



USAID | **JORDAN**
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USAID/ Technical Assistance Program (TAP)

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Quarterly Progress Report

Period: January 1 to March 31, 2022



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
DCU	Development Coordination Unit
DEEP	Data Evidence for education programming
ERM	Enterprise Risk Management
ESP	Education Strategic Plan
ESMP	Enhancing School Management and Planning
ETC	Education Training Center
GFMIS	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
NCCD	National Center for Curriculum Development
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
ToT	Training of Trainers
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 January to March 2022.

The TAP Activity Monitoring, Evaluation and Learning (MEL) plan and the performance indicators were approved by USAID on April 9. TAP has begun tracking progress against the indicators in line with the technical interventions implemented during the reporting quarter. This Quarterly Report includes the Indicator Tracking Table in line with the approved indicator list.

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

At the programmatic level, TAP conducted a three-day annual work planning and staff retreat in February to identify synergies between program areas and identified Year 2 key tasks, activities, deliverables, and the corresponding Level of Effort (LoE) under each IR. Subsequently, the Year 2 Annual Work Plan (AWP) was submitted to USAID on March 17, to present TAP’s expected efforts under key areas for the Ministry of Education (MoE) and the Ministry of Youth (MoY):

Ministry of Education:

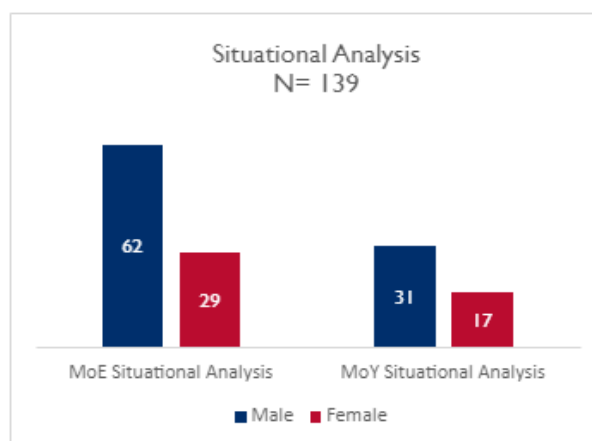
- a. Remedial Program
- b. In-service Professional Development
- c. Institutional Development Program - MoE

Ministry of Youth:

- a. Youth Leadership Capacity Building Program
- b. Decision Support Systems Enhancement
- c. Quality Management System Strengthening Program

TAP also embarked on conceptualizing the **key policy reform and system strengthening areas** to be addressed through its support, including instructional time, national strategies for teaching science and English language, HR planning, spending on education, data-driven decisions and MEL systems, and professional licenses for teachers and educational leaders. TAP also began planning the launch of a **policy dialogue series** that will be closely linked to the research agenda, beginning with the theme of learning loss and remedial interventions.

During the reporting quarter, TAP finalized the identification of GoJ management systems, policy, capacity, and resource needs in line with its situational analysis and **submitted the analysis to the MoE and MoY along with a five-year intervention matrix**. With both ministries, the findings and proposed priorities were discussed and endorsed during meetings with the ministries’ leadership.



With respect to institutional development programs with the MoE, TAP began **planning technical assistance interventions with the relevant departments in MEL, HR and Finance in line with the five-year priority matrix**. Key highlights include designing and delivering the first part of the e-content training for MoE's Curriculum Department, engaging with Education Training Center (ETC) and the Early Grade Reading and Math Project (RAMP) to build the automated supervision systems, and planning the capacity development efforts around budgeting, finance and procurement bylaws, and the Government Inventory Management & Control System (GIMCS).

With the **Ministry of Youth**, TAP presented the five-year intervention matrix to MoY leadership on March 17. TAP continued its support to the MoY to establish and operationalize the Monitoring and Evaluation (M&E) Unit. The Unit's mandate and job descriptions were officially endorsed in March by the planning committee chaired by the Minister of Youth. Based on this, TAP conducted an introductory workshop with MoY to present the M&E Unit's mandate, role, and structure. TAP also supported the Unit in developing its operational plan.

With respect to the **remedial program**, the diagnostic study for grades 4-6 in Arabic language and mathematics was conducted. Supported by TAP team and consultants, MoE conducted the assessor training to prepare MoE supervisors to administer the study in a sample of 294 schools reaching 17,640 students. MoE teams continue to conduct data entry and item scoring for the study results in preparation for the data analysis and benchmarking exercise that will be led by TAP's international learning assessment expert in May 2022.

TAP conducted core team training for the Remedial Technical Working Group and trained 188 MoE supervisors representing all 42 field directorates. Trainings focused on the remedial program implementation and the utilization of the teaching and learning materials (TLMs). With respect to teaching and learning materials (TLM), the materials for the first cycle (teacher guides and students' booklets for Arabic and math, grades 4-6) were printed through USAID's Cost Reimbursement Agreement (CRA).

Concurrently, TAP, in preparation for the grades 7-11 diagnostic study, organized item writing workshops for MoE teams in preparation for piloting the study with a sub-sample of schools during April 2022.

IMPLEMENTATION CHALLENGES AND PROPOSED CORRECTIVE ACTIONS

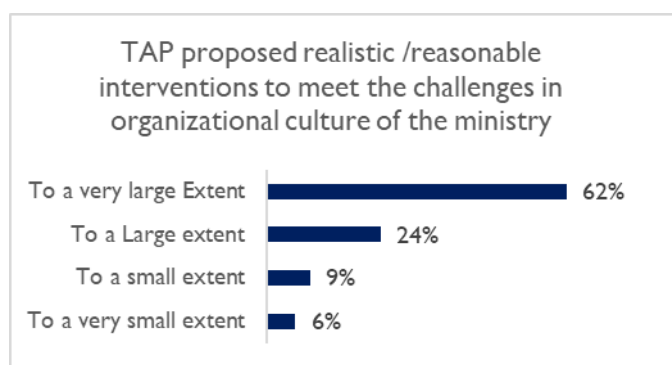
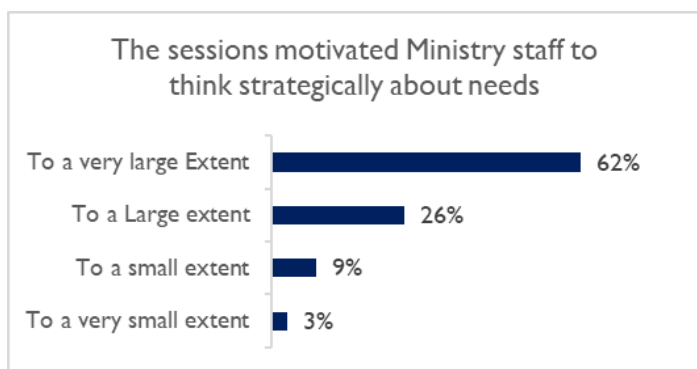
- In January, TAP's work with ministries was slightly interrupted due to poor weather conditions, which suspended and/or delayed the start of the working hours per GOJ decree. Additionally, a spike in COVID-19 case numbers in Jordan impacted the in-person workshops' schedule particularly during the international learning assessment expert's trip to Jordan. However, he continued his remote support to the Remedial Technical Working Group to finalize the construction of operational test forms for the diagnostic study.
- TAP continues to follow up with MoE to address remedial budget limitations that have affected timely implementation of key program tasks (mainly the teacher training) due to a lack of staff incentives for the teams supporting the training, diagnostic study and TLM development. TAP is reviewing the remedial budget with DCU and the relevant managing directorates to find sustainable solutions for this issue.
- Delays in delivering TLMs to schools due to communication and logistical challenges within MoE. TAP continued to follow-up with MoE's Supplies Directorate to ensure TLMs delivered to field directorates warehouses reach schools to start the remedial instruction at the classroom level. TAP also worked with MoE counterparts to upload the Cycle I materials on the MoE portal to ensure access to resources at the field level.

II. ACTIVITY IMPLEMENTATION - CORE PROGRAM ACTIVITIES

Result 1: GOJ management systems and policies in the education and youth sectors strengthened.

IR 1.1: GOJ SYSTEM STRENGTHENING, AND POLICY REFORM NEEDS IDENTIFIED

TAP completed its situational analysis with the MoY during the reporting quarter. TAP completed data dialogue sessions under five themes (a) public financial management, (b) monitoring, evaluation, and learning, (c) human resources, (d) organizational culture and (e) youth programming.



MoY staff surveyed after the sessions reported high levels of satisfaction with the content of the session, and the majority expressed that the findings and issues presented reflected the reality within the ministry.

As a result, the situational analysis report for MoY was finalized, and a presentation to MoY leadership was conducted during March.

The M&E unit mandate and job descriptions were formally approved in March, and consequently, TAP worked closely through the M&E embedded staff to follow up on the recruitment of the M&E unit staff. During the reporting period, two (2) MoY staff members have joined the M&E Unit, and a letter was drafted by the head of the M&E Unit to complete recruitment for two more positions, researcher, and information management specialist, through the Civil Service Bureau (CSB).

For the MoE, TAP called for a teaching and learning technical working group meeting on March 27 to discuss progress to date and address challenges. TAP seeks to embed this meeting as a good practice to ensure coordination and communication are institutionalized within MoE.



MoE Offices, Amman, Jordan - March 27, 2022:
Teaching and Learning Work Group meeting

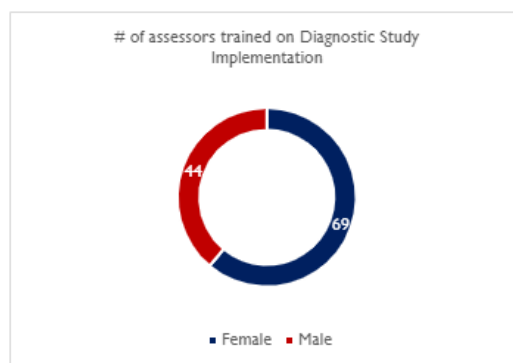
TAP also engaged the MoE's ETC and USAID's RAMP in discussions around the supervision automated system. TAP will finance the electronic supervision management system and will collaborate with RAMP and the MoE on designing the TORs and specifications for the system. To identify needs precisely, TAP conducted a one-day session with ETC and RAMP to present the existing system and supervision tools in addition to highlighting limitations of the system functions. TAP will continue developing the TOR in close coordination with RAMP throughout the next quarter.

In line with TAP priority areas stipulated in TAP statement of work, TAP began consultations around supporting English language instruction. TAP met with NCCD, RAMP, and the MoE Curriculum Department to discuss TAP’s support beginning with an English language acquisition study. Efforts will be closely planned with RAMP to ensure alignment with the literacy strategy. The study will also look at the relevant teacher competencies, standards, in-service and pre-service requirements needed to support English language teaching and learning in Jordanian schools. To support the study, TAP has recruited an international multilingual education expert who will lead the study design and implementation.

TECHNICAL ASSISTANCE PLAN FOR REMEDIAL EDUCATION

TAP’s remedial education intervention is organized around six (6) inter-related and evolving components. An update is provided per program component below:

1. **Diagnostic Study:** The diagnostic study for grades 4-6 was concluded in March. TAP trained a core team who trained assessors (a total of 133 attended the full training) to administer the survey in schools. TAP organized data entry and item scoring processes with MoE teams. TAP is preparing for the data analysis and benchmarking exercise that will be conducted mid-May led by the international learning assessment expert for grades 7-11, TAP provided technical assistance in organizing and facilitating a two-week item writing and questionnaire development workshop. The pilot study for grades 7-11 will be conducted at the end of April.



The analysis process will entail:

- Setting Performance Levels (SPL): a procedure for conceptualizing performance levels to be used for evaluation of learning outcomes
- Setting Cut Scores (SCS): a procedure for establishing cut scores¹ on operational tests to be used for classification of student learning achievement into predefined levels.

Table III. Summary of Diagnostic Study Data Collection

Sample	Actual G 4-6		Target G7-11	
	Diagnostic Test	Questionnaire	Diagnostic Test	Questionnaire
# of Schools	294	294	294	294
# of School Principals	0	294	0	294
# of Teachers	0	1,176	0	2,352
Unique # of Students	17, 640		29,000	

2. **Instructional Materials Development:** Materials are being developed in cycles using Creative’s Rapid Production Model to allow for timely delivery to schools and printed through USAID’s CRA. More under 3.1

¹ Cut scores are **selected points on the score scale of a test**. The points are used to determine whether a particular test score is sufficient for some purpose. For example, student performance on a test may be classified into one of several categories such as basic, proficient, or advanced on the basis of cut scores. https://www.ets.org/Media/Research/pdf/Cut_Scores_Primer.pdf

3. Teacher Training and Coaching: TAP trained a core team who trained 188 math and Arabic language supervisors on remedial instruction and utilizing TLMs. Supervisors trained 25,000 Arabic and math teachers across the Kingdom. The training was conducted in-person at the directorate level and was continued through online sessions via the teacher portal. Training of Trainer (ToT) followed 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
- Developing teachers' ability to integrate SEL in the day-to-day instruction.

25,000 Math and Arabic Language G4-6 Teachers per ETC estimates
188 Math and Arabic Language Supervisors (121 male and 67 female)

Annex A for the supervisor Training of Trainers (ToT) quality control assessment findings.

4. Remedial Interventions: TAP began preparing for the data analysis and benchmarking exercise which will inform a learning recovery program development, drawing evidence from the study findings and utilizing international best practices. Dialogue series will be conducted in the coming two quarters to share information, strategies, and innovative ideas to address student learning loss. The anticipated learning recovery program will 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 began the process of developing 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. The first draft of the logic frame was developed discussed internally. (see textbox for the key features of the MEL framework)

Key Features of the Remedial MEL Framework

- ✓ Aligns with the Education Strategic Plan (ESP) strategic objectives, outcomes, and outputs.
- ✓ Offers the space to have all remedial related activities included for proper organization of efforts on the part of the MoE across different partners.
- ✓ Comprehensive and allows for mapping of the TAP indicators as well as ESP indicators
- ✓ Identifies any gaps or mismatch in indicators that will lead to recommendations on revisions to existing indicators' definitions
- ✓ Ensures all activities and results are monitored, measured, and reported effectively.

6. Outreach and Awareness Building: TAP will work with the MoE to mobilize community and parent support; key to program success and sustainability. To that end, TAP began planning the remedial outreach and communications campaign. Details are included under 1.5

Details on capacity development 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.

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

With MoE, TAP began working with ETC to identify needs for the supervision automated system. During the reporting quarter, TAP conducted a one-day workshop with ETC, RAMP, and the Queen Rania Center for Information Technology to discuss data needs and automation requirements for the system. TAP also coordinated with RAMP on the development of a comprehensive TOR and system analysis to support the process of developing and procuring the system which will be financed by TAP.

TAP plans to expand and scale up the functions of the supervision system to be **a tool to support education quality** and evidence-based decision making for ETC, and for Examination, Accountability, and

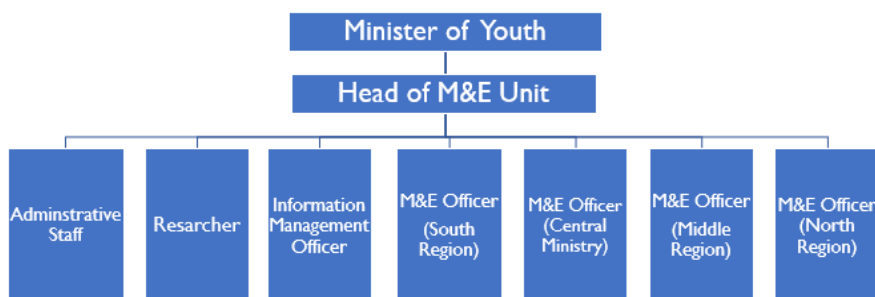
SDDP. Eventually, the system will generate data instrumental to improving in-service programs for teachers and supervisors.

The system will support MoE supervisors in their daily work and provide timely data on supervisors' plans, school visits, support plans to teachers and ultimately provide information to ETC that will feed into supervisors' performance assessment. The system will also be linked to the SDDP, through automating school improvement plans and indicators. Additionally, the system will facilitate the observation of remedial instruction through embedding a classroom observation tool that will address pedagogy as well as classroom management and lesson preparation.

With the MoY and following the presentation of TAP's five-year intervention matrix to MoY leadership, TAP continued its support for the establishment and operationalization of the M&E Unit. The Unit's mandate and job descriptions were officially endorsed in March by the planning committee chaired by the Minister of Youth. Key updates for this reporting period included:

- Conducting an introductory workshop with the MoY to present the M&E Unit's mandate, role, and structure. Outlined in graph below. Workshop report is included in annex B.
- Supporting the Unit in developing its operational plan.
- Working on updating the youth centers digital map.
- Recruiting for the M&E unit internally from the MoY and through the CSB.
- Supporting the MoY IT department to build a dashboard that will track youth centers' progress against their operational plans.

Organizational Structure of MoY M&E Unit



IR 1.3: HR MANAGEMENT SYSTEMS SUPPORTED

The MoE situational analysis recommended removing overlaps between the three departments overseeing training, establishing systems for managing professional development programs and licensing teachers and leaders, and establishing links between individual performance evaluation, teacher standards, training programs, job descriptions, strategic performance indicators, and the School Directorate Development Program (SDDP). Therefore, TAP's HR management system support in the reporting period focused on drafting and discussing the in-service action plan with ETC, which will be supported by an in-service embedded staff (details under 2.4) in addition to update the training packages through Cost Reimbursement Agreement (CRA) support. With the Managing Directorate of Strategic Planning, TAP supported the directorate to

review and update the job descriptions for the newly established institutional development unit, as well as to finalize the TOR for a QMS reengineering firm to implement the updated version of the quality management system (QMS).

TAP supported Curriculum and ETC departments to identify the needs around e-content development through a series of consultation meetings. As a result, TAP developed a detailed TOR for this capacity development effort and identified key participants for the e-content training. More details under 2.2



Amman, Jordan - March 29, 2022: During E-Content Development Training

In line with the situational analysis findings and the MoE's expressed needs, TAP prepared for redesigning the MoE's organogram through identifying international restructuring experts to support in this regard.

With MoY, TAP provided support to revise job descriptions for internal control, IDD, HR, Finance and Communications departments. TAP is also planning a training workshop on development of competency-based job descriptions for the MoY at both the central and field level.

IR 1.4: FINANCIAL & RESOURCE MANAGEMENT SYSTEMS SUPPORTED

TAP began planning implementation of the technical assistance to MoE public financial management (PFM) by selecting expert PFM trainers and the newly hired PFM specialist. TAP team will work at two levels: (a) review and development of financial procedures, and (b) coaching and mentoring for ministry staff.

During the reporting quarter, TAP coordinated the formation of a PFM working group with members from MoE, Ministry of Finance, the General Budget Department and USAID IPs including Public Financial Management and Administration (PFMA). The group will develop and implement an action plan to enhance the MoE Fiscal Year 2023 budget formulation processes and strengthen results-oriented budgeting approaches (ROB). Similar group and activities will be implemented with MoY.

Additionally TAP identified key capacity development needs including budgeting, financial bylaw, procurement, GIMCS and GFMIS. Preparation for the budgeting training has started for the workshops to be conducted in May 2022.

The Government Financial Management Information System (GFMIS) was one of the main areas that TAP identified as an area of potential intervention during the situational analysis of the MoE and MoY. Recommendations were highlighted to include capacity development, SOPs, review of roles, and needed resources. TAP is coordinating this activity with USAID's PFMA which indicated that such support should be provided only by the MoF/GFMIS Directorate. Therefore, this activity will be "on-hold" until further discussion with the PFMA.

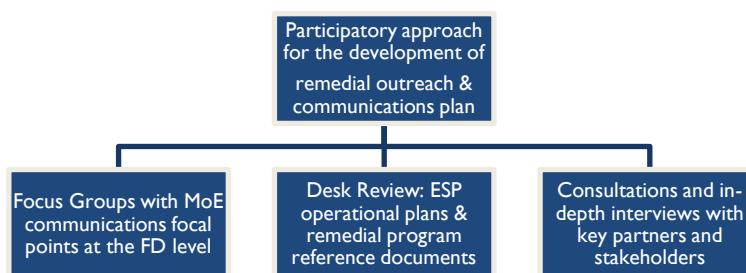
MoE made several staff transfers in different directorates including financial affairs and procurement. This includes the Head of Textbooks Procurement and the Head of Accounts. The team met with the new Head of Accounts to discuss the situation analysis findings and planned activities.

TAP has assessed the implementation of proper Enterprise Risk Management (ERM) at the MoE and MoY. However, it was noted that such concept is not implemented yet at either ministry. As part of TAP's interventions in institutional development, ERM will be highlighted and integrated when implementing HR, Finance, M&E and process-reengineering activities. In addition, the MoE is coordinating support in this area with the UNESCO.

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

During the reporting month, TAP began planning interventions to support the remedial program’s communication and outreach efforts by focusing on planning and implementing a remedial education campaign. The draft communications plan was developed soliciting feedback from MoE counterparts at field and central levels. TAP short-term technical assistance (STTA) consultant engaged with communications focal points from 39 directorates in focus group discussions to obtain feedback and discuss priorities. TAP shared the communication plan for the remedial program campaign with USAID COR on March 31 to obtain feedback and input. In the next quarter, TAP will schedule a meeting with the MoE Secretary General to obtain buy-in on the campaign focus and messages.

On the institutional development side, TAP drafted roles and responsibilities for field directorates communication focal points and shared with the MoE for approval.



IR 1.6: INTEGRATION OF BEST PRACTICES SUPPORTED

During the reporting quarter, TAP coordinated with stakeholders on the English Language study in line with the research agenda through recruiting an international multilingual education expert and conducting the consultations with MoE and National Center for Curriculum Development (NCCD). TAP will continue consultations with PRESTIJ, RAMP and the British Council to inform the design of the study inception report.

TAP also planned for policy dialogues using data from the diagnostic study to support policy deliberations around the instruction of Arabic language and math. During the coming quarter, TAP will conduct planning meetings with national and international consultants to discuss:

- Data analysis and dissemination of findings in preparation for scheduled trips to Jordan during May.
- The process of engaging the MoE counterparts in interpreting findings.
- The need to obtain more information specific to Jordan, through conducting a mapping exercise on relevant research and best practices.

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

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

In Year I, TAP conducted a situational analysis for MoE and MoY using a participatory approach (consultation visits, focus group sessions and dialogue workshops) with leadership, managers and staff of relevant operating units at the central and field level. Collective brainstorming with Ministry counterparts allowed TAP to engage counterparts in a meaningful process of capacity needs assessment that resulted in the identification of gaps in staff skills, knowledge and behaviors. Despite completing the situational analysis for YI, TAP will continue to identify and address needs on rolling basis in line with its guiding principle of responsiveness and flexibility. Capacity development is a dynamic process that will evolve and expand throughout the implementation of TAP intervention matrix.



TAP Team in YII Annual Workplan Retreat- February 2022

IR 2.2: KEY STAFF'S TECHNICAL, HUMAN RESOURCE, AND FINANCIAL MANAGEMENT SKILLS SUPPORTED ²

TAP continued support to MoE staff to enhance key technical skills by (a) providing STTA support and mentoring to the remedial technical working group implementing the remedial program interventions, and (b) offering e-content training for ETC and the Curriculum Department.

The series of remedial workshops and STTA support covered the following areas:

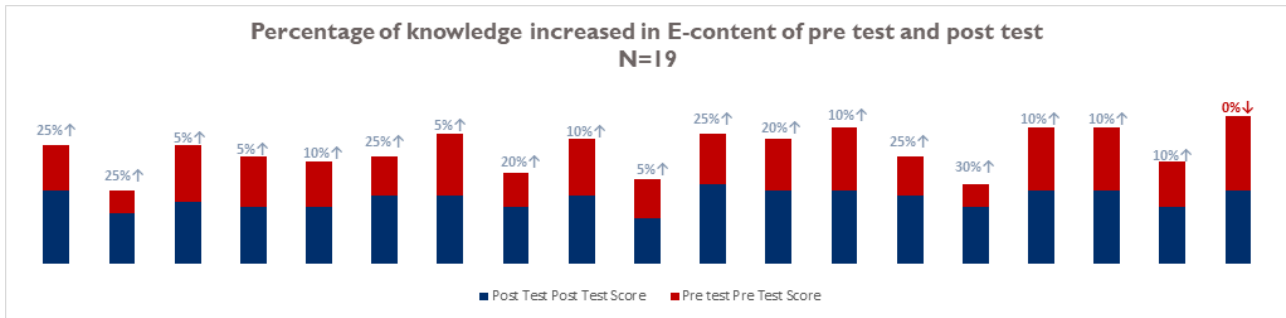
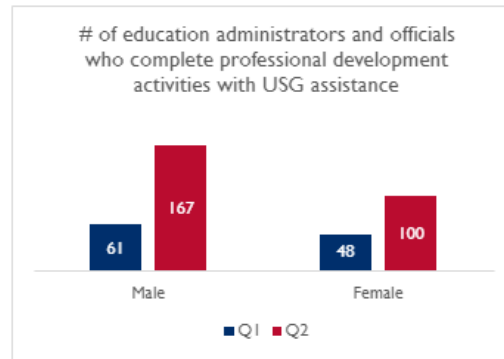
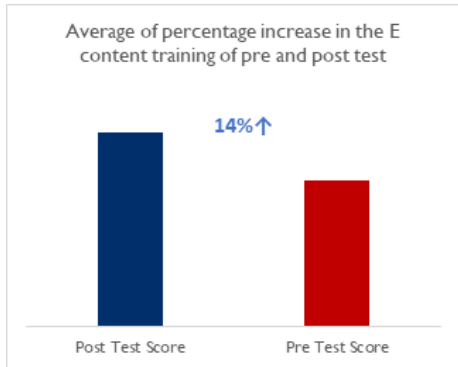
- **Grade 4-6 diagnostic study:** data analysis for grades 4-6 including item scoring and questionnaire data entry
- **Grades 7-11 diagnostic study:** item writing and questionnaire development workshops
- **TLM development** workshops and STTA support
- **Teacher training and coaching** through training of core teams and supervisors who then trained math and Arabic language teachers

During the reporting period, per MoE/ETC estimates, TAP delivered ToT to 188 supervisors who trained 25,000 ³teachers on utilizing TLMs for remedial instruction. Additionally, MoE teachers were part of the groups receiving technical assistance support from TAP STTAs and consultants on the diagnostic study, and teaching and learning material development. Seventy-three (73) teachers received technical assistance in Quarters 1 & 2 (18 male, 55 female).

The e-content training was delivered in two cycles for representatives from the MoE Curriculum Department and ETC. This is an ongoing capacity-development activity to help the remedial program meet its objectives by: adapting remedial material online, developing online training for teachers, and producing educational videos to support online instructional materials and online teacher training. The graph below shows the levels of improvement in participant's knowledge as a result of the pre- and post-tests administered during the training.

² Numbers are unique and incremental: participant who attended in Q1 are not repeated in Q2

³ TAP obtained data from Open EMIS, and the number of Arabic and Math teachers is 19,959. However, ETC reports that 25,000 Arabic and Math Teachers were trained by TAP-trained supervisors.



For the MoY , TAP engaged 48 (31 male and 17 female) counterparts in the dialogue sessions which provided a model for strategic thinking and result-based planning.

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

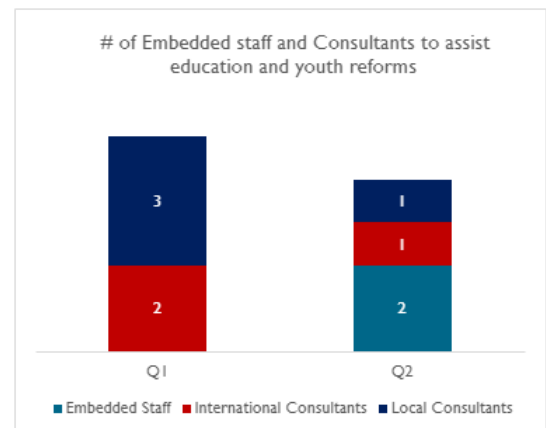
The situational analysis of both Ministries revealed a range of strengths, needs, pain points and priorities to address in Year II and beyond. A blend of aligned principles and practices, TAP’s approach will guide project activities on these priorities leading to meaningful outcomes and the intended results behavior change domains as key determinants of leaders’ motivation and efficiency within the ministries.

TAP began planning the behavior change study in line with the research agenda. This effort will generate baseline data for TAP’s MEL plan indicator # 2.3.1 *Percent change in GoJ staff behaviors utilizing adjusted programmatic and management practices.*

IR 2.4: EXTERNAL/SURGE TECHNICAL SUPPORT PROVIDED

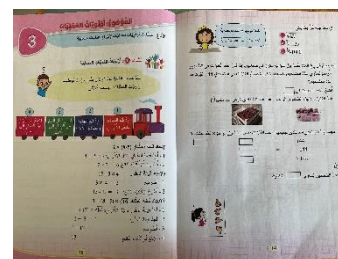
During the reporting quarter, TAP onboarded the following STTAs:

- Ahmad Abu Ameereh: Embedded MoY M&E Specialist
- Hedaya Al-Razooq: Arabic Subject Area Advisor
- Agatha van Ginkel: Multilingual Education Consultant
- Yusour Hassan: Media & Communications Expert Consultant



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

TAP provided technical assistance for the development and procurement of materials needed to support effective remedial education. During the reporting period, the project completed the development of grades 4-6 TLMs (12 titles). The first two cycles were printed, and the third cycle is in its final stages.



Delivering materials to schools faced some challenges due to logistical and internal communication issues within MoE. Therefore, TAP is establishing mechanisms to ensure tracking of TLMs from MoE warehouses to classrooms in two stages:

- **Immediate/short-term:** Following-up with MoE Supplies Department and ETC on the status of TLM distribution. TAP is coordinating with ETC on an immediate mechanism to track TLM status through the development of school-level tracker that will be completed by MoE supervisors during their regular supervision school visits. The first report will be shared with TAP by end of May. To-date the reported numbers indicate that 561,082 copies were delivered to MoE field directorate warehouses.
- **Long-term:** TAP will work with MoE to build an automated a TLM tracking system that will be used to monitor status and ensure timely delivery of teaching and learning materials to students.

Status of Remedial TLM development and distribution

TLM Cycle	Status				
	Developed	Printed	Delivered to MoE warehouses	Delivered to FD warehouses	Distributed to schools
Grades 4-6 Cycle I	√	√	√	√	TBC Data from MoE not compiled/available
Grades 4-6 Cycle II	√	√	√	In progress	
Grades 4-6 Cycle III	√	√ ⁴	x	x	
Supervisor Training Manual	√	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Grades 7-11	To start mid-May	x	x	x	x

Additionally, the following equipment was procured and now awaiting MOE concurrence so TAP can hand them over:

- Eight (8) laptops
- Three hundred (300) tablets

⁴ MoE and TAP are working on a “first in first out” approach to ensure timely delivery of TLMs. Grades 4-6 Cycle III printing is on track per the due date of April 20. The Math teacher guide which is ready for printing

III. PLANNED ACTIVITIES FOR NEXT QUARTER

- Continue diagnostic study grades 4-6 data analysis, and start interpretation of findings, benchmarking and targeting exercise for student learning outcomes.
- Pilot grades 7-11 diagnostic study in April
- Continue TLM development for grades 4-6 and 7-11 first school semester.
- Design the behavioral change study
- Continue planning the policy dialogue and deliberation process with national and international consultants.
- Finalize TOR for the Supervision Automated System in close coordination with ETC and RAMP.
- Finalize the MEL framework for the remedial program and start discussing the framework with key MoE counterparts to agree on the indicators, responsibilities, and timelines towards instituting a learning process.
- Deliver the PFM training, the job description training, and continue the e-content training series.
- Embed the following staff:

#	Title	Relevant Ministry and Department
1	M&E specialist	Strategic Planning Directorate/MoE
2	Coordinator	DCU/MoE
3	Learning assessment specialist	Examination Department/MoE
#	Title	Relevant Ministry and Department
4	Three (3) technical officers (North, South Central)	Field Directorates in Amman, Irbid and Al Karak
5	In-service & CPD Senior Specialist	MoE/ETC
6	Public Financial Management specialist	MoE/MoY

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 Q2 Quarterly Financial Report.

USAID TAP – FY22 Q1 ACCRUED EXPENDITURES			
Total expenditures from inception until March 31, 2022	\$3,331,731.95		
Total expenditures for quarter	Jan-22	Feb-22	Mar-22
	\$422,565.07	\$342,363.94	\$396,559.33
NICRA rate adjustment invoiced	\$69,380.75		
Total obligations (to-date)	\$7,994,000		
Last payment amount	\$2,865,792		
Pipeline (any funds that are obligated for activity but not spent or accrued)	\$4,662,268		
Monthly burn rate (FY22 Q2 – Jan-March 22)	\$387,163		
Remaining Months of pipeline	50		

#	Indicator	Unit of Measure	Reporting Frequency	Data Source & Collection Method	Baseline	FY22	Actuals		LOA Target	Comments
						Target	Q1	Q2		
ACTIVITY GOAL: Transform the organizational culture and technical and institutional capacity within the Government of Jordan (GoJ) to successfully implement education and youth reforms supported by direct USAID investment, by providing complementary technical assistance to relevant stakeholders.										
1	% of USG-assisted organizations with improved performance [IM-level] (CBLD-9) (3.1.2.b)	%	Annual	Quantified Situational Analysis metric	TBD	60% (3 out of 5)	NA	60%	100% (5 out of 5)	In line with CBLD-9 Targeting sheet, answering : <ol style="list-style-type: none"> 1) Was input obtained from the supported organization and/or any other relevant stakeholders to define desired performance improvement priorities? 2) (2) Were performance gaps analyzed and assessed? 3) (3) Were performance improvement solutions selected and implemented? 4) (4) Was the performance area monitored and measured using a performance metric or tool? Not Yet 5) Has the organization's performance improved, as measured by the chosen performance metric or tool? Not yet
2	# of public and private schools receiving USG assistance (ES.1-50)	#	Annual	MoE open EMIS/ Remedial Program MEL reports	0	4-6: 2517 7-11: 515	NA	To be reported in Q3	3,032 (80% from 3,830)	<ul style="list-style-type: none"> • Target estimated as 80% of total schools. • Total # of schools is from Open EMIS sources • TAP is establishing a tracking mechanism to ensure schools were reached with remedial TLMs and instruction
3	Ind- GL 03 Percentage of primary and secondary school students achieving targeted proficiency level on MoE-administered diagnostic national assessment in Math and Arabic grades 4-11 with USG assistance	%	TBD. Based on assessment plan: baselined-midline-end line.	MoE Examination Dept. Records	NA	TBD	NA	NA	TBD	For G 4-6 will be determined with MoE based on the analysis of diagnostic study data, benchmarking and target setting exercise
R 1: GoJ management systems and policies in the education and youth sectors strengthened										

#	Indicator	Unit of Measure	Reporting Frequency	Data Source & Collection Method	Baseline	FY22	Actuals		LOA Target	Comments
						Target	Q1	Q2		
1.2	System strengthened: policy reform	Binary yes/no; narrative explanation if yes	Annual	TAP policy matrix/ TAP Situational Analysis	0	YES	NA	NA	YES	
IRI.1: GoJ system strengthening, and policy reform needs identified										
1.1.1	GoJ's systems, capacity building, material and financial resources needs are identified and aligned with education and youth programs priorities	#	Annual	Situational Analysis Report	0	YES	NA	YES	YES	
IR 1.2: MEL systems and evidence-based planning and decision-making functions supported										
1.2.1	Data systems strengthened (MoE, MoY)	Binary yes/no; narrative explanation if yes	Annual	TAP Records, workplan tracker, intervention matrix.	0	Yes	NA	NA	Yes	
1.3.1	Number of Field Directorates that have designed and implemented differentiated coaching plans (4.2.3.2.b)	#	Quarterly	MoE records, Supervision Automated System	0	NA*	NA	NA	40	TAP will propose incremental targets to reach 40 directorates. Will be reported in FY23
IR 1.4: Financial and resource management systems supported										
1.4.1	% of field directorates and schools that have developed financial and programmatic planning documents addressing identified reform priorities (field level) (4.2.3.3.a)	%	Annual	Supervision Units in field directorates, Supervision database	NA	NA*	NA	NA	TBD	TAP will propose incremental targets to reach 40 directorates. Will be reported in FY23

#	Indicator	Unit of Measure	Reporting Frequency	Data Source & Collection Method	Baseline	FY22	Actuals		LOA Target	Comments
						Target	Q1	Q2		
1.5.1	% Improvement in public awareness of ministries' priorities/efforts	%	YR2, YR 4	Public Perception Survey	TBD	NA	NA	NA	TBD	
IR 1.6: Integration of best practices supported										
Measured through 1.2, 1.2.1, 2.3.1										
R 2: Requisite quantity and quality of human resources available										
2.1	% of USG-assisted organizations' staff with improved capacity	%	Quarterly	TAP pre/post Tests, training evaluation, and mentoring reports	0	60%	NA	NA	TBD	
IR 2.2: Key staff's technical, human resource, and financial management skills supported										
2.2.1	# of education administrators and officials who complete professional development activities with USG assistance (ES 1-12) (4.2.2.2.d)	#	Quarterly	TAP attendance sheets/ training reports / MoE records	0	737	109 61 Male 48 Female	267 167 Male 100 Female	8,000	Capacity development for MoE staff will be estimated based on: -G4-11 remedial Arabic and mathematics interventions implemented through SDDP (total of 8,000 individuals) in FY23 -Central ministry staff (1215) and field directorate staff (3701)* per MoE HR records. Capacity needs assessment shows that around 15% of central and directorate level staff will be receiving capacity development interventions
2.2.2	# of primary or secondary educators who complete professional development activities with USG assistance (ES.1-6) (4.2.2.2.c)	#	Quarterly	Training Registers MoE Teacher Portal Count of I educators who attended at least 80% of the Standards training. Completion criteria based on assignments will be developed	0	NA	41 Male: 7 Female: 34 Through diagnostic study	32 Male: 11 Female: 21 Through diagnostic study	68,672 (80% total teachers all specializations)	Training on Teacher standards: 85, 841 starting FY 23 through teacher portal: 1- Awareness on Standards for teachers and officials 2- Training on building teacher portfolio against standards Actuals will be achieved on rolling basis.

#	Indicator	Unit of Measure	Reporting Frequency	Data Source & Collection Method	Baseline	FY22	Actuals		LOA Target	Comments
						Target	Q1	Q2		
2.2.3	% of observed classrooms with evidence of teacher's remedial guide utilization (4.2.2.a)	%	Semi-Annual	MoE Coaching and Mentoring Database./ Educational Training Center (ETC).	0	60%	NA	NA	60%	TAP will report on a yearly representative sample. For Y2 TAP will observe diagnostic study school sample
2.2.4	% of supervisors who complete their coaching plans (4.2.3.2.a)	%	Semi-Annual	MoE /ETC Coaching and Mentoring Database. Supervision FDs	0	60%	NA	NA	60%	
IR 2.3: Behavior change, and program management skills and staff supported										
2.3.1	2.3.1 % change in GoJ staff behaviors utilizing adjusted programmatic and management practices	%	TBD	TAP Organizational behavior Study	TBD	TBD	NA	NA	TBD	Pending setting baseline from Organizational culture study
2.3.2	# of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations – (GNDR-8).	#	Quarterly	Attendance sheets /training reports	0	25	NA	NA	100	This is based on 50 people from each ministry
IR 2.4: External technical support provided										
2.4.1	# of Embedded staff and consultants to assist education and youth reforms (MoE, MoY)	#	Quarterly	Tap Records	0	8 embedded staff and 2 local STTA	5: 2 International consultants 3 local consultants	4: 2 embedded staff 1 International consultant 1 local STTA	22	Y2 Target: - 8 embedded staff - 2 local Gender STTAs LoA Target: - 11 embedded staff. - 6 Local consultants: English, Science, SEL, Arabic, Math, Gender, Youth, IT, communications. - 5 international consultants: English, Science, Math , Learning Assessment, Organizational Restructuring.
R 3: Requisite material and financial resources for effective education and youth program										

#	Indicator	Unit of Measure	Reporting Frequency	Data Source & Collection Method	Baseline	FY22	Actuals		LOA Target	Comments
						Target	Q1	Q2		
3.1	# of learners in primary/secondary schools or equivalent non-school based settings reached with USG education assistance (ES.1-3 & 4) (4.2.1.a)	#	Quarterly	MoE Open EMIS data	0	G4-6: 409,546 G7-11: 524,502	NA*	NA*	G4-6: 409,546 G7-11: 524,502	*MoE official records indicate that 561,082 copies were delivered to directorate warehouses. TAP is establishing a mechanism to verify actual delivery to schools and classrooms. Based on this mechanism the actual number of learners reached will be reported.
IR 3.2: Materials for education and youth program implementation developed and procured										
3.2.1	# of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance (ES.1-49) (4.2.2.1.b)	#	Quarterly	MoE records and Open EMIS data	0		12 Math: 3 Arabic 3 Teacher guide 6		32 titles	G4-6: 12 G7-11: 20 Total :32
IR 3.3: Development and execution of budgets by GoJ supported										
3.3.1	3.3.1 Number and Frequency of budget tracking reports prepared by GoJ financial staff to support decision making and resource allocation	#	Quarterly	MoE records	0	TBD	NA	NA	Quarterly budget tracking reports MoE/MoY	Reporting stars FY23

V. ANNEXES

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

- A. Remedial Program Supervisor TOT Quality Control Assessment findings
- B. MoY M&E Unit Introductory Workshop Report (Arabic)
- C. List of trainings and workshops
- D. Workplan Tracker
- E. Quarterly Financial Report (QFR)
- F. FY22 Q2 Trip Reports