test security measures, and collected feedback related to any aspect of testing materials and procedures that can affect validity and reliability of data. Administered on a purposeful sample of schools, field testing was ensured a variance of student performance and diversity of school types, localities, and school resources. TAP continued to work closely with the MoE’s Examination and Research Directorates on the analysis of pilot forms in preparation for the diagnostic study that will be conducted February 15-17, 2022.

Guided by sub-IRs 1.1, 2.1, and 3.1, TAP completed a situational analysis with the MoE through conducting a series of participatory data dialogue sessions to share, validate and prioritize policy, systems and capacity needs under key technical domains in close coordination with the MoE’s relevant managing directorates.

On December 20, 2021, participatory data dialogue sessions ended with a meeting attended by the MoE's Secretary Generals and representatives from TAP/MoE technical working groups: Leadership and Management, and Teaching and Learning.

During the wrap-up session, MoE leadership endorsed the findings presented by TAP Technical Team. The wrap-up meeting minutes of meeting (MoM) with TAP-assigned working groups is included in Annex A, and a detailed description of the situational analysis activities are included under RI. The Situational Analysis Report is in its final stage and will be submitted to USAID and the MoE in January 2022.



AMMAN, JORDAN - December 22, 2021
Wrap-Up Session with MoE leadership

TAP continued the support to the MoY in two main areas: institutional strengthening, and youth outreach and programming. TAP presented its technical assistance approach during an introductory workshop on November 16, 2021, under the patronage of His Excellency the Minister of Youth and attended by USAID-Jordan Deputy Mission Director along with USAID and TAP's representatives. During the reporting period, TAP presented a partnership framework to MoY leadership and is awaiting feedback on the proposed framework. TAP has also resumed its situational analysis at MoY field and central levels and continued its support to the establishment and operationalization of the M&E unit by developing job descriptions for M&E staff in line with the approved mandate. Related to this, TAP finalized the selection of the embedded MEL specialist expected to start mid-January 2022.

IMPLEMENTATION CHALLENGES AND PROPOSED CORRECTIVE ACTIONS

- One of the key shifts within TAP is re-envisioning TRG's role, TAP's lead subcontractor on behavioral and organizational culture. TRG's modified role ensures integrating behavioral and organizational culture into TAP's interventions and enhances TAP's support to the MoE on in-service reforms. Based on the SOW and budget negotiations, the following modifications have been introduced:
 - TRG will dedicate an Organizational Effectiveness Expert/Lead part time consultant to support the full team and all three result areas through three annual field trips. Tom Lent's STTA trip report as part of Annex B provides an initial framework for TRG's approach in this regard.
 - TRG's budget is reduced to \$1.2 Million.
 - Creative will take responsibility for staffing the IR-2 team including STTAs and embedded staff focused on capacity building and professional development / in-service.
- Despite existing technical capacities within MoE's examination and curricula departments, staff supporting the remedial program are limited by a shortage of human, material and financial resources, lack of continuous professional development and capacity building as well as inefficient resource management. TAP is working with the remedial technical working group to expand their expertise through mentoring and STTA- support to expose the group to evidence-based learning assessment methodologies and approaches.

LESSONS LEARNED

TAP's situational analysis of organizational behavior and culture employed a deep and wide open-ended inquiry and participatory approaches for soliciting GoJ counterparts' feedback at leadership and operational levels. The situational analysis process and findings highlighted organizational culture as a major determinant of leaders' and staff's motivation, efficiency, and effectiveness in carrying out their jobs. Five (5) key areas

have emerged as parameters of organizational culture within the ministries: governance, leadership, communication, result orientation, and knowledge management.

To align the outcomes of institutional strengthening activities with the transformational organizational change needs of the MoE and MoY, TAP has reshaped its approach to integrate organizational culture as an organic part of TAP methodology and embedded within technical domains. This direction has resulted in the modification of TRG's role to (a) ensure behavior/organization change effort is not a stand-alone component or set of activities, but is, in fact, a part of TAP's system-based methodology and (b) remobilize resources to ensure TAP's programming is responsive to emerging priorities.

Governance, leadership, communication, result orientation and knowledge management emerged as key "local" organizational culture benchmarks that will best drive organizational performance within the ministries and will be addressed as overarching themes that contribute towards improved institutional performance. The guiding principle for effective organizational transformation is based on TAP's realization that "people support what they help create", therefore ensuring managers and staff targeted under IRs 2 and 3 have the required competencies, resources and increased engagement as champions and change agents within their own work environment.

BEST PRACTICES

TAP has been actively seeking to build participatory co-creation approaches and support GoJ counterparts to make well-informed decisions about policies and programs by putting the best available evidence at the heart of planning processes. Throughout its interventions, TAP has been introducing evidence-based implementation models, leading by example, and advocating for more rational, rigorous and systemic approaches to address challenges within the ministries.

The data dialogue methodology engaged MoE counterparts in a process of evidence-based planning and motivated partners to think strategically about needs and priorities based on the principle that resources and policy decisions should be better aligned with available evidence and should include a rational analysis of organizational capacity. During the sessions, TAP's team of experts supported MoE counterparts to reflect on needs and prioritize actions in light of systemic evidence emerging from the situational analysis.

The remedial program also stands as a model for evidence-based planning. TAP has supported MoE in designing a diagnostic study that will inform the design of a long-term remedial program and generate evidence for system-level reforms that address student learning loss. Despite short-term pressures created by the pandemic and school closures, the TAP team is taking a long-term approach to addressing program and system reforms to address problems and tackle root causes; therefore, shaping solutions based on data and evidence.

II. ACTIVITY IMPLEMENTATION - CORE PROGRAM ACTIVITIES

Result I: GOJ management systems and policies in the education and youth sectors strengthened.

IR I.1: GOJ SYSTEM STRENGTHENING, AND POLICY REFORM NEEDS IDENTIFIED

TAP completed its situational analysis with MoE during the reporting quarter. The TAP team conducted a series of data dialogue sessions with MoE counterparts from December 7-16, 2021. Sessions were attended by ninety (90) MoE representatives who were engaged in joint discussions around capacity, system and resource needs. The data dialogue sessions presented a model for evidence-based planning and priority-setting in line with data generated from the situational analysis. In addition, dialogue sessions presented TAP’s remedial and teacher professionalization efforts to build an understanding among MoE counterparts of TAP’s role and scope. The graphs present the data dialogue sessions in numbers.

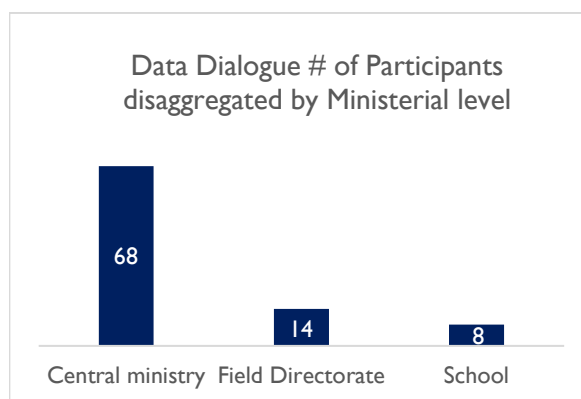


Figure I. Data dialogue session participants-MoE

The data dialogue process helped validate findings from the situational analysis visits, prioritize MoE needs for the short-, medium- and long-term and shape TAP support areas. The approach and priority needs were presented on December 22, 2021 to the MoE leadership during a wrap-up meeting with MoE Secretary Generals and TAP work groups. Table #1 includes the key findings that were presented and endorsed by MoE.

Table I. Preliminary recommendations from the Situational Analysis- Wrap-Up Session with MoE Leadership and TAP Work Groups

	PFM	HR	MEL	Communication	Institutional Performance
Policies	Budget planning & execution Decentralization & financial reforms	Teacher licensing HR planning Teacher Effort Policies	Comprehensive MEL framework and strategy	Communications Strategy	Governance & stakeholder engagement strategies and policies. Accountability & internal communication policies.
Systems	Automation, accounting system for school funds, audit system for school finances, financial KPIs	Automate HR & Supervision systems. Organizational structures and authority matrix. Revise/simplify job functionalities & descriptions	Centralized data management system linked to Open EMIS. Develop/ strengthen SDDP and PFM indicators	Centralized data management system linked to Open EMIS. Develop and strengthen SDDP and Financial management indicators	Knowledge management system
Capacity Building	GFMS as a reporting platform Budget formulation Inventory management Finance for non-financial staff procurement systems	Teacher CPD, update ad upgrade curricula Professional development management and service providers Succession planning	MEL Capacity Development	Activate and build capacity on using Diwan as the internal communication system	Internal communications

In addition to the findings presented, MoE Secretary Generals also shared their vision for TAP’s role in supporting:

- MoE Institutional Development Unit and the relevant Risk Management, and Creativity and Innovation Departments.
- Shifts towards decentralization, and empowering field-level directorates through the potential establishment of human resource centers at the regional level.
- Strengthening of the institutional and employee performance systems in line with Civil Service Bureau’s regulations.
- Organizational re-structuring priorities for potential merge with Ministry of Higher Education.
- Automation systems across functions and departments.

A complete Situational Analysis Report of the MoE will be finalized by January 2022.

As for the MoY, TAP introduced its scope and technical assistance approach during an introductory workshop on November 16, 2021. Following the workshop, TAP started its situational analysis at central and field levels covering directorates and youth centers in the governorates of Tafileh, Balqaa and Jarash. Additionally, TAP presented a partnership framework to MoY leadership and is waiting for the MoY’s response.

TECHNICAL ASSISTANCE PLAN FOR REMEDIAL EDUCATION

Brought to action through the MoE institutional structure, policies, and systems, TAP’s remedial education program is conceptualized to support various types of learning, including regular instruction during the academic year, remedial learning, and learning enrichment activities. The MoE formed the Remedial Task Team (RTT) – a cross-departmental team – along with teachers and education supervisors charged with the development of study tools and teaching and learning materials. TAP engaged with the MoE RTT technical working group on specific tasks related to the activities for the diagnostic study for Arabic and math grades 4-6 and for creating instructional support materials to help teachers address gaps in student learning due to school closure.

Table II. Remedial Education Timeline

	G4-6	G7-11
Diagnostic Study	Nov 2021 – Apr 2022	Mar - Oct 2022
Remedial development and piloting	Nov 2021 – Dec 2022	Apr – Dec 2022
Teacher Training	Jan - Dec 2022	Jul – Aug 2022/23 (Ongoing)
Remedial implementation	Feb 22 – May 24	Sep 22 – May 24
Review and improve remedial interventions	Oct - Dec 2022 - 2023	Feb – June 2023/24

Specific tasks for the program include building assessment and supporting instructional material frameworks based on existing curriculum analysis, building study tools, and developing support instructional materials.

TAP’s remedial education intervention is organized around six (6) inter-related and evolving components. A brief description of these components is presented below:

- I. **Diagnostic Study:** to diagnose and identify factors affecting learning achievement status and to inform the development of remedial learning interventions and policies. It will be implemented through the following steps:
 - a. Curriculum analysis to define extended learning outcomes
 - b. Developing study tools (academic testing and conditions of learning questionnaires)
 - c. Piloting, analyzing, and developing operational tools
 - d. Administering study tools
 - e. Scoring, data entry, data analysis, and reporting

The following is the sample for the data collection plan for the period February 15 to 17, 2022:

Table III. Diagnostic Study Data Collection Plan

#	Diagnostic Test	Questionnaire	
# of Schools	294	294	7 schools *42 directorates
# of School Principals	0	294	
# of Teachers	0	1,176	2 math and 2 Arabic Language teachers * 294 schools
# of Students	35,280	35,280	294 schools*3grade*2 subjects*20 students

2. **Instructional Materials Development:** encompassing different forms of teaching and learning materials (TLMs) / resources designed for face-to-face delivery methods, E-learning, a combination of in-person and virtual delivery methods, individual and group learning, and in-class and self-learning, which teachers can draw from to support classroom teaching and learning. TAP’s support materials follow two key evidence-based principles:

- Just-in-time review, whereby prerequisite skills for each lesson are woven in brief review tutorials.
- Teaching at the right level, whereby an ongoing formative assessment method is adopted along with leveled activities and tutorials to help students acquire prerequisite skills and knowledge.

Materials are being developed using Creative’s Rapid Production Model in cycles to allow for timely delivery to schools.

3. **Teacher Training and Coaching:** will follow evidence-based principles for effective professional learning, including:

- Scaffolding learning over multiple sessions throughout the school year
- Linking training to curriculum units and classroom teaching
- Building teachers ability to integrate SEL in the day-to-day instruction.

19,959 Math and Arabic Language G4-6 Teachers
220 Math and Arabic Language Supervisors

TAP will coordinate with the MoE to ensure supervisors provide online and onsite teacher support activities. A teacher coaching model will also be explored to ensure teacher observation data are captured and feed into the MoE reporting system to inform future teacher support needs. Professional learning communities, both virtual and face-to-face, are integral to the program to sustain and support the new practices.

4. **Remedial Interventions:** Informed by the diagnostic study results, TAP will support the MoE to identify pedagogical, system and policy interventions and build medium- and long-term plans to address learning loss at the country, specific geographic area, and school community levels.
5. **Monitoring, Evaluation, and Learning System:** TAP will support the MoE to develop and implement a MEL system for the remedial program that will enable MoE to use data to adopt evidence-based policies, regulations, strategies that address student learning.
6. **Outreach and Awareness Building:** TAP will work with the MOE to mobilize community and parent support, which are key to ensuring program success and sustainability.

Details on capacity building and technical assistance provided by the TAP team, international assessment experts, and subject matter experts are provided under “IR 2.4: External/surge technical support provided” below.

IR 1.2: MONITORING, EVALUATION, AND LEARNING (MEL) SYSTEMS AND EVIDENCE-BASED PLANNING AND DECISION-MAKING FUNCTIONS SUPPORTED

TAP completed its situational analysis of MoE and conducted MEL-focused dialogue sessions with counterparts. The sessions focused on gaps that hinder the generation, sharing and use of quality data across those directorates and departments fulfilling MEL functions.

The data dialogue process dedicated a session that linked the School and Directorate Development Program (SDDP), TAP's remedial program, and in-service plans from a MEL and evidence-based planning perspective. The TAP team presented the need to develop a broad MEL framework within MoE that captures and monitors progress in-line with the Education Strategic Plan (ESP) but also goes beyond the strategic plan indicators to track, record and use data generated through the SDDP particularly on school improvement.

Data flow from the school-level to the central level was a key theme discussed during the MEL session. The TAP team and MoE discussed gaps hindering timely dataflow and information management of school data generated largely from the SDDP. Strengthening dataflow systems and processes will:

- Improve coordination between supervision and accountability roles to improve the school improvement plan process and contribute to improving teacher performance and instructional competencies and on the long-term generating continuous learning to enhance teacher performance standards and in-service systems.
- Improve the central response system to actual school needs based on data from the school self-review process.

The Situational Analysis Report will present detailed findings and recommendations under MEL in addition to short-, medium- and long-term actions to address the MEL gaps.

During the reporting period, TAP initiated discussions around supporting MEL and evidence-based planning for the remedial program enabling MoE to use data to adopt evidence-based policies, regulations, strategies that address student learning.

TAP has also resumed its situational analysis of the MoY's field and central levels and continued its support to the establishment and operationalization of the M&E unit by developing job descriptions for M&E staff in line with the approved mandate. TAP is also finalizing the selection of the embedded MEL Specialist expected to start mid-January 2022.

IR 1.3: HR MANAGEMENT SYSTEMS SUPPORTED

TAP completed the data dialogue sessions with MoE counterparts addressing four (4) themes: organizational environment, human resources planning, development, and sustainability of human resources (HR), and employees' services.

During the sessions, the TAP team presented the significant steps made by the MoE in human resource development; however, key challenges remain around human resource planning systems and employee services. Therefore, the need for support emerged in the following areas:

- Supporting the implementation and completion of teacher policies and the professionalization of education by completing professional standards and the professional development curriculum for in-service teachers, updating training programs and building capacities to manage them.
- Improving systems for managing and evaluating performance and completing work on licensing policies for teachers and educational leaders, HR planning policies, and investing educational time and teacher efforts.
- Improving educational supervision systems and supporting the new supervisor roles, as well as expanding the electronic supervision system and institutionalizing the role of the assistant teacher to build and expand on the work the USAID RAMP project began.
- Developing the school organizational structure and activating the role of school development teams and the roles of senior and expert teachers as per the changes in the ranking system to allow teachers more time to teach rather than divide their time with administrative work.

The main gaps were presented to MoE leadership during the wrap-up session in December 2021. The TAP team has started planning meetings with the MoE's HR Department to prioritize needs and integrate TAP interventions in its HR operational plans. TAP will also address MoE's request for support in potential organizational re-structuring following an anticipated merge with Ministry of Higher Education in the undetermined future.

With the MoY, the TAP team provided job descriptions and functionalities in line with the approved M&E unit mandate to MoY leadership and continued its situational analysis of the MoY central and field levels.

IR 1.4: FINANCIAL & RESOURCE MANAGEMENT SYSTEMS SUPPORTED

TAP concluded its situational analysis of the MoE's financial management systems. Data dialogue sessions with MoE counterparts addressed the following topics: (a) Public Financial Management (PFM) and internal controls, (b) budget formulation and execution, and (c) procurement and inventory management systems. Following the data dialogue sessions and the wrap-up meeting with MoE leadership, the following areas emerged as priority needs:

- Align budget planning processes with indicators and activities in the ESP.
- Improve financial documentation and record management processes and systems utilizing automated solutions.
- Develop a modern system for accounting management to maintain school and directorate budgets and expenditures, as well as inventory management system for textbooks.
- Promote further decentralization through delegation of authorities supported by robust internal controls and capacity building thus ensuring utilization of resources at the school and directorate level.



Amman - December 7, 2021. Public Financial Management Data Dialogue Session

The TAP team conducted meetings with the Financial Affairs Directorate to incorporate technical assistance areas under their operational and capacity building plans of MoE.

With the MoY, TAP engaged with the Financial Affairs and Procurement Directorate as part of its situational analysis. Initial findings from the meetings and discussions included the need to improve the budget formulation processes, capacity building to the field directorates, training on the Government Financial Management Information System (GFMIS), simplification of procurement processes, and the need for additional financial/accounting staff.

IR 1.5: PUBLIC OUTREACH AND COORDINATION WITH OTHER GOJ ENTITIES SUPPORTED

During the reporting quarter, TAP worked on integrating the public outreach and communications within the situational analysis at two (2) levels: (1) internal communication practices within the MoE organizational culture, and (2) internal/external communication as a technical capacity domain.

Findings from situational analysis indicated that the MoE is currently updating its communication strategy. Internal and external communication processes are institutionalized through the Diwan and the Department of Public Relations and Media. However, there is a need to develop protocols and guidelines to organize messaging both internally and to manage external relations. There also is a need to organize informal ways of communication that are currently being used and normalized as an organizational practice. The following needs were also identified:

- Activating official communication channels both horizontally between departments and vertically between the central ministry and its field offices.
- Updating the existing communication strategy and developing communication protocols that govern messaging, communication channels and reporting.
- Activating external channels of communication to communicate and prioritize stakeholders according to their influence.
- Developing programs that contribute towards a culture of information sharing and reflection supported by necessary procedures, channels and tools to receive and analyze feedback from key stakeholder (such as employees, students and parents) that helps generate better solutions, enhance educational services, improve educational process and to create sustainable value for all stakeholders.

On the public outreach side, TAP identified the need to assist the MoE in developing, monitoring, and institutionalizing public outreach and media campaigns focusing on areas relevant to TAP’s scope as entry points. Therefore, the communications and social behavior change interventions will aim to understand public perception on key issues pertaining to the promotion of literacy, tackling remedial education, blended/online learning, and professionalization of the teaching profession. Related to this, TAP developed the TOR for the remedial communications STTA that will start in January 2022.

Result 2: Requisite quantity and quality of human resources available.

IR 2.1: GAPS IN KEY STAFF’S SKILLS, KNOWLEDGE, BEHAVIOR, AND PRACTICE IDENTIFIED

TAP understands that enhancing performance in key technical areas such as HR and finance. HR is not sufficient if those interventions stand alone and do not consider the overarching ecosystem impacting the government performance. TAP worked to fine-tune its approach to addressing behavior and organizational change within both ministries as a vital part of its methodology. The approach is centered around the following principles:

- Organizational culture and capacity strengthening focuses on systems, staff and resources together as interconnected and complementary elements.
- Parameters for organizational culture strengthening are interlinked with how MoE/MoY function at their core. To support a performance-driven and productive organization, it is important to identify the benchmarks for a healthy organizational culture and align those parameters with strategic and programmatic functions.

During the data dialogue sessions, TAP integrated organizational behavior as an embedded part of the technical discussions with MoE counterparts. Surveyed respondents in the data dialogue sessions reported that TAP situational analysis findings captured the reality of the organizational culture and prevailing practices.

The situational analysis identified key behavior change issues that have implications on programming and are linked to policy and capacity gaps. The final Situational Analysis Report will present detailed findings under

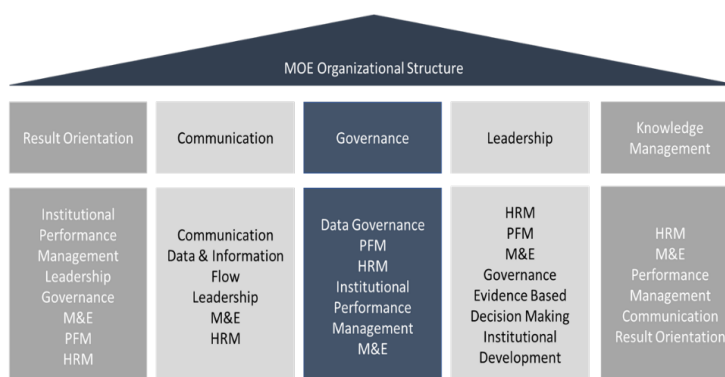


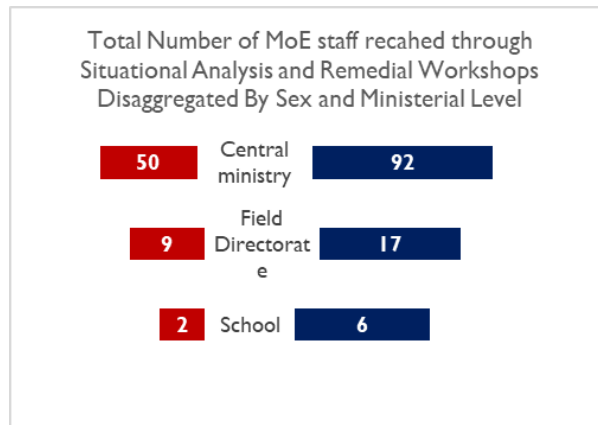
Figure II: TAP integration of its technical areas of intervention under the wider umbrella of organizational behavior and culture

five (5) organizational behavior parameters: leadership, communication, result orientation, governance and knowledge management.

IR 2.2: KEY STAFF'S TECHNICAL, HUMAN RESOURCE, AND FINANCIAL MANAGEMENT SKILLS SUPPORTED

TAP started providing support to MoE staff to enhance key technical skills by (a) supporting the remedial technical working group implementing the remedial study through STTA support and mentoring, and (b) engaging MoE counterparts in the dialogue sessions which provided a model for strategic thinking and result-based planning. The remedial workshops and mentoring conducted by TAP supported eighty-six (86) MoE staff in the following tasks:

- Contributing to building the reference framework for the remedial program.
- Writing and developing items for diagnostic instruments.
- TLM Reviewing and developing TLMs.
- Sampling, piloting, and field testing.
- Scoring test items.
- Analyzing statistics for piloted items.



The situational analysis data dialogue sessions engaged ninety (90) MoE representatives in technical discussions and provided a model for strategic thinking, priority setting, and evidence-based planning.

IR 2.3: BEHAVIOR CHANGE, AND PROGRAM MANAGEMENT SKILLS AND STAFF SUPPORTED

The situational analysis will generate findings and recommendations addressing capacity gaps and change-management processes under the key technical domains. Based on the report's findings, TAP will adapt, design and pilot professional development and leadership programs and coaching for leaders and managers. This will be closely linked to the behavior change domains as key determinants of leaders' motivation and efficiency within the ministries.

IR 2.4: EXTERNAL/SURGE TECHNICAL SUPPORT PROVIDED

During the reporting quarter, TAP onboarded the following STTAs:

- International Learning Assessment & Recovery Expert who joined the program in October 2021. Part-way through the SOW, the consultant was hired by Creative as a full-time employee under the title of Senior Technical Advisor for the Education Division under the Office of Program & Operation's Monitoring, Evaluation, Research and Learning (MERL) Office.
- Two (2) Arabic language experts to support assessment and material development
- One (1) international math expert focusing on diagnostic assessment, material development and teacher training.
- One (1) national math expert focusing on diagnostic assessment, material development and teacher training.



Amman - December 28, 2021. Pilot Diagnostic Study scoring session

Table V. Short-and Long-Term Technical Assistance (STTA) and Consultants

Short-and Long-Term Technical Assistance (STTA) and Consultants					
1	Al Ajarmeh	Ahmad	Arabic Consultant	October 03, 2021	
2	Al Razooq	Hedaya	Arabic Consultant	October 31, 2021	
3	Abu Rukab	Jehad	Math Consultant	December 12,2021	
4	Assaf	Said	Math Expert	November 21, 2021	
5	Vukmirovic	Zarko	International Assessment Expert	November 12- 23, 2021	
6	Hirsch-Ayari	Susan	Project Director – Home Office	November 12-25, 2021	
7	Lent	Thomas	TRG Consultant	December 10- 23, 2021	

Based on the situational analysis findings and the consultation efforts, TAP will identify technical capacity gaps and the need for provision of external/surge technical support within MoE and MoY in implementing education and youth reforms. These efforts are integrated with policy reform and strengthening systems that help empower individuals. TAP began the planning process for recruiting and deploying STTAs and embedded long-term support into ministerial technical units. The embedded/surge technical support will be provided throughout the life of the activity on an as-needed basis.

Result 3: Requisite material and financial resources for effective education and youth programs

TAP worked on the diagnostic study design and piloting to inform the design of a three-year blended / hybrid modality for an education recovery intervention for grades 4 – 11. TAP provided technical assistance for the development and procurement of materials needed to support effective remedial education.

TAP procured 300 tablets for use by MoE supervisors for remedial coaching. Additionally, the TAP team and subject matter experts supported relevant MOE counterparts in the development of the following remedial instructional materials:

- Student Booklets for Arabic and math grades 4-6 (cycle I)
- Teacher Booklets for Arabic and math grades 4-6 (cycle I)
- Supervisor Guides for remedial coaching in math and Arabic grades 4-6 (cycle I)

The below table lists estimated quantities for remedial material production for grades 4-6 Arabic and math (cycle I) MOE will print next quarter under the USAID / CRA funding mechanism:

Table V. Estimated Quantities for the Remedial Material Production

Grade	# of Student's Booklets (Math)	# of Student's Booklets (Arabic)	# of Teacher's Booklets (Math)	# of Teacher's Booklets (Arabic Language)	# of Supervisor's Guides (Math)	# of Supervisor's Guides (Arabic)
4	155,000	155,000	5,000	5,000	59	116
5	163,000	163,000	5,000	5,000	0	0
6	159,000	159,000	5,000	5,000	0	0
Total	477,000	477,000	15,000	15,000	59	116

III. PLANNED ACTIVITIES FOR NEXT QUARTER

- Finalize the Situational Analysis Report, ensuring endorsement of findings by MoE by integrating TAP priorities within managing directorate operational plans.
- Present situational analysis findings to MoY leadership and plan data dialogues. Simultaneously, TAP will embed the M&E specialist in MoY's M&E unit.
- Conduct the diagnostic study for grades 4-6 in Arabic Language and Math and prepare for conducting a similar study for grades 7-11.
- Continue developing remedial instructional materials for grades 4-6, and train supervisors and teachers on remedial instruction.
- Conduct consultations and studies on grades 4-11 English and Science learning strategies.
- Continue consultations with MoE and World Bank around teacher in-service to build TAP intervention matrix in light of Situational Analysis recommendations.
- In line with TAP's research agenda, TAP will start designing a study (Employee Engagement/Organizational Wellness) that will be administered at baseline, midline and endline to monitor organizational behavior changes.
- Finalize TAP MEL plan and indicators.

IV. ACCRUED EXPENDITURES

JTAP's accrued expenditures are provided in the table below. For a more detailed look at JTAP's financial expenditures, please refer to Annex B. JTAP FY22 Q1 Quarterly Financial Report.

USAID TAP – FY22 Q1 ACCRUED EXPENDITURES			
Total expenditures from inception until December 31,2021	\$1,050,148.26		
Total expenditures for quarter	Oct-21	Nov-21	Dec-21
	\$256,890.31	\$396,408.36	\$396,849.60
Total obligations (to-date)	\$7,994,000		
Last payment amount	\$1,704,013.26		
Pipeline (any funds that are obligated for activity but not spent or accrued)	\$5,893,137		
Monthly burn rate (FY22 Q1 – Oct-Dec'21)	\$350,049		
Remaining Months of pipeline	53		

V. ANNEXES

Annexes to this Quarterly Report can be found in the attached .ZIP file, for consideration.

- Workplan Tracker
- Quarterly Financial Report (QFR)
- Minutes of Meeting (MOM) (in Arabic)
- FY22 Q1 Trip Reports