USAID/ Technical Assistance Program (TAP)

Quarterly Progress Report

Period: May 1 – September 30, 2021

Submitted by: Mamdouh Fadil, Chief of Party
Creative Associates International, INC.
Amman, Wadi Saqra – 201 Arar St – 1st Floor
Mob.: +962(79)0546798
Mob.: (US) +1 202 539 0572
mamdouhfadil (Skype)
MamdouhF@crea-jtap.com

CONTENTS

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

GoJ   Government of Jordan

IDD   Institutional Development Directorate

MELA   Monitoring, Evaluation and Learning Activity

MoE   Ministry of Education

MoY   Ministry of youth

PRESTIJ   Preservice Teacher Education in Jordan

QRC   Queen Rania Center

RAMP   Early Grade Reading and Mathematics Project

SDDP   School and Directorate Development Program

STTA   Short Term Technical Assistance

TAP   Technical Assistance Program

TRG   Training Resources Group

USAID   United States Agency for International Development

OVERVIEW

Over the course of five years, USAID/ Technical Assistance Project (TAP) aims to transform the organizational culture, and technical and institutional capacity within the Government of Jordan (GOJ) to successfully implement education and youth reforms supported by providing complementary technical assistance to relevant stakeholders. Optimized education and youth program implementation is dependent on how the relevant GOJ entities function at their core. If targeted GOJ systems and frameworks are strengthened to enable effective staff engagement, behavior and management, and the requisite quantity and quality of human, material, and financial resources are available then the GOJ's organizational culture and technical and institutional capacity to drive results in the education and youth sectors will be transformed. TAP, being a nationwide activity, will support a broad range of education and youth stakeholders and GOJ counterparts at central-level Ministries, governorate and field directorate-level entities, as well as other relevant actors. However, its focus is primarily on the Ministry of Education (MoE) and Ministry of Youth (MoY). In addition, and as appropriate, TAP may provide support to other stakeholders who are critical to achieving the education and youth sector goals shared by USAID and the GOJ.

This report covers key programmatic and administrative updates for the period May to September 2021.

EXECUTIVE SUMMARY OF RESULTS FOR THE REPORTING PERIOD

PERFORMANCE INDICATORS

At the time of this writing, the TAP Activity Monitoring Evaluation and Learning plan and the performance indicators were being finalized. They were submitted to USAID on October 13. For this reason, progress for the first two quarters is reported with reference to the submitted Work Plan.

KEY QUARTERLY AND CUMULATIVE ACHIEVEMENTS

TAP engaged MoE and MoY in consultations (Annex 1) and discussions from the outset of the project to ensure that planned interventions are co-designed, prioritized according to GOJ needs and do not overlap with other projects or donor efforts.

TAP consulted with MoY to understand immediate and more long-term priorities based on the MoY strategic plan and newly approved organizational structure. Priorities identified include supporting the establishment of an M&E unit and strengthening M&E functions across the MoY as well as supporting financial management functions to enhance efficiency and transparency. TAP engaged with MoE leadership including MoE Secretary General and Development Coordination Unit (DCU) to discuss overall priorities and how the project fits in with the ministry's strategy and direction particularly in light of the midterm review the MoE is conducting on the Education Strategic Plan (ESP) strategy. Accordingly, TAP followed up with a series of consultation meetings with the relevant managing directors of technical departments including planning, curriculum, examination, supervision, and training to understand priorities of those departments. TAP engaged administrative departments including Queen Rania Center (QRC), Human Resource Department (HR), procurement, budgeting and finance to understand the constraints and challenges faced by the system in order to assist in designing interventions that will improve systems-strengthening at the MoE. TAP, with USAID's support, liaised with USAID funded programs RAMP, PRESTIJ, ESMP and MELA to understand their work and how TAP can build on and scale efforts as needed.

External consultations and continuous reflection by TAP team resulted in the formulation of the TAP education intervention matrix which lays out TAP's technical focus under two themes: (a) Learning and Teaching Support and (b) Leadership and management:

Figure I: TAP Education Matrix
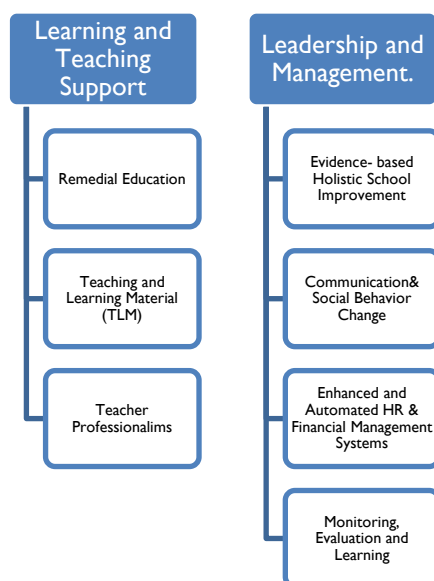
To come up with a demand driven, meaningful and operational action plan that will guide TAP's implementation, TAP will continue to work in close collaboration with the MoE and MoY to determine and prioritize areas of intervention. To avoid going into lengthy assessment processes, TAP will engage in focused discussions and situational analysis processes by collaborating directly with MoE and MoY counterparts to determine what has been accomplished, what are the existing key gaps and challenges, what potential solutions are proposed and what to build on. Those discussions will focus on the various functions of the MoE and MoY and will involve a cross-disciplinary team from TAP that will look holistically at issues related to systems-strengthening and gender and inclusion, and at how technical areas impact each other such as how strengthening M&E systems will impact the budgeting process, to ensure that TAP approaches are not siloed.

IMPLEMENTATION CHALLENGES AND PROPOSED CORRECTIVE ACTIONS

TAP understands that while it seeks to improve systems at the MoE and MoY, there are emerging concerns arising out of emergency situations including COVID-19 and changes in Ministry leadership/ priorities to which TAP will need to respond.

Assistance to the MoE's remedial education efforts is a priority for TAP; ensuring that learning loss experienced by students due to school closures is addressed. Lengthy consultations and discussions with MoE partners have revealed challenges related to internal collaboration and communication, coordinating donors and stakeholders' efforts, and decision making. TAP has brought experts onboard and engaged

with the MoE in discussions to facilitate a sound situational analysis to empower the ministry to make informed evidence-based decisions on the way forward with remedial education.

Consultation and the workshop findings have allowed TAP to zoom-in on the MoE's reality on the ground, bringing two technical areas to the top of the TAP priority list: MoE's remedial education plans and professional development programs through teacher in-service training. This evolving understanding necessitates a flexible management and staffing approach to allow interventions and their scale to adapt to such dynamism throughout the life of the project. This has guided Creative to adjust programming requirements and introduce modifications to roles and responsibilities within TAP and sub-contractor teams and remobilize resources to ensure TAP programming is responsive to emerging priorities.

One of the potential key shifts of TAP is re-envisioning TRG's role, TAP's lead subcontractor on behavioral and organizational culture. Creative is currently engaged with TRG in determining a modified role that on one side ensures integrating behavioral and organizational culture into TAP's interventions, and on the other side ensures TAP's sound approach and staff to support MoE on in-service reforms.

LESSONS LEARNED AND BEST PRACTICES

TAP's approach centers around co-creation with GOJ and continuous collaboration with stakeholders and US-funded implementing partners. TAP's co-creation approach puts the GOJ at the forefront of this effort and ensures the buy-in of relevant government entities at every level. As such, TAP engaged the MoE in direct consultations at the very onset of the project as well as in a coordination workshop to ensure TAP's first year workplan aligned with Ministry needs and expectations.

TAP acknowledges that it is operating in a dynamic and complex environment. Therefore, the team positioned TAP as resource for MoE that will operate in line with its identified priorities while building on previous investments and successes in the education sector.

The TAP team acknowledges that lack of awareness and misunderstandings around the project can become barriers to success. To avoid these barriers, the workshop with MoE followed a structured and informed process that enhanced the MoE's ownership and understanding of TAP's mandate and was a starting point to humanize the relationship and build trust between TAP's team members and MoE staff at the managing directorate levels. The workshop aimed to establish communication channels at two levels: between TAP and MoE stakeholders, but also within MoE managing directorates. Working groups were structured and created based on thematic areas and functions rather than around the immediate units' mandates. The key result of the workshop was bringing MoE managing directorates around the same table and encouraging an open dialogue on priority issues. Furthermore, the structured workshop design guided participants to think about common interests and gaps that are affecting their work on daily basis. Information flow, coordination, and barriers to sustainability and institutionalization were discussed as common interests for the MoE as a whole regardless of the specific interests of operating units.

TAP used the learning from the workshop and the consultations to design a focused situational analysis that will inform technical assistance priorities and approaches. TAP will mirror its participatory approach on the design of capacity building plans, the remedial program and the teacher professionalism component and will create a framework of action that ensures ownership of the project and holds parties accountable over progress and accomplishments.

To implement the technical assistance interventions successfully, TAP will work through the existing organizational structure of the Ministries and will not introduce or establish additional high-level steering committees. Oversight and coordination will be the joint responsibility of TAP and the technical working groups within the ministries. This will contribute to enhancing communication between managing directorates and improving knowledge exchange and efficient processes within the ministry.

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 employed a participatory approach by actively engaging Ministry counterparts to reach a common understanding on needs and priorities and build a strong partnership early into the project. In July, TAP held extensive consultative meetings with key departments at MoE and MoY, which culminated in workshop held in August, under the Patronage of the MoE Secretary General. See Annex 1 for Consultation Meetings with GOJ and Stakeholders

In July, TAP held a workshop with a group of key counterparts from different MoE directorates to understand their needs and priorities, agree on the principles of situational analysis, and build upon existing successes. By the end of the workshop, TAP identified relevant departments that will be part of the situation analysis and subsequent technical assistance efforts.

Table 1: Relevant MoE managing directorates and departments engaged in TAP focus areas

MONITORING, EVALUATION AND LEARNING	HUMAN RESOURCES TEACHER IN-SERVICE	FINANCIAL MANAGEMENT	REMEDIAL PROGRAM
- Accountability Unit - M&E Unit: ETC - M&E Unit Planning Department - Internal Control Unit - Performance Indicator Department/ Examinations - Queen Rania Centre (QRC) - M&E Unit: Minister's Office - Development Coordination Unit (DCU)	- Human Resources Department - Planning Department - Educational and Training Center (ETC) - Queen Rania Centre (QRC) - Civil Service Bureau	- Financial Affairs - Financial Resources Planning - Textbooks Department - International Tenders Department	- Curriculum Department - Planning Department - Educational and Training Center (ETC) - Examination Department - Queen Rania Centre (QRC) - Accountability Department - Development Coordination Unit (DCU)

During the reporting period, TAP focused on conducting desk review of assessments and evaluations relevant to scope of the project. The complete desk review is provided in Annex II.

Guided by TAP's sub-IRs 1.1, 2.1 and 3.1, TAP developed the situation analysis concept note (available in Annex III), including the approach, methodology and instruments for working with GOJ to identify technical assistance needs related to systems, policies, capacity and resources.

Table II: TAP Situation Analysis Domains

TAP - RAPID SITUATION ANALYSIS DOMAINS	
Part I: Organizational Assessment – Cultural, Behavior and Institutional	**Part II: Technical and Operational Capacity Analysis**

1. Knowledge Management:
  a. Standard Operating Procedures (SOPs)
  b. Practices at different levels
  c. Learning institution
2. Governance:
  a. Accountability
  b. Transparency
3. Communication:
  a. Mission, vision, and objectives
  b. Value nurturing environment at leadership and personnel levels
  c. Openness of communication channels
  d. Complaint's system & staff comfortableness
  e. External communication.
4. Leadership:
  a. Shared strategic planning
  b. Teamwork
  c. HR empowerment and delegation matrix
  d. Change management
  e. Ecosystem & change drivers
  f. Awareness, training & monitoring
  g. Pace of adaptation and agility
5. Results Orientation:
  a. Timely implementation and integration with MEL units
  b. Reporting channels, types, and frequency
  c. Transparency
  d. Results that are decision-based
  e. Accessibility of data
	6. Public Financial Management:
	  a. Public financial management and internal controls.
	  b. Budget formulation and execution.
	  c. Procurement systems and inventory management.
	7. Human Resources:
	  a. HR organizational environment.
	  b. HR management operations.
	  c. Sustainable HR development.
	  d. Personnel management
	8. Monitoring, Evaluation and Learning:
	  a. MEL organizational structure and capacity
	  b. MEL Planning and SOPs:
	  c. Overall performance of MEL system
	  d. Monitoring data management
	9. Outreach and Communication:
	  a. Internal communication.
	  b. External communication.

Based on technical recommendations from subject matter experts under sub-IR 2.4, TAP drafted its remedial education strategy in consultation with MoE counterparts. The strategy addresses learning loss by advancing supportive systems and policies, building capacity, and improving schools holistically using the MoE's School and Directorate Development Program (SDDP) approach.

Figure II: TAP Remedial Program Strategy Approach
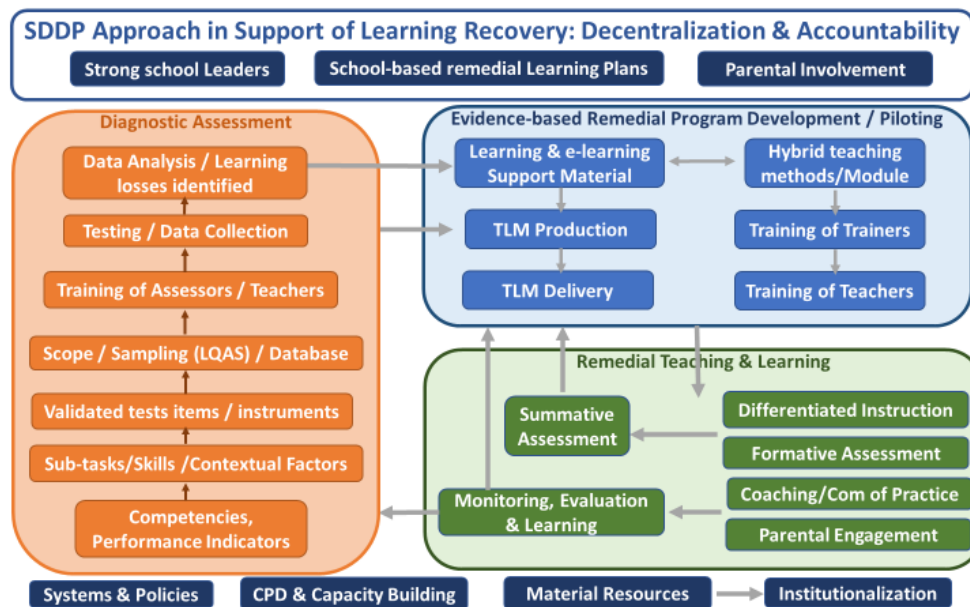
The below provides an overview of TAP's technical assistance plan for remedial education, which was presented to the MoE toward the end of the reporting period:

- TAP, with MoE counterparts, will form a remedial technical working group with central and field counterparts. TAP expects the MoE to confirm its commitment to dedicate human resources for working groups at all stages of the remedial program's implementation, from framework development to design, implementation and Monitoring, Evaluation and Learning.

- In mid-October 2021, TAP will prepare a workshop with the MoE, which will bring together technical working groups to develop the "Remedial Reference Framework" that will guide both diagnostic and remedial efforts.

Table III: Remedial Education timeline:

	G4-6	G7-11
Arabic and Math		
Diagnostic Study	Oct-Dec 2021	Jan-March 2021
Remedial development and piloting	Nov. 2021 – March 2022	Feb – June 2022
Teacher Training	End of Jan 2022/23/24	July - August 2022/23
Remedial implementation	Feb 22 – May 24	Sep 22 – May 24
Review and improve remedial interventions	Oct-Dec 2022/23	Feb – June 2023/24
Science and English		
Conduct two studies on English and Science	March – July 2022	
Implement a learning recovery approach	Academic year 2022/23 onward	

- TAP will:

    - Support the MoE in conducting diagnostic studies for grades 4-6 (over the first semester of school year 2021-22), and grades 7-11 (over the second semester of school year 2021-22), based on the approved "Remedial Reference Framework."

    - Support the MoE in building upon the approved "Remedial Reference Framework" and findings of the above-mentioned diagnostic studies to design a long-term remedial program, addressing learning loss for Arabic and Math. TAP technical assistance will include material development, teacher training and coaching, learning assessment, community mobilization and MEL.

    - Coordinate with USAID/Cost Reimbursement Agreement (CRA) funding mechanism to support elements of remedial implementation related to procurement of materials and technology solutions.

    - Conduct a study during second semester of school year 2021-22 on English Language and Science that will inform a sound approach for learning poverty in the two subjects starting the academic year 2022-23.

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

In its effort to provide technical assistance to the MoY, TAP conducted a desk review of Data Evidence for Education Programming (DEEP) documents. The desk review was followed by consultation meetings with the MoY. In accordance with the findings of TAP's consultations with the MoY and guidance from the COR, TAP will focus on the establishment and institutionalization of the Ministry's Monitoring, Evaluation and Learning (MEL) Unit.

As a starting point, TAP provided a generic functional framework for the MEL Unit (Annex IV). USAID coordinated an introductory meeting between TAP and the Monitoring, Evaluation and Learning Activity (MELA) to discuss collaboration between the two activities and explore shared opportunities for capacity building.

In terms of its work to support the MoE, TAP is conducting a desk review of key documents on M&E, including the ESP, midterm review, the DEEP report, and other technical reports and documents. During the workshop conducted with MoE in September, the following key issues around policies, behaviors, organizational and capacity needs were discussed:

- Resources and Capacity Building Needs: Resourcing of MEL units, staff professional development needs in data collection, analysis and reporting, existence of communities of practice to draw on.
- Organizational needs: MEL functions, data and communication flows, understanding of job requirements.
- Behaviors: What inhibits staff from sharing data, what understanding needs to be built and what non-financial incentives can be put in place?
- Policies: Laws/regulations/decisions that need to be reconsidered activated with increased awareness.

- Alignment and decision making: To what extent is this data serving decision making

In the next quarter, TAP will be completing the situation analysis with MoE and MoY to identify a clear action plan that incorporates technical assistance focus areas and capacity building needs.

IR 1.3: HR MANAGEMENT SYSTEMS SUPPORTED

Over its workshop in September, TAP consulted the MoE on key issues related to HR policies, behaviors, organizational and capacity needs. Some of the MoE's HR challenges include the need to operationalize and institutionalize teacher career paths, standardizing teacher licensing/certification requirements, and creating an in-service framework. At a systems level, the MoE noted that a Human Resources Operational Management system and the automation of HR functions were key priorities.

Under this result, TAP will support teacher professionalism through addressing: (a) Teacher in-service, (b) Teacher licensing, (c) Teacher career paths, (d) Mentor coaching system, and (e) Capacity building at the directorate level. Related to this, TAP has begun developing the HR situation analysis to identify any gaps and priorities.

In the next quarter, TAP will continue to liaise with USAID's Preservice Teacher Education in Jordan (PRESTIJ) and Early Grade Reading and Mathematics Project (RAMP), as well as the World Bank's Youth Technology and Employment Project, to ensure coordination and avoid overlap.

TAP's intervention to support teacher professionalism will be closely linked its remedial education effort. Furthermore, this intervention will strengthen teacher capacity to effectively and inclusively implement the remedial program and reform in-service policies, especially in teacher ranking system, promotions, and performance portfolios.

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

Through its situational analysis, TAP started to understand where it can best add value by a) reviewing findings of previous assessments and capacity building activities for USAID projects (RAMP, SDDP, and ESMP), b) analyzing current and planned human capacity building activities by other donors to avoid duplication of efforts, and c) determining capacity building and human resources priorities with Ministries' counterparts.

Under Result 2, TAP is currently working to identify performance gaps and address the priority areas of remedial education and in-service professional development for the MoE, and MEL for the MoY.

IR 2.4: EXTERNAL/SURGE TECHNICAL SUPPORT PROVIDED

Over three academic years (2021-2024), TAP's remedial education intervention will plan target Arabic and Mathematics for grades 4-11. In recent months, TAP onboarded three national subject area experts in Arabic and Mathematics and identified an international Learning Assessment & Recovery Expert who will join the TAP team in October 2021. The subject area experts have worked with TAP to begin initial review of MoE's examinations and curricula, as well as begin training counterparts on the overall evidence-based remedial education approach for designing and implementing diagnostic studies.

CONTRACTUAL DELIVERABLES

- Annual Workplan: TAP received USAID/COR feedback on the second draft of Year I workplan and budget. During the reporting quarter, TAP worked on modifying the plan in accordance with COR's guidance and MoE workshop findings. The third draft of the annual workplan is under final review taking into account current discussions with MoE.
- Theory of Change (ToC): TAP theory of change was submitted to USAID on September 5, 2021. TAP is awaiting USAID feedback on the plan.
- Activity Monitoring, Evaluation and Learning Plan (AMELP): TAP will submit the AMELP by October 13, 2021.

GUIDING PRINCIPLES AND CROSS-CUTTING ISSUES

TAP works in line with the following guiding core principles:

- ✓ **Engagement**: TAP approaches need assessments and situation analysis by meaningfully engaging MoE counterparts and USAID IPs in identifying gaps and bolstering previous successes during TAP work.
- ✓ **Responsiveness**: In its effort to support of MoY and MoE, TAP is guided GoJ counterparts' priorities and USAID in its work. In consultation with the MoY and MoE, TAP identified priority areas to design a focused situation analysis. Additionally, TAP's support to MoY is aligned with the new and approved organizational structure to best respond to their needs.
- ✓ **Coordination**: TAP has planned joint technical meetings and consultations with relevant stakeholders, including World Bank, UNICEF, and USAID's RAMP, ESMP and PRESTIJ programs, to ensure communal efforts are effectively addressing gaps and avoid duplication.
- ✓ **Evidence-Based Interventions:** Through ongoing assessments and consultations, TAP aims to identify and close gaps that prevent the proper generation, sharing and use of data to best meet the needs of GoJ counterparts.
- ✓ **Flexibility**: Through in-depth consultations, a workshop with the MoE, and design sessions to determine the approach to the situational analysis, TAP aims to adopt a flexible and collaborative process, while allowing the GOJ's to take a leading role in shaping the plan. In addition, TAP seeks to integrate feedback continuously and leverage emerging opportunities during program implementation.
- ✓ **Gender & Inclusion**: TAP's rapid situation analysis will be crucial to building a work environment that is inclusive, promotes equity, and supports positive gender dynamics. Future interventions planned will ensure gender sensitivity in supporting changes to management systems and policies. TAP will ensure the participation of managers and staff from relevant operating units and coach leaders of operating units to increasingly lead organizational and culture and behavioral change.

Note: Through its CLA plan and learning agenda, TAP will continue to capture best practices on the cross-cutting issues listed above. In its weekly reporting, TAP will monitor implementation challenges that reflect the integration of the project's guiding core principles.

PLANNED ACTIVITIES FOR NEXT QUARTER

- TAP will support and activate the joint working groups and ensure periodic meetings are held periodically to plan the TA activities.
- Based on the results of its situational analysis, TAP will conduct a workshop to determine the priority areas and interventions that TAP will address under policies, systems and capacity building.
- TAP will support the establishment of the M&E Unit in the MoY and provide capacity building support in close coordination with MELA.
- TAP will provide technical assistance to MoE in designing and conducting the diagnostic study in Arabic and Math for grades 4 to 6 and the development of remedial education considering the study findings.
- According to the results of its situational analysis, TAP will embed consultants and short-term technical assistants within the relevant MoE and MoY directorates.
- TAP will develop a capacity building plan for the technical departments at the ministries.
- TAP will continue consultations with USAID, MoE and relevant implementing partners (primarily the World Bank) to agree on an approach to the teacher professionalism component.

START-UP, FINANCE AND ADMINISTRATION ACTIVITIES

Creative mobilized a start-up expert to travel to Jordan in July 2021 to identify and set-up a suitable office space for TAP. The office lease contract for TAP was signed on August 4, 2021. The TAP office officially opened on August 23, 2021.

During the reporting period, TAP's local bank account was opened. TAP registered and obtained subscription numbers for a Social Security and Income Tax accounts.

TAP started using Creative's Accounting System (MS Dynamics-SL) and Creative's HR system (UltiPro) for all Human Resources management. All TAP staff completed assigned Creative online training coursework.

SUBCONTRACTS

TAP issued all three subcontracts per the below details:

1. Subcontract for Consult US was issued for May 14, 2021 to April 9, 2026.

2. Subcontract for Edvise ME was issued for Aug 14, 2021 to April 9, 2026.

3. Subcontract for Training Resources Group, Inc. (TRG) was issued for Aug 23, 2021 to April 9, 2026.

ONBOARDING OF KEY PERSONNEL

- Chief of Party (COP), Dr. Mamdouh Fadil was hired on May 10, 2021. He initially started to work remotely, but then traveled to Amman, Jordan to assume his job responsibilities on July 25, 2021.
- Deputy Chief of Party-Operations (DCOP), Satany Qandour was hired on August 8, 2021.

During this period, other non-key staff were hired. Table No. V below includes the list of staff and consultants with dates in/out of country.

Annex V. includes TAP's organizational structure.

Table IV: List of local Non-Key Staff and Consultants with Dates

#	Last Name	First Name	Position	Start Date
			TAP Staff	
1	Al Ahmad	Rula	HR Manager (Creative)	July 4, 2021
2	Abu Mallouh	Hafs	Systems Strengthening & Policy Reform TL (Creative)	July 11, 2021
3	Jaradat	Kinda	MEL Director (Creative)	July 25, 2021
4	Abukhalaf	Dia	Finance Director (Creative)	July 25, 2021
5	Al-Baw	Najat	HR Management Lead (ConsultUS)	August 1, 2021
6	Bani Hani	Orayb	Institutional Development & Automation Specialist (ConsultUS)	September 1, 2021
7	Alnaser	Ala'	Procurement Assistant (Creative)	September 1, 2021
8	Hijawi	Zain	Research Assistant (Creative)	September 5, 2021
9	Hasan	Rami	Finance Officer (Creative)	September 5, 2021
10	Hamed	Mohammad	Financial Management Lead (ConsultUS)	September 8, 2021
11	Alkhlaifat	Amjed	Youth Programs Manager (Creative)	September 14, 2021
12	Emiesh	Ghaida	Policy Advisor (Edvise ME)	September 15, 2021
13	Al-Sobani	Rami	Operations & Security Manager (Creative)	September 19, 2021
14	Mohammed	Mazen	Logistics & Admin. Assistant (Creative)	September 19, 2021
15	Al Mansour	Nour	GOJ MEL System Planning Lead (Edvise ME)	September 21, 2021
16	Al Ahmadi	Omar	Accountant (Creative)	September 21, 2021
17	Alhaj Yousef	Hala	Senior Education & Youth Liaison Advisor (Creative)	October 01, 2021

Table V: List of local Non-Key Staff and Consultants with Dates

		Field Staff Transitions during the Last 60 Calendar Days			
1.	**Last Name**	**First Name**	**Position**	**Date of Hire**	**Employment End Date**
2.	Shahrouri	Tahani	Senior Gender Integration Coordinator (TRG)	August 15, 2021	Thursday, September 16, 2021
3.	Barakat	Muntaha	Behavioral & Organizational Change Director (TRG)	August 15, 2021	Thursday, September 30, 2021

Table VI: List of local Non-Key Staff and Consultants with Dates

	Short-Term Technical Assistance (STTA)			
	Last Name	**First Name**	**Position**	**Start Date**
1.	AL-Anati	Jehad	Math expert	September 26, 2021
2.	Abu Safieh	Nisreen	Math Expert	October 3, 2021
3.	ALAjarmeh	Ahmad	Arabic Expert	October 3, 2021

ACCRUED EXPENDITURES

On the finance side, accruals are listed below:

Table VIII Accrued Expenditures

USAID TAP - FY21 Q4 ACCRUALS			
Total expenditures from inception of your project until September 30,2021	$901,877		
Total expenditures for quarter	**July**	**August**	**September**
	$72,214	$327,055	$502,608
Total obligations (to-date)	$7,994		
Last payment amount	$0		
Pipeline (any funds that are obligated for activity but not spent or accrued)	$7,092,123		
Monthly burn rate	$300,626		
Remaining Months of pipeline	24		

BRANDING AND MARKING PLAN

Waiting for USAID's approval on TAP's revised Branding and Marking plan that was re-submitted to USAID COR on September 5, 2021

ANNEX 1: CONSULTATION MEETINGS WITH GOJ AND STAKEHOLDERS

Date	Directorate/Stakeholder	#	Time	TAP Team
July 15	RAMP	1.	15:00 - 16:00	Mamdouh Fadil
July 28	MoE - Donor Coordination Unit	4.	11:00 - 12:00	Mamdouh Fadil
July 29	MoE - Financial Affairs	5.	10:00 - 11:00	Ghaith Zureiqat, Orayb bani hani, Hafs Abu Mallouh, Kinda Jaradat, Mamdouh Fadil
	MoE - Human Resources	6.	11:15 - 12:15	Ghaith Zureiqat, Steve Yank, Najat Al Baw, Orayb bani hani, Hafs Abu Mallouh
	MoE – Curricula Development	7.	14:00 - 15:00	Hafs Abu Mallouh, Nataly Fakes, Steve Yank, Mamdouh Fadil
	Joint Fund Agreement and the Accelerating Access Initiative	8.	17:00 – 18:00	Mamdouh Fadil, Susan Ayari
August 1	MoE - Research and planning	9.	10:00 – 11:00	Hafs Abu Mallouh, Kinda Jaradat, Nataly Fakes, Nour Abu Ragheb, Steve Yank
	General Secretary – Ministry of Youth	10.	11:00 - 12:00	Mamdouh Fadil
	Examinations	11.	15:00 - 16:00	Hafs Abu Mallouh, Kinda Jaradat, Nataly Fakes, Mamdouh Fadil, Steve Yank
August 2	MoE – General Secretary – Finance and Admin	12.	08.30 - 09.30	Ghaith Zureiqat, Hafs Abu Mallouh, Steve Yank, Mamdouh Fadil
	MoE – Educational Training Center	13.	10:00 - 11:00	Hafs Abu Mallouh, Steve Yank, Najat Al Baw, Nataly Fakes, Mamdouh Fadil
	Supply / Procurement	14.	11:00 - 12:00	Ghaith Zureiqat, Hafs Abu Mallouh, Steve Yank
	MoY: HR, M&E, Finance, Programs	15.	11.30 - 12.30	Hadeel Bader, Orayb bani hani, Kinda Jaradat, Mamdouh Fadil, Nataly Fakes
	MoE – Donor Coordination Unit (DCU)	16.	13:00 – 14:00	Ghaith Zureiqat, Hafs Abu Mallouh, Steve Yank, Hadeel Bader, Orayb bani hani, Kinda Jaradat, Mamdouh Fadil, Nataly Fakes, Nour Abu Ragheb
August 3	MoE - Queen Rania Center	17.	10:00 – 11:00	Hafs Abu Mallouh, Steve Yank, Nataly Fakes, Kinda Jaradat, Mamdouh Fadil
August 4	NCCD, RAMP, USAID	18.	11:00 – 12:00	Mamdouh Fadil
August 5	RAMP	19.	09:00 - 10:00	Mamdouh Fadil
August 8	DCU	20.	14:00 - 15:00	Mamdouh Fadil
August 9	MoE – SG Dr. Nawaf	21.	12.30 - 13.30	Hafs Abu Mallouh, Nataly Fakes, Mamdouh Fadil
August 11	Education Activities	22.	09:00 - 10:00	Hafs Abu Mallouh, Nataly Fakes, Kinda Jaradat, Mamdouh Fadil
	Enhancing School Management and Planning (ESMP) Project	23.	10:00 -11:00	Ghaith Zureiqat, Nour Abu Ragheb, Kinda Jaradat, Mamdouh Fadil
	Internal Control and Institutional Performance	24.	10:00 -11:00	Hafs Abu Mallouh, Hadeel Bader, Orayb bani hani, Nataly Fakes

	General Education and Special Education	25.	11.30 - 12:30	Hafs Abu Mallouh, Hadeel Bader, Orayb bani hani, Nataly Fakes, Mamdouh Fadil
August 15	Coordination meeting: MoE, UNICEF, WB, USAID, RAMP	26.	15:00 - 17:00	Ghaith Zureiqat, Nour Abu Ragheb, Hafs Abu Mallouh, Steve Yank, Kinda Jaradat, Mamdouh Fadil, Satany Qandour
August 24	Schools visit with USAID RAMP Early Grade remedial Program Nusaybah School (Al-Giza, Amman)	27.	09:00 -13:00	Mamdouh Fadil. Hafs Mallouh Kinda Jaradat
August 25	Schools visit with USAID RAMP Early Grade remedial Program Zaid Bin Haritha Secondary School for Boys	28.	09:00 -13:00	Mamdouh Fadil, Satany Qandour, Muntaha Barakat
August 26	Development Coordination Unit- Remedial Program	29.	10:00 - 11:00	Mamdouh Fadil. Hafs Abu Mallouh
	RAMP - Monitor Coach Automated System	30.	13:00 - 14:00	Mamdouh Fadil. Hafs Abu Mallouh, Najat Al Baw
August 29	Development Coordination Unit - Queen Rania Teacher Academy	31.	13:00 - 14:00	Mamdouh Fadil. Hafs Abu Mallouh
September 2	Examination, Education Training Center - Curricula Department - Development Coordination Unit -Diagnostic Test- UNICEF- Ministry of Education -RAMP	32.	15:15 - 17:00	Mamdouh Fadil. Hafs Abu Mallouh
September 5	Ministry of Youth, Monitoring and Evaluation Unit	33.	10:00 - 11:30	Hafs Abu Mallouh, Muntaha Barakat, Kinda Jaradat, Orayb Bani Hani, Nour Al Mansour
September 6	In-services discussion with RAMP and USAID	34.	13:00 - 14:30	Hafs Abu Mallouh, Muntaha Barakat, Kinda Jaradat, Orayb Bani Hani, Nour Al Mansour, Najat Al Baw, Haya Shubailat, Tahani Shahrouri, Ghaida Emeish
September 9	Queen Rania Teacher Academy	35.	10:00 - 11:30	Mamdouh Fadil. Hafs Abu Mallouh
	Ministry of Education – Development Coordination Unit	36.	12:30 - 13:00	Mamdouh Fadil. Hafs Abu Mallouh
September 13	Ministry of Education – Technical Secretary General (Dr. Nawaf Al Aqel)	37.	12:30 - 13:00	Mamdouh Fadil. Hafs Abu Mallouh
September 14	TAP – Ministry of Education – Introduction Workshop	38.	8:30 - 14:00	TAP team
September 23	TAP meeting with MELA	39.	9.00 – 10.00	Omar Al Daoudieh, Rand Milhem, Kenana Amin, Camille Gockowski, Majd Suleiman John Lister, Rasha Akkad, Tawfiq Zada Mamdouh Fadil, Hafs Mallouh, Nour Mansour, Amjad Khleifat, Kinda Jaradat
	TAP meeting with WB and USAID	40.	10.00 – 11.00	Mamdouh Fadil, Hafs Abu Mallouh,
	Remedial technical Committee – Ministry of Education	41.	13:30 - 15:30	Mamdouh Fadil. Hafs Abu Mallouh, Hala Taher, Haya Shubailat, Jehad Al Anati
September 27	Education Training Center	42.	8:30 - 11:00	Mamdouh Fadil. Hafs Abu Mallouh, Najat Al Baw, Ghaida Emiesh
September 29	Ministry of Education – Learning Recovery	43.	16.30 – 18.00	MoE, USAID, UNICEF, TAP

September 30	TAP meeting with ETC, DCU, USAID, RAMP and Word Bank- Teacher In-service	44.	3:00-4:00	MOE, USAID, WB, TAP, RAMP

ANNEX II: LITERATURE REVIEW: LIST OF REVIEWED ASSESSMENTS AND REPORTS

1. Assessing Technical Capacity of School and Directorate Development Program (SDDP), 2020
2. School and Directorate Development Program – MEL Framework by DEEP, April 2020
3. Support Education in Jordan towards data investment, Education and Activities SDDP, 2020
4. RAMP Tools Assessment and Impact Evaluation: Final Report, 2019
5. Institutional Performance Assessment Report of Ministry of Education, 2016 – 2017
6. Institutional Performance Assessment Report of Ministry of Youth, 2016 – 2017
7. Self-Assessment against the KACE model of the Ministry of Youth, 2021
8. Restructuring Ministry of Youth Project, 2021
9. National Youth Strategy 2019-2025
10. In service-document of Ministry of Education, Accreditation of programs, certification and services providers, 2021
11. In service-document – Ministry of Education, Professional development framework for teachers and educational leaders, 2021
12. In service-document – Ministry of Education, Executive manual for performance evaluation methodology and tools for teachers and educational leaders, 2021
13. National Strategy for Human Resource Development 2016 – 2025
14. HR Organizational Guide – Government of Jordan, 2020
15. Jordan Education Reforms Support Program for Results – Aide Memoire – The World Bank Group, June 2021
16. Additional Finance Jordan Education Reforms Support Program for Results – The World Bank Group, 2021
17. Ministry of Education – Education Strategic Plan, 2018 – 2022
18. Government of Jordan, Applicable Laws and Regulations related to Education and Youth
19. Communication Strategy – Ministry of Education, 2012 – 2016
20. USAID Organizational Capacity Assessment – Institutional Capacity Assessment Tool (ICAT), 2021
21. Strategy for Mainstreaming Gender Equality in Education, Ministry of Education, 2018 – 2022
22. Economic and Social Council of Jordan Report, 2020
23. Teacher Code of Conduct
24. Country Development Cooperation Strategy (CDCS) 2021-2025
25. Draft Mid-Term Review- ESP, August 2021
26. HR Units Evaluation Manual- Civil Service Bureau

ANNEX III: TAP SITUATIONAL ANALYSIS CONCEPT NOTE

USAID Jordan Technical Assistance Program (TAP)
Rapid Situational Analysis – Concept Note
Ministry of Education (MoE) / Ministry of Youth (MoY)

Background

The goal of TAP is to transform the organizational culture and technical and institutional capacity within MoE and MoY to successfully implement education and youth reforms supported by direct USAID investment and by providing complementary technical assistance to relevant stakeholders. Since TAP has been started, the program is actively seeking to build bridges of cooperation with partners with a common future vision and joint plans.

The program's key results framework has been defined to include policy reform, systems strengthening, capacity building, and provision of materials and resources .The Basic assumption of change is that "*If* targeted Government of Jordan (GOJ) systems & policies are strengthened to enable effective staff engagement, behavior and management, and the requisite quantity and quality of human, material, and financial resources are available *then* the GOJ's organizational culture, technical and institutional capacity to drive results in the education and youth sectors will be transformed.

The theory of change, that TAP adopts, suggests that improving systems, reforming key policies, building capacities with the development of monitoring, evaluation and learning systems, improving human and financial resource systems, internal and external institutional communication, will help support a decision-based approach based on evidence and data, improve gender-inclusive organizational behavior, and the effectiveness and efficiency of human and financial resources investment and efficiency. Supported by strong communication campaigns between the various relevant government agencies, all of which will lead to the institutionalization behavior& culture and capabilities that support the implementation and sustainability of development and reform in the education and youth sectors.

As part of TAP's initial consultations with the MoE, the MoY and USAID and based on what has been achieved in previous development efforts and the context of the changes imposed by the COVID pandemic on the youth and education sectors, the priorities of TAP's work have been identified to include:

a. Education and Youth reforms will be focused on:
- o Improving **learning** outcomes in foundational skills (e.g., Arabic, English, math, science from KG2-Grade 10) through in-class or distance learning
- o Promoting positive youth development (e.g., career counseling, anti-violence, cocurricular and extracurricular activities, community engagement in schools and youth centers)
- o **Inclusion** of vulnerable children and youth, including people with disabilities
- o Increasing availability and quality of non-formal education programs
- o Improving quality of **teaching**

o Improving School **leadership and management**
o Cross-ministry collaboration on education and youth issues

b. Reforms external to education and youth, but that impact education, youth, and other sectors (e.g., administrative systems like **procurement**, **decentralization** and civil service reform, as well as health, democracy, governance, and water priorities that intersect with education and youth issues).

Supported by previous efforts and assessments reports, to specify the details of the support that the program will provide and to ensure non-repetition TAP will conduct a rapid situational analysis as suggested in this document.

Purpose of the Rapid Situational Analysis

The rapid situational analysis aims to inform TAP's short- and medium-term vision and plans. It will be revised and updated regularly to ensure that TAP and the partners in the Ministry of Education and the Ministry of Youth are co-designing interventions that will help achieve the overall objective of the assistance program, which is to transform organizational culture and behavior towards more institutionalization and sustainability to support development efforts.

The rapid situational analysis will identify key policy and system strengthening needs and request capacity building related to agreed priority areas. Specifically, the rapid situational analysis will identify:
1) GOJ system strengthening, and policy reform needs identified.
2) Gaps in key staff's skills, knowledge behavior and practice identified.
3) GOJ material and financial needs identified.

More specifically, the rapid situational analysis will answer the following main and sub questions:

The main question:
- What policies, systems, capacities, and resources gaps, TAP needs to work on to transform the organizational culture and technical and institutional capacity within MoE and MoY to successfully implement education and youth reforms?

Sub-questions
- What do previous assessment and studies, including the most recent midterm review of ESP, inform about key system and policy reform priorities? (To be addressed in relation to the specific mandate of each participating department/unit/function)
- What are the organizational culture and behavioral challenges that need to be addressed to support reforms in the youth and education sectors?
- What are the human capacities gaps (knowledge / skills / experience) that need to be addressed to support reforms in the youth and education sectors?
- What are the financial management gaps that need to be addressed to support reforms in the youth and education sectors?
- What are the monitoring, evaluation, and learning (MEL) gaps that need to be addressed for evidence-based planning, and decision-making?

- What are challenges in communication (horizontally – across departments and vertically between central and field) that need to be addressed?
- What are the material/financial resources required for the specific department/unit to effectively contribute to fulfilling reforms in the youth and education sectors?

Methodology:

The Rapid Situational Analysis will apply a descriptive qualitative research method while benefiting from the number of previous assessments and its results. The situation analysis will be conducted with Ministry of Education departments and staff that support holistic school programming through content and professional development, assessment and data management, institutional communication, and financial resourcing. The situation analysis with MoY will focus on monitoring and data systems and financial management. In addition, the situational analysis will also look at:

- Cross functions within departments and with other departments at MoY & MoE.
- Workflow mechanisms among the MoE's central departments and the field directorates on intersections with 1) remedial program; and 2) school improvement processes (SDDP).
- Implementation of the MoE's In-Service Program, teacher career paths and licensing/certification requirements
- Expansion of coaching and mentoring approach at MoY & MoE.
- MoY's Monitoring and Evaluation function.

TAP will ensure participatory engagement with managers and staff of relevant operating units. Besides seeking inputs to the above research questions, TAP team realizes the significant importance of the situation analysis process and building rapport through discussing strengths and weaknesses, action plans, and setting priorities to adopt best practices.

TAP's rapid situational analysis adopts the following data collection methods:

1. **Conduct desk and literature review**

    The desk review is a crucial part of the rapid situational analysis. TAP compiled a list of documents that include strategies, evaluation reports, policy documents and assessments that outline previous efforts addressing the main and sub questions outlined. This will assist the TAP team in understanding the context, priorities, needs and gaps.

    The main resources that TAP's team will review as part of this step are:

    - *Education Strategic Plan and Midterm review report.*
    - *SDDP report*, *discussing lessons learned and needs to enhance an effective school-based development system*
    - *USAID Data and Evidence for Education Programs (DEEP) report*, these reports have the results of needs assessment of the MoE and a rapid review of the MoY's MEL planning, implementation, coordination, and communication structure, as well as capacities to identify needed technical support and assistance to the ministries.

- *Assessment reports of The King Abdullah II Award for Excellence in Government Performance and Transparency*, this award is the highest award for excellence at the national level in all sectors and it aims to spread a culture of excellence by spreading awareness of the concepts of outstanding performance, creativity and quality in line with global models of excellence.
- *A set of teacher policy framework studies, which includes analyzes and assessments conducted by the Ministry and its partners during the review of teacher status and policies, as well as a national survey of teachers that simulates the TALIS Global Study*
- *Other resources* such as rules, regulations (Laws, Bylaws and Instructions), national strategies, and strategic plans.

2. Focus Group Discussions (FGDs) and In-depth interviews

FGDs and interviews will be conducted with relevant key personnel through meetings, short workshops, and field visits to selected governorates' directorates and schools. The technical team of TAP will conduct meetings at central departments of the ministries, where the team will meet with three levels within each directorate, the level of division heads& members, the level of the technical director, and the level of the general manager. The team will facilitate reflection, discussion, and awareness sessions about the context of work in the domains and focus areas of the directorates' work informed by the learning from the desk reviews, particularly about the remedial program, the school and district development program, the education professionalization policy, the education strategy, and the youth strategy. The team will also visit the field directorates and a group of schools and youth centers in various regions.

The team will hold a daily reflection session on progress and challenges and to ensure that the team continued to be focused on the main purpose of the situation analysis.

Data collection tool
A tool for the rapid situational analysis has been developed to guide data collection according to the above methodology. The tool will solicit the information relevant to TAP's work in the three key results: 1) GOJ management systems and policies in the education and youth sector strengthened; 2) Requisite quantity and quality of human resources available; and 3) requisite material and financial resources for effective education and youth program implementation are available.

The data collection tool has been developed, with consideration of inclusion and gender perspectives. The data collection tool consists of two parts:

Part I: Organizational Assessment – Cultural, Behavior and Institutional.
TAP will use the organizational assessment tool to assess the following main areas:
10. **Knowledge management:**
   a. *Standard Operating Procedures (SOPs)*
   b. *practices at different levels*
   c. *learning institutions*

11. **Governance:**
    a. *Accountability*
    b. *transparency*
12. **Communication:**
    a. *mission, vision, and objectives*
    b. *value nurturing environment at leadership and personnel levels*
    c. *Openness of communication channels*
    d. *Complaint's system & staff comfortableness*
    e. *External communication.*
13. **Leadership:**
    a. *Shared strategic planning*
    b. *Teamwork*
    c. *HR empowerment and delegation matrix*
    d. *Change management*
    e. *Ecosystem & change drivers*
    f. *Awareness, training & monitoring*
    g. *Pace of adaptation and agility*
14. **Results Orientation:**
    a. *Timely implementation and integration with MEL units*
    b. *Reporting channels, types, and frequency*
    c. *Transparency*
    d. *Results that are decision-based*
    e. *Accessibility of data*

Part II: Technical and Operational Capacity Analysis

TAP will apply the technical and operational capacity analysis to assess the following main areas with consideration to automation aspects:

1) **Public Financial Management:**
    d. *Public financial management and internal controls.*
    e. *Budget formulation and execution.*
    f. *Procurement systems and inventory management.*
2) **Human Resources:**
    e. *HR organizational environment.*
    f. *HR management operations.*
    g. *Sustainable HR development.*
    h. *Personnel management*
3) **Monitoring, Evaluation and Learning:**
    e. *MEL organizational structure and capacity*
    f. *MEL Planning and SOPs:*
    g. *Overall performance of MEL system*
    h. *Monitoring data management*
4) **Outreach and Communication:**
    c. *Internal communication.*
    d. *External communication.*

Data analysis and Reporting

The team will analyze the data in partnership with the Ministry's working groups. Data analysis is a continuous part of this situation analysis process. It won't be left until the end when all the data is gathered. The TAP team will start to think about analysis as soon as we have collected some data. The team will spend some time every few days reading and thinking through the field notes in order to see what interesting and significant issues are emerging, to develop themes and interpretations that we can pursue through further exploration, and to explore emerging themes across all the different efforts of data collection.

The analysis efforts with MoE counterparts will take the form of discussion sessions, learning and focus groups, towards reaching the point of identify and prioritizing the gaps and establish long term vision and immediate and short objectives and plans towards transforming the organizational culture and technical and institutional capacity within MoE and MoY to successfully implement education and youth reforms.

Action Plan and timeline

		September				October				November				December			
		WK1	WK2	WK3	WK4	WK1	WK2	WK3	WK4	WK1	WK2	WK3	WK4	WK1	WK2	WK3	WK4
1	Conduct the desk and document reviews			▓	▓	▓	▓	▓	▓								
2	Developing the situational analysis concept note and tools		▓	▓													
3	Develop the plan for data collection				▓	▓											
4	Field testing the tools					▓											
5	Data collection at MoE and MoY						▓	▓	▓	▓							
6	Data analysis							▓	▓	▓	▓						
7	Prepare the draft report with findings & recommendations											▓	▓				
8	Conduct workshops to discuss findings, recommendations, and long and short-term vision and plans													▓	▓		

Definitions

For the purposes of this rapid situational analysis, the following terms are defined as below:

- **Gaps**: The variances between what is required and the current situation in policies, systems, capacity-building, and resources based on the performance levels shown in the research tool. This tool is adapted from the USAID Organizational Capacity Assessment (OCA) in line with the Jordanian Context.

- **Human resource Management :**For the purposes of this analysis, the term human resource management focuses on policies and systems for professionalizing education and training in service, especially with regard to capacity building for the educational remedial program in the Ministry of Education, which focuses on capacity building and management in the Ministry of Youth.

- **Organizational Culture and Behavior**: Organizational culture is the set of **beliefs and values** that drive what people do and how they do it. Culture is the **implicit norm** that defines the type of employee behavior that is accepted, rejected, encouraged, or discouraged. This is included in the components of knowledge management, governance, communication, and leadership. The tool shows the sub-components and areas to be measured.

- **Remedial educational program**: For the purposes of this analysis, the remedial educational program is the program carried out by the Ministry of Education to address learning poverty and educational loss resulting from the Covid pandemic, with the support of donors and partners, which includes a package of diagnostic evaluations, response methodologies, monitoring and evaluation to improve education outcomes and quality.

ANNEX IV: DRAFT MINISTRY OF YOUTH MONITORING AND EVALUATION UNIT MANDATE

اطار عام لوظائف وحدة المتابعة والتقييم في وزارة الشباب

وظائف المتابعة والتقييم

إن مهام المتابعة والتقييم لا تقتصر على موظفي المتابعة والتقييم أو وحدة المتابعة والتقييم بل الواجب النظر إلى هذه المهام باعتبارها وظائف ينبغي تقاسم المسؤولية حولها من قبل سائر العاملين في الوزارة أو المؤسسة. إن جعل نظام المتابعة والتقييم وعملياته أكثر تشاركية وفعالية يعني تقاسم هذه الوظائف. وهذا بدوره يجعل التعلم التشاركي من خلال المتابعة والتقييم أمرا ممكناً. وتتوزع وظائف المتابعة والتقييم والتعلّم على ثلاثة مستويات أساسية:

مسؤوليات القيادة

من مهام القيادة توفير بيئة مناسبة لانشطة المتابعة والتقييم والاشراف عليها بما يتناسب مع المعايير والمبادئ المحددة في السياسة وعليها ان توفر الموارد المناسبة لتضمن عمل المتابعة والتقييم بفعالية باستقلالية تامة. وعليها تعزيز الشفافية، المشاركة والافصاح عن مخرجات/نتائج المتابعة والتقييم، والتأكد من تخصيص وقت كاف لمناقشة قضايا المتابعة والتقييم في اجتماعات مجلس الادارة.

مسؤوليات الادارة العليا

يتعين على الإدارة العليا ان تختار موظفين مؤهلين مهنياً للقيام بأنشطة المتابعة والتقييم. وأن تقوم بتسهيل التعاون مع مختلف الوحدات للقيام بالمتابعة والتقييم على وجه التحديد. ويشمل ذلك انشاء إجراءات وإرشادات واضحة للمتابعة والتقييم، بناءاً على المعايير المعترف بها دولياً، والتعاون مع شركاء الوزارة في مراحل التخطيط الاولية لبناء تدخلات المتابعة. يتوجب تقديم المعلومات المتعلقة بنظام المتابعة والتقييم بشكل دوري بناءا على الأدلة التقييمية التي تم وضعها من قبل فريق المتابعة والتقييم أو الاقسام ذات العلاقة. تقوم الإدارة العليا على تقديم الدعم والتشجيع على تبادل المعرفة ومتابعة نتائج المتابعة وتوصيات التقييم. وهي تعمل مع فريق المتابعة والتقييم والاقسام ذات الصلة من ناحية، وشركاء الوزارة من ناحية أخرى، لإنشاء طرق وآليات لنشر الدروس المستفادة وأفضل الممارسات الصادرة عن أنشطة المتابعة والتقييم.

المهام المحددة للوحدة:

1. قيادة التطوير الشامل لخطة ونظام المتابعة والتقييم في وزارة الشباب.
2. متابعة برامج ومشاريع الوزارة ورفع التقارير لوحدة متابعة تنفيذ الخطة الحكومية في رئاسة الوزراء.
3. متابعة انجازات الخطة الإستراتيجية للوزارة والاستراتيجية الوطنية للشباب، ويشمل ذلك:

- تحليل الخطة الاستراتيجية للوزارة والاستراتيجية الوطنية للشباب وفرز البرامج والمشاريع المعتمدة فيها.
- متابعة المؤشرات الكمية والنوعية المتعلقة بالبرامج والمشاريع.
- عمل المقارنات بين المؤشرات المخطط لها وبين المؤشرات المتحققة لتقييم الانجازات المتحققة في كل مشروع او برنامج .
- كتابة التقارير الفنية حول انجازات البرامج والمشاريع.

- رفع نتائج تقييم انجازات الخطة الاستراتيجة الى الجهات المعنية .

4. بناء اطر المتابعة والتقييم المتعلقة ببرامج ومشاريع الوزارة، ويشمل ذلك:

- الاتفاق مع الادارات على نتاجات المشاريع والبرامج
- بناء الإطار المنطقي للبرامج والمشاريع
- بناء مؤشرات نوعية وكمية لمتابعتها
- جمع بيانات رئيسة عن المؤشرات (قيمة الأساس)
- تحديد مسؤولية جمع البيانات
- تحديد مصادر البيانات ودورية جمعها

5. انشاء طرق فعالة لادارة المعرفة.
6. ضمان الاتزام بالبرامج والمشاريع بالاعتماد على سياسة وقوانين الوزارة.
7. تنفيذ دراسات تقييمية ذات علاقة بمشاريع وبرامج الوزارة.
8. مساعدة الادارة في عملية تقديم التقارير التقنية إلى أصحاب المصلحة والشركاء المعنيين .
9. بناء القدرات وجمع افضل الممارسات في مجال المتابعة والتقييم والتعلّم لموظفي وزارة الشباب.

مشاركة البيانات لصنع القرارات والعمل بشكل مباشر مع مديرية تطوير الأداء الموسسي لاستخدام بيانات المتابعة والتقييم لغايات التطوير الموسسي

المتابعة والتقييم والنوع الاجتماعي

يساهم نظام المتابعة والتقييم المستجيب للجندر على ردم فجوة المعلومات، وتصحيح الافتراضات الخاطئة في تصميم وتنفيذ السياسات والبرامج والانشطة. فيصبح أحد أهداف نظام المتابعة والتقييم الفعّال التعرف على العوامل التي تؤثر على حياة الرجال والنساء، وتؤثر على أدوارهم في المجتمع؛ ومدى التوزان في عالقات القوى بين الجنسين .كما تبين احتياجاتهم المختلفة، وفرصهم، والمشكالت التي تواجههم. ومعرفة أثر النتائج على حياتهم واختالفاتهم وتجاربهم في الحياة في مختلف المجاالت .كما يساهم هذا النظام في تحديد أفضل لألهداف، وصياغتها بصورة أكثر وضوحا، وتحديد أوضح للنشاطات، وتعرف أشمل للمستفيدين بشكل مباشر وغير مباشر.

ANNEX V. TECHNICAL ASSISTANCE PROGRAM – TAP ORGANIZATIONAL CHART

TAP ORGANIZATIONAL CHART*

Chief of Party
Dr. Mamdouh Fadil

Systems Strengthening & Policy Reform Team Lead
Hafs Abu Mallouh

Behavior & Organizational Change Director

Sr. Education & Youth Liaison Advisor
Hala Alhaj Yousef

MEL Director
Kinda Jaradat

Finance Director
Dia Abukhalaf

DCOP Operations
Satany Qandour

GoJ MEL System Planning Lead
Nour Al Mansour

Training Manager Coordinator

Education Materials Manager
Sonan Al-Shalabi

Research Assistant

Accountant
Omar Al Ahmadi

Operations Manager
Rami Sobani

HR Manager
Rula Al Ahmad

Policy Advisor
Ghaida Emiesh

Sr. Gender Integration Coordinator

Youth Programs Manager
Amjed Alkhlaifat

Finance Officer
Rami Hasan

IT Coordinator

Communications Officer

Financial Management Lead
Mohammad Hamed

Local and International STTA

Logistics & Admin Assistant
Mazen Mohammad

HR Management Lead
Najat Al-Baw

Procurement Assistant
Ala' Alnaser

Institutional Development & Automation Specialist
Orayb Bani Hani

*All project staff will be based in Amman.

- Creative Associates
- ConsultUS
- TRG
- Edvise ME

- Key Personnel
- Direct Reporting Line