

Mid-Term Review Report of the Jordan Education Strategic Plan 2018-2022

April 2022





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1. Introduction

1.1. The midterm review in context

The Ministry of Education's Education Strategic Plan (ESP) 2018-2022 defines Jordan's national education priorities by outlining a coherent set of strategies to reach its objectives and overcome difficulties. It is anchored in the goals of the National Human Resources Development Strategy (2016-2025), which provides the long-term vision for the education system in the Hashemite Kingdom of Jordan and brings together key elements for attaining the internationally agreed Sustainable Development Goals (SDGs) by 2030.

Since the launch of the ESP in March 2018, the national context has changed markedly. After exactly two years of ESP implementation, COVID-19 hit hard and the pandemic has taken a heavy toll on learners, teachers and education officials at all levels of the education system. Notwithstanding the negative consequences for every aspect of the Jordan education system, the Ministry of Education with partners have attenuated the impact of the pandemic through well-targeted measures that safeguard learning. To respond to the challenges caused by COVID-19 and to ensure learning continuity, the Ministry formulated the Education During Emergency Plan (EDEP) 2020-2023, with blended learning as a bold priority that goes well beyond the time of the pandemic.

This midterm review of the ESP assesses performances of plan implementation and ensures the relevance of the plan in light of the contextual changes. As such, it re-aligns components and sub-components, indicators and targets with newly emerged policies and priorities, notably with regard to distance/blended learning, inclusive education and universal KG2. A concerted effort is also made to align the SDG indicators with the ESP indicators. Overall, the midterm review will serve as a re-adjusted ESP to steer and guide implementation over the remaining plan period.

An important purpose of the ESP mid-term review is also to bring together Ministry of Education decision-makers and key education partners to reach collective agreement on ESP mid-term adjustments. The content of this report provides the basis for the discussions at the ESP midterm review policy dialogue forum, planned for November 2021. The report will be revised and finalized following the agreements made at this forum.

1.2. Review process and content

This midterm review report has been prepared by the Ministry of Education during exceptional circumstances, as the pandemic entered its second year in 2021. The report content was prepared by the Ministry's six domain technical working groups (TWGs), responsible for assessing progress against ESP targets for their respective domains and proposing adjustments. In addition, three other technical groups from the Ministry of Education assessed progress with regard to ESP chapter 3 on the monitoring and evaluation framework, chapter 4 on cost and financing and chapter 5 on partnerships and coordination arrangements. This latter group also included representation from partners through the ESWG co-chairs, EDPG co-chairs and PPCC Technical Advisor. A technical core group led by the Ministry's Director of the Department of Educational Planning and Research and the Director of the Development and Coordination Unit (DCU) was responsible for the overall steering and coordination of the work, with day-to-day management by the Head of the Ministry's M&E division. UNESCO and



its International Institute for Educational Planning (IIEP) provided technical support throughout the whole review process. As part of the consultation process with partners, the Ministry coordinated closely the MTR process through the Policy, Planning and Coordination Committee (PPCC).

The consultation process and timeline that culminated in the ESP mid-term review draft report were as follows:

Date/ Month	Activities
May/June	Calls per domain with some development partners to ensure TWGs and UNESCO/IIEP captured relevant information and studies for the MTR
17 June	PPCC meeting, with MTR update
30 June	Participation of partners (PPCC) in TWGs plenary working session on recommended ESP adjustments
7 July	Submission of comments by partners following the June 30 plenary presentations
August	Drafting report committee finalized draft 1 of report based on compilation of work from TWGs.
September	Review by TWGs and preparation of draft 2.
23 September	MoE shared: (1) draft 2 of MTR report from Technical Working Groups (TWG) with PPCC members; together with (2) preliminary feedback from MoE Senior Management and (3) table on suggested areas of adjustments from MoE Senior Management
26 September-7 October	Parallel consultations 4 October: EDPG meeting 5 October: Internal MoE Senior Management meeting 11 October: PPCC meeting to exchange inputs and reflections on the report
30 November – 1 December	MTR Policy Dialogue Forum

The core elements of the report include:

- Assessment of progress and relevance of the six ESP domains, resulting in a set of recommended ESP adjustments aligned with government priorities, strategies and reforms to ensure a successful and rapidly improving education system.
- A revised list of key performance indicators, based on the Ministry's wish to better align the ESP indicators to those of SDG4, as well as newly emerged priorities.
- The results of a simulation exercise that updates projections of population, students and inputs, which allows for an update of the cost of the ESP until the end of 2025.



2.ESP progress: the big picture

At midterm, Jordan's education sector has achieved some remarkable progress towards ESP targets and this in particularly challenging circumstances. Before the shock of the COVID-19 pandemic, the total number of enrolled students in kindergartens, basic and secondary education increased by some 160,000 (from 1.99 million in 2016/17 to 2.15 million in 2019/20), at the same time as notable improvements were recorded in student learning for 15-year-old boys and girls (between 2015 and 2019). This dual progress in system expansion and quality is a major accomplishment by the Ministry of Education and its national and international partners. In addition, in May 2020, the Ministry officially joined the coalition behind Safe to Learn global initiative and Jordan became the second country in the region to endorse the Safe to Learn Call to Action. This commitment from MOE presents an opportunity to unlock the multiple wins of ending violence in schools and improving learning outcomes.

Despite the growth in number of students, the Ministry of Education has managed to keep the pupil-teacher ratio relatively stable over the first years of ESP implementation. Behind this achievement is a strong reliance on double-shifts as well as a net increase in the number of teachers of some 14,000 since 2016/17 (all levels). Efforts have also been made to construct new schools, with an increase of 128 new public schools between 2016/17 and 2019/20 (against a target for the whole ESP period of 300). Over the same period, a total of 246 new public KG2 classrooms were built (against a target of 500 for the whole ESP period). In KG2, a rotational system, of three days of face-to-face instruction per week and two days online, was introduced to be able to accommodate more 5-year-old children. Double shift was also introduced as a strategy allowing KG2 pupils to complete the whole curriculum.

Gross enrolment rates (GER) for boys and girls of all nationalities at all education levels improved between 2016/17 and 2019/20, however, a concerted effort is needed to reach targets set. Improvements in GERs over the period were most noticeable in KG2 and in secondary education, with particularly strong progress for Syrian boys and girls. However, the recorded GERs are below the targets set for the first half of the ESP period. This means that at midterm, the Ministry of Education is not on track to reach the targets set for the end of the ESP in 2021/22.

With COVID-19, initial ESP achievements are seriously at risk. As of the end of June 2021, Jordan had experienced 323 days of complete closure of schools (for the period mid-March 2020 to June end 2021)¹. To ensure learning continuity, the Ministry quickly responded by introducing the Darsak learning platform and creating online lessons and content. At any given day during the first semester in 2021, an average of 62% of students and 55% of teachers logged into the Darsak platform, but with significantly lower shares for male students and male teachers compared to females.² The Ministry of Education developed two blended learning packages designed to support students to recover learning loss of year 2019/20 and to continue their learning for year 2020/21. It also implemented a major program to raise children's readiness for learning before the first grade.

The Education During Emergency Plan 2020/2023 (EDEP), developed in several phases by the Ministry and key partners, includes a comprehensive and sequenced set of response measures. A core element of the EDEP is the increased emphasis on distance and blended learning as a longer-term strategy that goes well beyond COVID-19. However, despite the major efforts, the effects of the pandemic for reaching the ESP targets are still real and high. Available simulations that estimate the potential

¹ Source: [Country Tracker \(education.org\)](https://www.education.org/country-tracker)

² Source: EdviseME (2021) Rapid assessment of Jordan's distance learning.



learning losses due to the pandemic all point to considerable negative effects, in particular for children from poor and vulnerable families, refugee children and children with disabilities³. Even though these estimates are not predictions of student levels of literacy when schools reopen, they highlight the need for remediation of fundamental literacy and numeracy skills following the long period during which schools were closed.

The Ministry of Education and the Higher Council for the Rights of Persons with Disabilities (HCD) launched the 10-year Strategy for Inclusive Education (IES) 2020-2023, based on the fulfilment of the Law on the Rights of Persons with Disabilities (20) of the Year 2017. The strategy tackles the challenges pertaining to the right to inclusive education for persons with disabilities through developing the capacity of the educational cadres; adapting accessible formats curricula; and rendering school buildings and facilities accessible for all. The MoE developed the 3-year Operational Plan for the IES and is implementing it as a priority in all the work of the Ministry including ensuring the alignment of effective contribution of the ESP to the IES. The MoE is committed to addressing inclusive education in its broader sense that goes beyond inclusion of children with disabilities. This means to also focus on inclusion and diversity in education and on all children excluded from and within the education system (e.g. children coming from schools in the most vulnerable areas in Jordan), in terms of enhanced data collection, planning and inclusion in programs.

The Ministry of Education is in the process of performing a full reform to the TVET tertiary educational pathways to implement the ETVET designed under HRD from Grade 9. MOE is developing a strategic plan based on the 2025 National Development Strategy, National Employment Strategy, Employment-Technical and Vocational Education Strategy, and National Strategy for Human Resource Development and Technical and Vocational Skills Development Commission (TVSDC) Action Plan.

The Ministry of Education has reviewed various Public Private Partnerships (PPP) models for education from several countries. The MOE is interested in expanding models that:

- Utilize the spaces of private schools to enhance the learning quality for students enrolled in public schools. These schools, approximately 20, were phased out during COVID-19 and are fully equipped and resourced (teachers and school administration);
- Use public schools' buildings to run double shift schools using staff from the private sector;
- Expand the use of education vouchers for students with disabilities and vulnerable students and pay for their accommodation in private schools;
- Contribute to the reform of the vocational education system through improved PPPs. This will help in understanding the needs of the labour market and improve curricula and professional pathways for improved student employability.

MOE is designing the models with the World Bank, to adapt each area as needed and based on student and area demographics.

The early ESP achievements are particularly impressive in light of the squeezed financial resources available for the implementation of the plan. Between 2018 and 2020, the Ministry of Education's recurrent spending on education was relatively stable, at 12.9% of total public expenditures in 2020. With the expansion of the number of students since the launch of the ESP, this implies a reduction in recurrent spending per student by the Ministry. In addition, the effect of the COVID-19 pandemic on the Jordanian economy puts strong pressure on public education expenditures.

³ Sources: World Bank (2021) Education expenditure, Enrolment Dynamics and the Impact of COVID-19 on Learning in Jordan, Policy Note; RTI (undated) Analysis of the Potential Impact of School Closing Due to COVID-19.



At the launch of the ESP in 2018, the Ministry of Education's total planned core cost for the 2018-2020 period was estimated at 3.6 billion JOD. At the ESP midterm, it is found that ***the Ministry's total core expenditures (recurrent and capital) for 2018-2020 amounted to 2.9 billion JOD, hence 19% below the planned amount.***⁴ In reviewing expenditures by level of education, the difference in planned versus actual expenditures is particularly acute in the case of kindergartens. Over the 2018-2020 period, spending on kindergartens amounted to 54 million JOD instead of 146 million JOD that was planned. This was mainly due to the disruption caused by COVID-19 to the plan to build new kindergarten rooms.

To address the emerging educational needs arising from the COVID-19 pandemic and to mitigate the risks on the initial ESP achievements and the progress, the Ministry of Education decided to extend the ESP to the year 2025, with further alignment to the Human Resources Development Strategy and the Government's Executive Development Program, introducing a better mainstreaming of gender, disability and technology. The further alignment of the ESP to the HRD required the Ministry to venture into the reform of national assessments, including Tawjihi, along with curriculum revision and improvements. These efforts, where the curriculum and assessments are based on required competencies, will allow for the proper development of students and their employability and integration in the workforce. This also includes the introduction of an accreditation system for professional development programs including in-service and pre-service trainings, for both trainers and trainees, and the implementation of the system of accreditation and reaccreditation.

To measure progress towards the achievement of ESP objectives, a series of 40 key performance indicators were identified by the Ministry of Education in 2018. Table 2.1 shows the trends since the beginning of the ESP implementation and the final targets for each of the original performance indicators. The following section 3 assesses and explains progress with respect to each of the six domain objectives, with these key performance indicators as the basis. Section 4 of the report includes the revised ESP indicators, reflecting the required amendments for the ESP extension, and including better capturing of data on gender, disability, nationality and most vulnerable areas.

⁴ This excludes the costs of the ESP operational plan



Table 2.1: Original ESP 2018-2022 Key Performance Indicators, status and targets

Main indicator	Indicator definition/calculation	Baseline	Achieved	Achieved	Achieved	Target	Target	
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	
DOMAIN 1: EARLY CHILDHOOD EDUCATION AND DEVELOPMENT								
Indicator 1: Total enrolment rate in KG2	Enrolment of official age group to a certain level of Education expressed as a percentage of the population in the corresponding category	59.9%	62.2%	63.5%	68%	75.6%	80%	
Indicator 2: Percentage of children in kindergarten level who are ready to learn based on the EDI tool (early development tool)	Early development tool that assesses the child's readiness for school and for learning through the measurement of psychological and physical health	76%	73%	...	measured every 3 years	...	80%	
Indicator 3: Percentage of children aged 4.8 & 5.8 who have access to KG2 within 2 kilometres of their place of residence	Number of children between the ages of (4.8) and (5.8) who have quality KG2 kindergartens within their home areas to the total number of children in the same age group	...	92%	95%	Not calculated yet due to COVID	...	...
Indicator 4: Percentage of targeted public and private KG2 that fulfil management quality standards and technical quality standards	The number of KG2 kindergartens that have passed the test of quality standards (Administratively & Technically) to the total number of kindergartens that apply this quality system.	Public	93%	95.2%	95.8%	Not calculated yet due to COVID	97%	98%
		Private	40%	50%
Indicator 5: Percentage of kindergarten teachers who apply new child- centred knowledge and skills in the education process	The number of kindergarten teachers who apply new child-centered knowledge and skills in the education process to the total number of kindergarten teachers who have been visited	92%	...	...	...	98%	98%
Indicator 6: Percentage of public and private KG2 schools that fulfilled accreditation criteria	The number of governmental and public kindergartens (Stage 2) that fulfilled the accreditation standards to the total number of governmental and public Kindergartens (Stage 2)	...	...	...	Accreditation criteria have not been finalized	1%	2%



Main indicator	Indicator definition/calculation	Baseline	Achieved	Achieved	Achieved	Target	Target	
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	
Indicator 7: Number of parents and caregivers who demonstrate relevant knowledge, attitudes and practices towards early childhood learning in the fields of health, nutrition and social protection	The number of parents and caregivers who received support and back up with regard to education in the early childhood stage in the areas of Health, Nutrition, and social protection	40 000 cumulative	50 000 cumulative	52 449 cumulative	Not calculated yet due to COVID	80 000 Cumulative	90 000 cumulative	
DOMAIN 2: ACCESS & EQUITY								
Indicator 8: Net enrolment rate	Enrollment in the formal school age group (Kindergarten, KG2 kindergarten, basic and secondary education) expressed as a percentage of the population of that age group	KG	34%	36.50%	37.70%	40.20%	46%	50%
		KG2	58.80%	61.40%	62.50%	66.90%	73.60%	78.00%
		Basic	93.30%	94.70%	94.70%	94.20%	97.00%	98.00%
		Secondary	68.20%	71.20%	71.20%	71.40%	76.00%	78.00%
Indicator 9: Total enrolment rate	Total enrollment in a certain level of education, regardless of age, expressed as a percentage of the population of the officially eligible school-aged corresponding to the level of education itself in a given school year	KG	35.10%	37.20%	38.70%	41.10%	48.00%	52.00%
		KG2	59.90%	62.20%	63.50%	68%	75.60%	80.00%
		Basic	97%	97.90%	97.80%	97.90%	99.50%	100%
		Secondary	74.50%	75.60%	75.40%	77.50%	86.00%	89.00%
Indicator 10: Education gender equity indicator	Girls enrollment average to boys at an educational level (Kindergarten, primary and high school). This is calculated as a percentage of the overall girl-to-boys enrollment average at the educational level	1.02	0.98	0.98	0.98	1.02	1.01	
Indicator 11: Illiteracy Rate	Percentage of population aged (15) and over, both males and females, who cannot read, write and calculate	5.20%	5.10%	5.10%	Not yet received from DOS	4.80%	4.60%	
Indicator 12: Number of graduates of the Culture Promotion Program for drop-outs	Number of students who graduated from the Culture Promotion Program for drop-outs and obtained a document qualifying them for vocational training entry,	400	400	517	700	300	300	



Main indicator	Indicator definition/calculation	Baseline	Achieved	Achieved	Achieved	Target	Target	
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	
	or the completion of their academic studies (Home Study) or both							
Indicator 13: Percentage of rented public schools and double shifted schools	Number of rented governmental and double-shift schools to the total number of schools	Rented	22%	21%	20%	19.50%	18%	17%
		Double shift	19%	19%	19%	18.30%	12%	10%
		Rented and double shift	3%	3%	3%	2.70%	2%	2%
Indicator 14: The indicator of the physical infrastructure of the school for students with special needs (includes space available for gifted children and people with disabilities)	Space, physical infrastructure (Sanitation facilities, computer laboratories, sciences, and meeting places) or preparation of qualified schools	King Abdullah II schools for excellence	45000m2	55000m2	55000m2	55000m2	55000m2	55000m2
		Schools talent rooms	2500m2	3000m2	2500m2	4000m2	4500m2	5000m2
		Total area	47500 m2	58000 m2	58500m2	59000 m2	59500 m2	60000 m2
		Specialized schools	12	11	10	11	...	...
		Schools inclusive of students with disabilities	150	150	155	160	165	170
		Number of learning sources rooms	785	930	1035	1035	1050	1100
Indicator 15: Number of students with disabilities enrolled in schools	Total number of children with disabilities attending school	2370	20000 Cumulative	20000 Cumulative	20000 Cumulative	2880	3000	
Indicator 16: Number of students registered in "Education Promotion Program" for dropouts	Number of truant students enrolled in the "Culture Promotion Program" for drop-outs of the age (13-18) for boys and (13-20) for girls	...	1572	2048	1300	1000	1000	
DOMAIN 3: SYSTEM STRENGTHENING								
Indicator 17: Number of Schools Applying Quality System	Number of governmental schools applying the quality system	15	15	57	57	141	141	



Main indicator	Indicator definition/calculation	Baseline	Achieved	Achieved	Achieved	Target	Target
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Indicator 18: The application of developmental plans in schools and directorates Indicator	The extent to which the developmental plans in schools and directorates are applied	70%	75%	86%	90%	78%	80%
Indicator 19: Percentage of development & improvement in the implementation of institutional performance standards (external evaluation: King Abdullah II Award for Excellence in Government Performance & Transparency)	The Ministry's logo in the King Abdullah II Award for Excellence in Government Performance and Transparency	51%	...	...	...	...	60%
Indicator 20: The percentage of risks that have been identified and its impacts have been minimized	Risk and crisis that have been identified, and the risk plan that was prepared, and the effects of risk rate that were minimized	50%	50%	50%	55%	90%	100%
Indicator 21 A: Percentage of competent individuals who use the educational information system for policy purposes	Percentage of stakeholders who use the educational information system effectively	50%	70%	70%	70%	90%	100%
Indicator 21 B: Percentage of requests/ applications for information (routine & non-routine requests) that are met through the educational information system	Percentage of requests that are met through the educational information system (Data and Reports)	65%	65%	65%	70%	95%	100%
DOMAIN 4: QUALITY							
Indicator 22: The percentage of teachers and students who use science tools and ICT effectively	Percentage of teachers who have been observed actively using scientific equipment and information and communication technology (ICT) in school	...	...	18%	19%	...	...
	Percentage of students who have been observed actively using scientific equipment and information and communication technology (ICT) in school	...	...	16%	22%	...	...



Main indicator	Indicator definition/calculation		Baseline	Achieved	Achieved	Achieved	Target	Target
			2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Indicator 23: A Safe School Environment	Composite indicator of students who feel safe in schools	Rate of violence in all of its shapes	24.90%	12.40%	9.50%	7.53%	11%	8%
		Number of Bullying Cases	126	106	86	86	46	26
		Number of Disciplinary Councils	1007	850	700	688	400	250
Indicator 24: Jordan's results in national exams	Percentage of success in national tests		50%	55%	60%	60%	60%	65%
Indicator 25: Classification of Jordan in International Trends -Tests in the international Science, Mathematics and global reading studies	TIMSS	Science	32/39 Global	...	...	31/39	...	...
			5/10 Regional	...	...	5/10	...	...
		Math	36/39 Global	...	...	33/39	...	...
			8/10 Regional	...	...	5/10	...	...
	PISA	Science	63/72 Global	...	51/78	...	...	...
			3/6 Regional	...	2/6	...	...	...
		Math	66/72 Global	...	65/72	...	...	...
			4/6 Regional	...	3/6	...	...	...
	Reading	60/72 Global	...	55/72	...	...	...
		2/6 Regional	...	2/6	...	...	...
Indicator 26: Percentage of schools evaluated as schools with acceptable or better performance in accordance with the standards of the Quality Education & Accountability Unit	The number of schools assessed as schools with satisfactory performance or better according to the evaluation criteria to the total number of schools		5%	19.9%	30.2%	34%	30%	35%
Indicator 27: Percentage of second and third grade students who can read fluently and comprehend and understand mathematical processes	Second grade reading		11.40%	...	...	16.30%	17.00%	...
	Second grade math		11.70%	...	...	16.30%	22.00%	...
	Third grade reading		31.50%	...	...	40.50%	36%	...
	Third grade math		20.50%	...	...	38.40%	34.00%	...
DOMAIN 5: HUMAN RESOURCES								



Main indicator	Indicator definition/calculation	Baseline	Achieved	Achieved	Achieved	Target	Target
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Indicator 28: Percentage of resident teachers according to the national teachers' standards	The total number of teachers with good evaluation according to national standards to the total number of teachers included in the study	...	...	99%	In progress	20%	10%
Indicator 29: Percentage of teachers applying new methodologies in the classroom and in education	The total number of teachers applying new methodologies in the classrooms to the total number of teachers	...	12%	18.30%	30.60%	75%	85%
Indicator 30: Percentage of leaders (from public and private sectors) licensed to practice the profession under the new system	The number of leaders in the (Public & Private Sectors) who are licensed to practice their profession under the new system to the total number of leaders	...	0%	0%	Not calculated yet due to the system not being issued	6%	10%
Indicator 31: Percentage of teachers (male and female) who hold a professional practitioner license	The number of teachers (Male & Female) authorized under the new system to the total number of teachers	...	0%	0%	Not calculated yet due to the system not being issued	15%	35%
Indicator 32: Percentage of teachers who received performance-based incentives	The number of teachers awarded with performance-based incentives to the total number of teachers	6292	6954	10583	4188	...	5%
Indicator 33: Percentage of new qualified teachers (male and female) in the public sector	The number of qualified teachers (who have completed the pre-service or alternative training) to the total number of new teachers	13%	20%	40%	50%	60%	70%
DOMAIN 6: VOCATIONAL EDUCATION							
Indicator 34: Success rate in vocational education for the twelfth grade (Tawjihi)	The percentage of successful students in the 12th grade of the vocational education to the total number of students in the 12th grade of the vocational education and for all of the vocational branches	51%	39.40%	41.40%	49.80%	58%	60%



Main indicator	Indicator definition/calculation	Baseline	Achieved	Achieved	Achieved	Target	Target
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Indicator 35: %of students who passed the Tawjihi/vocational education examination and are engaged in the labour market	The number of students who applied for the Tawjihi/the stream of vocational education and who are currently working, to the total number of students who had the Tawjihi exams of the vocational education stream	...	...	...	Not calculated yet due to COVID	...	12%
Indicator 36: Percentage of students who passed the Tawjihi exam / vocational education stream	The number of students who passed the Tawjihi exams for the vocational education stream to the total number of students applying for the high school Tawjihi exams	9.10%	5.50%	8.10%	6.10%	11.50%	12%
Indicator 37: Percentage of employers satisfied with the performance of vocational education graduates	The number of employers satisfied with the performance of vocational education graduates to the total number of employers responding to the study	...	...	35%	30%	50%	55%
Indicator 38: Number of institutions providing training to vocational education students	The institutions providing training for vocational education students	...	...	...	Not calculated yet due to COVID	10	15
Indicator 39: Percentage of people (local community) surveyed, who provided a positive impression on vocational education	Number of individuals (Local Community) surveyed and who gave a positive impression of vocational education to the total number of individuals surveyed	...	...	...	25%	35%	40%
Indicator 40: Secondary school enrolment in vocational education as a percentage of the total secondary school enrolment	Percentage of students enrolled in vocational education to the total number of secondary education students	11%	13%	12.30%	10.5%	18%	20%



3. Progress per ESP domain

3.1. Domain 1: Early Childhood Education and Development

Strategic objective: *“To increase access to quality education for children (both male and female) in early childhood and to increase their readiness to learn for life.”*

Overall review findings: Prior to COVID-19, the KG2 gross enrolment rate (GER) increased by an impressive eight percentage points from 2016/17 to 2019/20, to reach 68%.⁵ KG2 constructions and rehabilitations are identified as the major contributing factor for the improved enrolment rates pre-COVID. Other contributing factors have been the introduction of a rotational system of two or three days of teaching per week to be able to absorb more 5-year-old children, the recruitment of new teachers and the training and capacity building of teachers. However, the recorded progress is not sufficient to reach the initial ESP target of 80% GER by 2021/22. In addition, the COVID-19 pandemic has seriously hampered earlier progress, with available data revealing a 5% decrease in the number of children enrolled in KG2 in 2020/2021 compared to the year before. Existing ESP components and sub-components remain largely relevant, but without concerted financial, planning and technical efforts during the second half of ESP implementation, the Government of Jordan’s announced ambition of universal KG2 is at risk. The decision to extend the ESP to 2025 and to introduce a more structured focus on Public Private Partnerships (PPP) will contribute to the aligned ESP-HRD goal of universal KG2. This will also be accompanied by more structured approaches towards mobilizing families to be more engaged in the learning and early childhood development of their children.

Impacts of COVID-19: The adverse economic impact of the pandemic made many families move their children from private to public KG2s in 2020. On the whole, the public KG2 system experienced an unparalleled 56% increase in the number of pupils, while the private KG2 system saw a 42% reduction in the number of pupils in the same year. The pressure on public kindergartens has thus been, and continues to be, high. The pandemic led to a rapid change in the Ministry’s use of ICT, most notably the introduction of the Darsak learning platform and the creation of online learning materials. The Ministry developed an educational activity package for families with children in kindergartens, delivered as videos and audio messages. Overall, KG2 children’s participation on Darsak has been low given KG2 children require parental support and cannot learn independently. As has been the case globally, the distance modality is also challenging for teachers, who do not have skills in remote pedagogies for early years and face the same technology challenges as pupils and their families.

Recommended ESP midterm adjustments:

Access and expansion:

The COVID-19 pandemic and the stronger national push for universal KG2 require more attention to:

- Using the term full absorption for KG2 until the law on compulsory education is amended to include kindergartens.
- Achieving 84% of enrolment in kindergartens by 2022 and achieving universalization of children in private and public kindergartens by 2025 in alignment with the National Human Resources

⁵ 67.4% for girls and 68.6% for boys.



Development Strategy, until the laws governing compulsory education are amended. This is done through a flexible Rotational System with attendance 2 or 3 days a week and by strengthening the partnership with the private sector. The rotational system is currently not part of the ESP, but it is recommended to integrate the approach in the ESP planning as a short term and low-cost measure to be able to absorb all 5-year-old children in KG2.

- Full integration of KG2 planning and budgeting into the overall ESP planning and budgeting cycle.
- Institutionalizing Public Private Partnerships through developing financially and technically sustainable model(s) as appropriate, based on the public sector's use of human resources, infrastructure and spaces from the private sector, while maintaining the curricula of the Ministry of Education and ensuring strengthened partnerships leading to universal KG2. This is currently not part of the ESP, but it is recommended to add it as a new key activity. This is a core component for making universal KG2 in Jordan a reality and it will require substantial work in the years ahead.
- Working on defining the referral mechanism of students with disabilities from the specialized centers to schools that are under the supervision of the Ministry of Education⁶. Conducting a study on all centers that provide education to children with disabilities to define the possibility of their complementarity with the education system.

Quality:

- Changing the target year of the unified quality assurance system, the excellence and creativity standards and the accountability system to end in 2025.
- Putting in place a legal and financial framework for the accreditation system.
- Institutionalizing the Quality Assurance System for Early Childhood Education in public and private sectors, including the training, monitoring and feedback mechanism, and linking it to the licensing and accreditation systems of the public and private schools.
- Providing customized learning materials, equipment and furniture for children with disabilities.
- Focusing more efforts on therapeutic activities during learning following the COVID-19 pandemic.
- Measuring the exposure of children to organized learning activities in the year prior to the start of primary school (School Preparedness Program).
- Mainstreaming inclusive education in its comprehensive approach, in kindergartens, from an access perspective (blended learning, distance learning, inclusion of students with disabilities and vulnerable children) and from the perspective of ensuring a safe learning environment, which would include effective facility management, child protection and psychosocial wellbeing.
- Introducing more programming on mobilizing families and communities to support learning at home and school, focusing on demand side and community awareness for further inclusion and diversity starting from KG2 level.

⁶ The supervision of the Specialized Disability Centers has recently been moved from the Private Sector to the Ministry of Education.



3.1.1. Component 1: Access and expansion

<u>PROGRESS AGAINST TARGETS</u>	<u>MID-TERM ACHIEVEMENT</u> <u>(2019/2020)</u>	
Renovate 210 public KG2 classrooms by 2022/23	261	●
Construct 500 new public KG2 classrooms by 2022/23	246	●
Renovate 865 private KG2 classrooms by 2022/23	686	●
Revised by-laws for kindergartens to facilitate opening of private KGs	Delayed	●

The ECED domain's first component aims for increased access to KG2 for all 5-year-old children in Jordan. On the whole, the gross enrolment rate (GER) in KG2 improved from 59.9% in 2016/17 to 68% in 2019/20 (Table 3.1). While progress was relatively slow during the first two years, a major increase in the KG2 GER of 4.5 percentage points was recorded from 2018/19 to 2019/20. Despite improved enrolment, progress is not sufficient to reach the ESP target of a GER of 80% by 2021/22. In addition, the COVID-19 pandemic has hampered progress. Available data point to a 5% decrease in the number of children enrolled in KG2 in 2020/2021 compared to 2019/2020.

Table 3.1: Progress in KG2 gross enrolment rates by sex

	2016/17	2017/18	2018/19		2019/20		2021/22
	Baseline	Achieved	Target	Achieved	Target	Achieved	Target
Total	59.9%	62.2%	65.2%	63.5%	70.4%	68.0%	80.0%
Boys	60.5%	62.8%	65.8%	64.1%	71.0%	68.6%	80.6%
Girls	59.3%	61.6%	64.6%	62.9%	69.8%	67.4%	79.4%

Source: MoE OpenEMIS (2021).

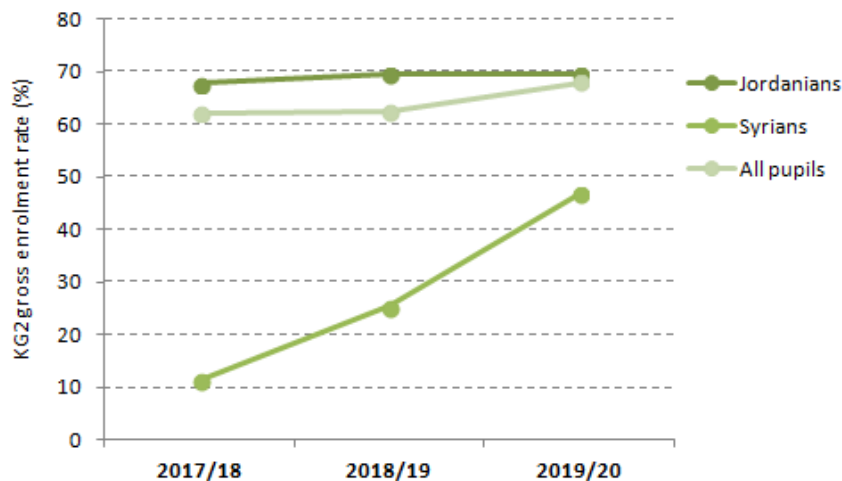
Overall, there are some disparities between girls' and boys' participation in KG2, to the advantage of boys' participation. In the school year 2018/2019, the overall GER for boys was 64.1% compared to 62.9% for girls. The size of this gap between boys and girls has not changed since the ESP's baseline year 2016/2017. Significant disparities in KG2 participation persist between Jordanian and Syrian children. However, there has been a remarkable increase in the proportion of Syrian children enrolled in KG2 over the past two years. In 2017/18, only 11.2% of Syrian children were enrolled in KG2. In 2019/2020, the share increased to 48% (Figure 3.1).

With regard to remaining barriers for KG2 attendance, a study published in 2018 found that tuition fees in private kindergartens were the strongest obstacle to attendance.⁷ A statistically representative sample of families who reported that their child had not attended KG2 in the previous year was asked to give a reason why. Overall, as many as 38% of those families reported that they could not afford the tuition. However, the same study noted that public kindergartens are the main source of supply in many rural areas and that the Ministry of Education has been effective in meeting the demand for KG2 in rural areas. This calls for strategies that pay close attention to meeting pockets of demands for KG2 that are currently not met.

⁷ RTI International (2018) KG Data for Decision-Making: Phase II National Survey of Families



Figure 3.1: KG2 gross enrolment rate by nationality



Source: MoE OpenEMIS (2021).

As a result of the adverse economic impact of the pandemic on many families in Jordan, a large number of families decided to move their children from private to public KG2s in 2020. On the whole, public KG2 experienced an unparalleled 56% increase in the number of pupils, while the private KG2 system saw a 42% reduction in the number of pupils in the same year. Before COVID-19, as many as 62% of all KG2 enrolment was in the private sector. In 2020, this figure was down to 38%. The challenging economic conditions also impacted the ability of some private kindergartens to continue operation. At least (53) kindergartens suspended their operations in Amman for the school year 2020/2021 as well as (17) kindergartens in various directorates; (37) kindergartens were permanently closed in the capital for the year 2020/2021, and (40) kindergartens in the directorates were permanently closed for the same year.

Overall, KG2 constructions and rehabilitations have been a major contributing factor to the improved KG2 enrolment rates pre-COVID. The Ministry is above the ESP targets set for renovations of public KG2 classrooms (261 renovated, against a target of 210). It has made good progress towards reaching the targets for construction of new KG2 public classrooms (246 against target of 500) and very good progress to reach the target set for renovation of private KG2 classrooms (686 against a target of 865). KG2 classrooms were significantly increased in the refugee camps, including establishing provision in King Abdullah Park and the Emirati Camps. These results have been achieved in a context of numerous challenges, the most significant ones being i) very limited financial resources; ii) insufficient MOE-owned spaces in densely populated areas with the greatest needs (Qasabat); and iii) delays in tenders for classroom construction and furnishing.

The Government of Jordan's announcement in 2019 to universalize KG2 by September 2020 put strong pressure on the Ministry of Education to identify a flexible system, able to absorb and respond to the increased demand for kindergarten in Jordan in a situation of limited financial resources. In this context, a gap analysis was conducted to identify the number of classrooms needed in 2019/20 to achieve universalization. This gap analysis was done building upon the MOE Strategy to achieve KG2 universalisation and included different methodologies such as: double-shift KG2, rehabilitation of existing classrooms in public schools suitable for KG2, introduction of KG2 classrooms in all schools mixed and separated by gender, construction of new schools, improvement of quality of pre-primary KG2 education, piloting a flexible program with additional teachers and spaces for overcrowded classrooms, etc.



The main response measure introduced by the Ministry was the implementation of a rotational system whereby children attend KG2 for 2 or 3 days per week in person while they resume their learning remotely through the DARSAK platform, which includes the full KG2 curriculum, on the remaining days. The system was introduced at the beginning of the 2020/21 school year and was applied in about 20% of all KG2 classrooms. The application of the rotational system is based on needs in each directorate, focusing on overcrowded areas. The use of double shifts for KG2 also increased dramatically in 2020/21. School principals were given a wide range of manoeuvrability to apply local solutions and try to accommodate as many children as possible to reduce waiting lists created in part by the migration of children from the private to the public sector.

Some efforts have also been made to spur the Ministry's partnership with the private sector. In 2019, the Ministry issued an amendment to bylaws concerning KG establishment. The amendment enabled reductions in the establishment and renewal fees for non-profit associations and simplified outdoor space requirement for private kindergartens. The amendment also stated that educational institutions must inform the Ministry before raising tuition fees, noting that the Ministry has the final say to reject or approve such a request. Furthermore, the Ministry is working with the World Bank Group and the Ministry of Industry, Trade and Supply to develop the sectoral licensing system. Work is underway to amend legislation to enable the establishment of a licensing system for private educational institutions, which in turn seeks to simplify procedures and reduce the burden for private providers. In collaboration with the World Bank Group, the Ministry also initiated research on policy options for the engagement of the private sector.

The midterm review recognizes the further strengthening of the Ministry's partnership with the private sector as a necessity for fulfilling the ambition of universal KG2. Despite the efforts made, the following challenges are noted:

- There have been significant delays in completing the sectoral license review for the education sector, and the expected completion and implementation date is not clear.
- So far, no clear policy options exist for engaging the numerous private sector service providers who do not meet current minimum standards and who will most likely not be able to meet the revised minimum standards that will result from the sectoral license review.
- There have been significant delays in assessing policy options to engage the private sector, including financial analysis.

For the remaining ESP period, this calls for reconsideration of, and introduction of stronger, mechanisms for partnerships between the public and private sectors to support faltering private kindergartens.



3.1.2. Component 2: Quality

<u>PROGRESS AGAINST TARGETS</u>	<u>MID-TERM ACHIEVEMENT</u> <u>(2019/2020)</u>
Adopt a quality assurance framework for KGs by the end of 2022	Draft unified quality assurance system ready ●
Adopt standards for the excellence and creativity of KGs and launch and implement them from 2019	Not ready ●
Develop accreditation standards by 2019	Draft ready ●
Raise awareness about health, nutrition and social protection by reaching 10,000 parents and children per year for the Parental Awareness Program, and 2,000 parents and children to raise children readiness to learn	52,449 (by 2018/19) ●
Increase the percentage of qualified KG2 teachers from 92% to 98% by 2022	98% (by 2019/20) ●
Adopt an accountability system for kindergartens by end 2019	Not ready ●

The ECED domain's second component focuses on quality improvements. The three core quality improvement measures include the introduction of a new *quality assurance system* for public and private kindergartens, the continuation of the existing program on *raising parents' awareness of health, nutrition and social protection* and *increasing the share of qualified kindergarten teachers*.

Since 2018, progress with regard to the new quality assurance system and the delivery of the parental awareness program has been slower than expected. On the other hand, good progress has been made with regard to KG2 teacher qualifications, where the ESP target of achieving 98% qualified KG2 teachers by 2022 was already met by 2019/20 (public KGs teachers only).

Quality assurance: In terms of the existing quality assurance system (i.e. prior to the development of the new system), the Ministry was able to maintain the set administrative and technical quality standards at around 95% between 2016/17 and 2018/19 (for public KG2 only, for details see KPI # 4). During 2019-2020, work commenced on developing the new unified quality assurance system for both public and private kindergartens, including the setting of accreditation standards. Despite significant delays, the Ministry expects the proposed new system to be reviewed in 2021, then tested, approved and fully adopted by 2025. However, to achieve the targets of the strategic plan of the Ministry of Education, there are some major obstacles the Ministry must overcome. In particular, this includes ensuring a smooth transition to the new quality assurance system, noting that the delivery of this new system is delayed due to technical issues as well as COVID-19; and several ESP targets are dependent on the delivery of this system. The implementation of universal kindergartens will require a new group of qualified human cadres to implement the evaluation process from the administrative and technical aspects. This has yet to be costed, including staff as a major cost element. The financial allocations within the internal control unit, which in part include training on the current quality system for public kindergartens, will not be sufficient to cover the new expenses.

It is to be noted that the adoption of standards of excellence and creativity, as well as the revised accountability/evaluation system are closely related to, and dependent on, the finalization of the new quality assurance system.



Parental awareness program: The Ministry was initially on track to reach ten thousand parents and caregivers annually with health, nutrition and social protection information activities. While the target was met during the first year of ESP implementation, the lack of financial allocations for this purpose in the Ministry's budget have since then led to reduced delivery of the program to parents. Another challenge has been the retirement of many educated trainers, which has led to a shortage in course implementation. During the COVID-19 pandemic, besides the continued financial constraints, the program faced technological difficulties resulting from remote implementation, poor internet connection and the need for smart devices.

The lack of financial allocations in the Ministry's budget, in addition to the weakness of parental skills in using remote communication and the lack of internet packages for them during the pandemic, led to the failure to reach the target.

Qualified KG2 teachers: The Ministry has been successful in increasing the target percentage of qualified kindergarten teachers (KG2) in the public sector to 98% in the year 2019/2020, by: i) appointing qualified educational supervisors; ii) implementing several training programs, including the RAMP initiative, professional development for teachers and new hire teacher course; and iii) following up on the impact of the training in the classroom.

3.2. Domain 2: Access and Equity

Strategic objective: *To ensure access and equality to achieve justice for both sexes by raising the enrolment rate in schools and absorbing all age groups in education for all residents in the Hashemite Kingdom of Jordan.*

Overall review findings: Progress towards most of the set ESP access and equity targets was on track prior to the COVID-19 pandemic. The Ministry, working with partners, made significant advances in terms of enrolling all children in education, including refugee children, children from lower socioeconomic backgrounds and children with disabilities. Gross enrolment rates for all groups (male/female, Jordanian/non-Jordanian) increased from 2017/18 to 2019/20 (see tables 3.2 and 3.3). Notwithstanding these increases, however, the 2020 MOE-UNICEF "Jordan Country Report on Out of School Children" highlighted that the national out-of-school rate for children aged 6-11 years has not increased since 2014, with a total of 112,016 children, aged 6-15 years, who are not attending basic education, including more than 39,800 Jordanian children, 50,600 Syrians and 21,500 children from other nationalities.⁸ While some OOSC have never attended school (especially the case for 6-year-olds), others have dropped out before completing Grade 10. Predictors of school dropout before completion of basic education were "being a boy, Syrian nationality; an absent mother; parents with low educational attainment; large household size; being poor; and living in an urban area. Living in communities operating double-shift schools reduces the risk that non-Jordanian children dropout of school (MoE/UNICEF, 2020: 14). Due to the impact of Covid-19 on education and on families' socioeconomic status, one concern is the risk that the number of OOSC will increase in the short-term.

As part of its efforts to increase access to all children, the Ministry also developed its "10-Year Strategy for Inclusive Education" and prepared a three-year plan for its implementation that seeks to increase access to education for children with disabilities and other vulnerable children. The aim is to enrol 10% of children with disabilities by 2031. Mainstreaming inclusive education in its broader sense is a

⁸ MOE-UNICEF OOSCI Policy Brief, December 2019



Government and MoE priority, both at the infrastructure/physical access and the soft access levels, to cover at least 30% of schools in Jordan.

For this purpose, in 2021, the MoE and the Higher Council for the Rights of Persons with Disabilities (HCD) requested an external Institutional Capacity Needs Assessment on Inclusion and Diversity in Education in Jordan to look at system strengthening and capacities of institutions in charge of implementing the 10 years Inclusive Education Strategy. As part of the recommendations, the need for common understanding and common definition of inclusion and diversity in Jordan was strongly highlighted in line with SDG4 and the ESP, inclusive of all children and their diverse needs.

Since September 2021, the MoE and the HCD have led five technical consultation sessions with partners, as well as dialogue sessions with NGOs, schools and Field Directorates to work on a capacity development roadmap in line with the 10 Years strategy action plan. As a result of the consultation process, a common definition has emerged, as well as a list of the 10 children most vulnerable to exclusion from and within education have been agreed on to be officially endorsed through a Declaration on Inclusion and Diversity in Education in a High-Level Policy Dialogue in May/June 2022.

The agreed upon definition of Inclusion and Diversity in Education for the Hashemite Kingdom of Jordan is as follows:

Systems, political will, and commitments by all key partners and stakeholders are in place to guarantee that all students regardless of their gender, abilities, disabilities, backgrounds, and circumstances have equal and equitable access to quality education in their home or host communities, with learning environments that embrace diversity and support their participation and achievements towards reaching their full social, emotional, physical, and cognitive potentials.

The 10 groups of children most vulnerable to exclusion from and within education are stated below, with no order of priority:

1. Children affected by drugs and substance abuse
2. Children experiencing gender inequality (e.g., girls, but also boys who do not fit gender norms within conservative contexts)
3. Children from ethnic, language and social minorities
4. Children from income poor backgrounds
5. Children suffering from neglect, abandonment and abuse, incl. orphans
6. Children who are under-stimulated and disengaged (including children who are often referred to as 'gifted' and 'talented')
7. Children with disabilities and/or learning difficulties
8. Institutionalized children and children without freedom of movement
9. Out-of-school children (OSC) (i.e., children who dropped out of school, never enrolled in formal education, and street and working children)
10. Refugee, returnee, and unregistered children (i.e., children who were never registered at birth or may be registered in another country)

During school closures, the number of children enrolled in the Drop-Out program (12-20 years), increased by around 2,000 children from 3,700 to 5,700, mainly due to enabling the online learning option, giving more flexibility to students, mostly involved in child labour, to benefit from the customized online hours while working. On the other hand, the Catch-up Program (9-12 years) saw a decline in the number of enrolled students during the same period. To address the increasing needs leading to a higher risk of dropout, the MoE is adapting Formal and Non-Formal Education pathways to attract children, especially those engaged in child labour. The Ministry expanded the number of its non-formal education offerings to reach children who have either dropped out of school or whose



education was disrupted, an aspect that is particularly important for refugee children. MoE aims to enhance Non-Formal Education Outcomes to ensure leaving no child behind, by decreasing the number of children dropping out and encouraging all students of all nationalities to join the education system regardless of the offered modalities. As part of this approach, the Ministry expanded the NFE catch-up program to target students of age 7 and above and added a fourth cycle to the dropout program to allow the students to complete the 10th grade certificate. The existing ESP components and sub-components are largely found to be relevant to achieve the set objectives for the domain.

Table 3.2: Gross enrolment rates by level, nationality (and gender when available)

GER, Basic	2016/17	2017/18	2018/19	2019/20	Target 2021/22
Overall	93.3%	97.9%	97.8%	97.9%	100%
Jordanian	n/a	98.6% <i>98.8m/98.5f</i>	98.8% <i>98.8m/98.8f</i>	98.8% <i>98.9m/98.8f</i>	100%
Syrian	n/a	57.8% <i>57.6m/58f</i>	72.1% <i>71.9m/72.2f</i>	73.4% <i>73.7m/73.2f</i>	80.6%
Other	n/a	12.3% <i>n/a</i>	91.5% <i>91.2m/91.8f</i>	91.2% <i>90.8m/91.5f</i>	93.5%
GER, Secondary	2016/17	2017/18	2018/19	2019/20	2021/22
Overall		75.6%	75.4%	77.5%	89%
Jordanian	97.6%	81.7% <i>77.6m/85.8f</i>	81.6% <i>77.3m/86.1f</i>	81.8% <i>77.5m/86.2f</i>	82.5%
Syrian	7.4%	17.7% <i>15.7m/19.8f</i>	22.3% <i>16.8m/30.7f</i>	27.0% <i>20.2m/37.7f</i>	11.7%
Other	10.8%	11.5% <i>n/a</i>	38.6% <i>27.6m/57.5f</i>	46.5% <i>32.5m/71.8f</i>	65.9%

Source: OpenEMIS (2021).

**Table 3.3: Net enrolment rates by level and gender (%)**

NER, Basic	2016/17	2017/18	2018/19	2019/20	Target 2021/22
Overall	93.3	96.6	94.7	94.2	98
Male	92.4	95.3	94.4	94.1	97
Female	94.1	97.9	95	94.4	99
NER, Secondary	2016/17	2017/18	2018/19	2019/20	2021/22
Overall	68.2	78.5	71.2	71.4	78
Male	61.9	74.5	65	65.4	69
Female	74.7	82.6	78.1	77.9	87

Source: OpenEMIS (2021).

Impact of COVID-19: The covid-19 pandemic has affected, and is expected to affect further, access to education. School, kindergarten and university closures in Jordan in March 2020, impacted 2.37 million learners.⁹ The general social and economic impacts of COVID-19 put more strain on the education of children, increasing the vulnerabilities of out of school children and at risk children- mainly in relation to exacerbated learning loss, inequity in access to remote learning, and with more families resorting to negative coping mechanism including child labour (70,000 child labourers) and child marriage.¹⁰

In addition, there has already been a shift of around 224,000 students (KG2, basic and secondary) from the private sector into public education. This transfer puts additional stress on already crowded schools. The MoE has addressed this through blended schools and classes, double shift schools and renting of more schools.

While the majority of students (93%) were able to log-in to their accounts via the Darsak platform; this statistic could not be used as a measure of the quality and progress of the learning. The measured level of student engagement, during the first semester, was less than log-in with around 62.1% of the students completing at least one of their examinations and 66% completing at least one assigned homework.¹¹ Syrian refugee children, children with disabilities and students from lower income families were less likely to access online learning on a regular basis and are potentially less likely to return to schooling. In addition, the online modality was less suitable for younger grades with children who are not independent learners, as well as for children without parents who are able to support their continued learning or with limited access to technology.

Considering that it will take a concerted effort to re-enrol and retain students (with schools now reopened), MoE will focus its efforts on institutionalizing blended learning, implementing Remedial Support program, and addressing equity concerns related to vulnerable children, as well as putting to full functionality the new learning platform which ensures interactivity between students and teachers with no reduction in the number of learning days for students. This will also be supported by investing more efforts into Private Public partnerships to alleviate the stress in the public sector and mobilizing more teaching resources to cover the additional online teaching hours.

⁹ UNESCO, "Global Monitoring of School Closures Caused by Covid-19", 2020

¹⁰ MoE-UNICEF Jordan Country Report on Out-Of-School Children, December 2020

¹¹ MoE, Revised Education During Emergency Plan, February 2021



Recommended ESP midterm adjustments:

Component 1: Infrastructure

- Change target values for infrastructure indicators to number of schools or rooms (rather than m2) (King Abdullah II schools of excellence, learning resource rooms).
- Strengthen the capacities at the relevant departments at MoE (i.e. acquisition department) to expedite the plots identification and rectification for school construction and avoid delays.
- Report gender disaggregated information.
- Combine indicators for maintenance and renovation of schools for learners with disabilities.
- Add a disaggregation on the nationalities of students enrolled in public schools indicating the different types of schools and extension of school classrooms.
- Add an indicator on the percentage of improvement in enrolment in schools that are effectively implementing the facility management and preventative maintenance, highlighting the positive impact on enrolment.
- Leverage PPP models that allow the use of private school resources and infrastructure, based on the area needs and the demographics, to support the absorption capacity of the education system and provide more opportunities for out of school children and at-risk children.
- Add indicators on number of children absorbed in blended learning, number of Public Private Partnerships established, and on number of children from blended learning and second shift schools absorbed into the PPP schools.
- Amend the targets for the double shift schools and rented schools for 2021-2022 to 20.6%.

Component 2: Inclusive education

- Ensure full alignment of ESP to the 10-year Inclusive Education Strategy and its 3-year operational plan.
- Focus on inclusion and diversity in education to start from early age and not be limited only to children with disabilities but to all children most vulnerable to exclusion from and within the education system to access quality education.
- Follow up on the agreement in the MOE Operational Manual for Inclusive Education approved in September 2021, which states that MOE will work in partnership with Ministry of Health to support assessments with schools as a referral point and establish a national protocol for assessment, referral and response to inclusion in its broad sense. Change sub-component focus from diagnosis (not MoE's mandate) to educational assessments for children with disabilities.
- Add a priority activity to re-enrol children with disabilities who are at risk of dropping out.
- Include the most vulnerable schools in the disaggregation of all indicators related to students and school types to better understand the situation and needs of those schools and children and to have more structured planning and interventions in those areas.
- Report gender disaggregated information.
- Engaging caregivers and families to support the learning of their children at home and in school.
- Provide home learning support services to families with children with severe disabilities to ensure uninterrupted education.

Component 3: Non-formal education

- Add indicator for number of adult education and literacy centers opened.
- Add indicator for number of trained trainers in the Drop Out Program.



- Change indicator for evening studies program to focus on number of registered males and females enrolled in program, to ensure that all people who cannot commit to standardized schooling hours can be targeted in the program.
- Invest focused effort on the transition of the Drop-Out Program implementation from NGOs to MoE, ensuring it becomes part of the direct educational services jointly funded by MoE and partners.
- Engage caregivers and families in their children’s learning both at home and at the NFE centers, including encouraging parents who require support to join the Evening studies Program.
- Establish pathways between Non-Formal Education and the new vocational education streams (E-TVET).
- Move the “Conduct Study on Out of school Children” activity from the NFE Component under the Access and Equity Domain to the Quality Domain.
- Move the “Entering Data of nonformal education programs in EMIS” activity to the System Strengthening Domain.

Summaries of the conducted mid-term assessments per access and equity component are found below.

3.2.1. Component 1: Infrastructure

<u>PROGRESS AGAINST TARGETS</u>	<u>MID-TERM ACHIEVEMENT</u> <u>(2019/2020)</u>	
# of new school buildings (2022 target 300)	128	
# schools maintained (target 800 per year)	3,313 (cumulative)	
# schools renovated to be accessible (2022 target 170)	160	
# of learning resource rooms (2022 target 1,100)	1,035	
% rented schools (2022 target 17%)	19.5%	
% double-shift schools (2022 target 10%)	18.3% (15.1% m/ 32.1%f/ 17.3% mixed)	

In terms of infrastructure, the Ministry with support from partners has made significant progress. While the number of new schools constructed (128) is lagging behind the target of 300 new schools, the number of schools maintained and those renovated to be accessible are on track to meet or exceed the 2022 targets.

Delays in constructing new schools are attributable to two main factors: the lack of financial allocations for school construction and the lack of land owned by the MoE. As a result of the decentralization law that was introduced in 2017, the General Budget Department disbursed the Ministry of Education budget directly to governorate councils according to the governorate ceiling. The share disbursed to the councils has varied between 35-40% of total capital expenditures per year. Plans, including for school construction and maintenance, are now approved through the elected governorate councils. Unfortunately, the allocations have not been sufficient to establish new schools. Progress has been made, however, with regard to annual maintenance of schools where approximately 75% of maintenance work has been completed through the use of decentralized funds. Also, in 2020 more maintenance work was conducted during the times when schools were closed due to the pandemic.



The infrastructure target most at risk relates to the percentage of double-shift schools. The influx of children from the private sector (some 224,000 at basic and secondary levels for the school year that started in September 2020) has prevented reduction in the percentage of double-shift schools as shown in Table 3.4. It is anticipated that this percentage will remain approximately the same for the remainder of the strategic plan period. The percentage of rented schools has decreased from 22% in 2016/17 to 19.5% in 2019/20 and is expected to be on track to reach the target of 17% by 2022 in the strategic plan of the Ministry of Education.

To further address the crowdedness issue, the MoE continues to implement blended learning in 1200 schools. This will not eliminate crowdedness but will help reduce it while offering an interactive platform for students and teachers. Partnering with the private sector is a priority for MoE to use private sector space, facilities and resources aiming for all students in blended learning and double shift schools to be accommodated through this PPP, through a phased approach with an expected increase each year.

In addition, MoE is already continuously maintaining schools whenever there are requests for corrective maintenance. MoE is moving towards a more holistic format of maintenance that constitutes a facility management that addresses preventive maintenance, corrective maintenance risk and crisis. MoE will be introducing the Facility Management/Operation Maintenance System that is being worked on at this point.

Table 3.4. Evolution of double-shift schools (%)

	Actual				Original Targets	
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Overall	19	19	19	18.3	12%	10%
• Male	15.2	15.5	14.7	15.1	n/a	n/a
• Female	31.0	31.5	31.2	32.1	n/a	n/a
• Mixed	17.9	19.3	18.6	17.3	n/a	n/a

3.2.2. Component 2: Inclusive education

PROGRESS AGAINST TARGETS

To increase the enrolment rate among students with disabilities to 10% in 2021/22

MID-TERM ACHIEVEMENT

(2019/2020)

2%



As noted in the section for Domain 3 System Strengthening, the Law on the Rights of Persons with Disabilities No. (20) of 2017 enforced the right to education for children with disabilities. Following the adoption of this law, the Ministry of Education jointly developed with partners “The 10-Year Strategy for Inclusive Education” based on the Text of Article (18/ h) of the Law on the Rights of Persons with Disabilities (20) of the Year 2017. Based on the IES, MoE defines Inclusive Education as “the education of all students, including students with disabilities in mainstream schools, as part of the policy, practice and responsibility of the Ministry of Education.”



Based on the 2015 Census results, it was determined that the actual percentage of learners with disabilities who were enrolled in schools (in total) was 1.9%¹². The Inclusive Education Strategy anticipates that 10% of learners with disabilities will be enrolled in schools by 2031. The ESP target will also be adjusted accordingly. As of 2018/19, nearly 22,000 children with disabilities were enrolled in mainstream schools meaning that the Ministry is on track to achieve the numerical ESP target of 23,000 children with disabilities enrolled. The main reasons why the Ministry has reached its objective for the number of children with disabilities enrolled are:

- Preparation and implementation of a 10-Year Inclusive Education Strategy (2020-2030) in cooperation with the Higher Council for the Rights of Persons with Disabilities and alignment of its objectives and activities with those contained in the Education Strategic Plan (2018-2022).
- Development of policies and legislation on the rights of persons with disabilities such as the Disability Care Act 2019.
- In 2018, two inclusive education schools in every governorate have been selected for a pilot initiative. Based on experience during the pilot, inclusive education will be rolled out to more schools; 102 inclusive education schools across all 42 Directorates, including provision of home based and online support during school closures.
- Rehabilitation of schools and provision of learning resources rooms and supportive accommodations for children with disabilities.
- Continued training of teachers and educational supervisors on inclusive education.

Despite the efforts made by the Ministry and its partners to expand inclusive education, the exceptional circumstances of COVID-19 and the inability to continue face-to-face education as part of health precautionary measures has been a setback for children with disabilities. The Ministry, in cooperation with its partners, is keen to continue to include students with disabilities and continue their education in accordance with the following paths and alternatives:

- Continuing face-to-face education for students with disabilities with appropriate health precautions and ensuring social distancing.
- Continuing and expanding distance education for students with disabilities including tailoring e-content to their specific needs, with captioned videos and sign language made available. This will be done by specialists in the field of education for students with disabilities (see also Domain 4 Quality).
- Inclusion will be mainstreamed not only from an infrastructure perspective but also in terms of resources of professional development and curriculum. MoE will mainstream inclusion in the many streams that are available like vocational education, which will be enhanced to better achieve inclusion.

The strategies for inclusive education remain relevant but have been complemented by a holistic approach of inclusion and diversity in education looking at different groups of children most vulnerable to exclusion within and from education, including refugee children and vulnerable Jordanian children. The strategy related to 'diagnosis' of children with disabilities, is not directly relevant since it is the responsibility of the Ministry of Health and the Ministry of Social Development. The Ministry of Education's primary responsibility will be to conduct comprehensive educational assessments and assist with some preliminary screening of children. Therefore, the Ministry will seek to develop

¹² It is likely that the percentage of children with disabilities enrolled in school may be higher due to a narrow definition focused on physical disabilities and a lack of diagnostic approaches to identify children with non-visible disabilities, e.g. learning impairments. The target for 2021/22 is in line with the 10-year Strategy for Inclusive Education.



comprehensive education assessment tools for this purpose. In addition, the Ministry will seek to establish a plan to prevent dropout and re-enrol children with disabilities once schools reopen, taking both gender and location of children into account. The communication campaign has been designed and included in media and there will be a reactivation of it. Finally, the implementation of the Inclusive Education strategy requires the full use of the Open EMIS database of the Ministry of Education to ensure strengthened data use and analysis on students with disabilities that can help decision makers to better plan the implementation of inclusive education.

To address a more comprehensive approach to inclusive education, the formal and non-formal systems of the education sector are welcoming students from all nationalities. No child is denied access to education for any system. It is a matter of occupancy. MoE is doing rationalization and occupancy analysis for all public schools to be able to direct students to neighbouring and close schools and to redistribute the students according to the occupancy capacity and the convenience and socio-economic conditions in the community. MoE has established a fully automated Supply-Demand model, which continuously reports on occupancy versus demand per area to ensure an evidence-based rationalization.

3.2.3. Component 3: Non-formal education

<u>PROGRESS AGAINST TARGETS</u>	<u>MID-TERM ACHIEVEMENT</u> <u>(2019/2020)</u>	
Reduce adult illiteracy from 9.5% to 7.4% for females and from 3.4% to 2.6% for males by 2022	On track, waiting for DoS	
Achieve annual enrolment in NFE programs of: Dropout program (700 male/300 female)	1,300	
Home studies program (1,000 male/1,500 female)	6,215	
Catch-up program (ages 9-12): (750 male/750 female)	1,597	

The overall illiteracy rate is estimated to be 5.1% for 2019/20 and is on track to meet the ESP targets for men and women. The main reasons for improvements in adult literacy are the expansion of adult education and literacy centers to enrol more learners and awareness campaigns about the dangers of illiteracy as well as Arab and international celebrations for literacy that were conducted through the media. The slow progress in further reducing illiteracy is due to higher rates of illiteracy among non-Jordanians, the reluctance of illiterate individuals to join the adult education and literacy program or the tendency to dropout and join the labour market due to the absence of incentives. During the pandemic, face-to-face education in the adult education centers was stopped and adult literacy programs were not prioritized for distance learning due to the challenges of distance learning for adults with limited or no literacy skills.

Due to support from implementing partners and NGO partners, the Ministry has already surpassed the ESP targets for NFE. From the start of the ESP until December 2020, the NFE Program was fully funded and implemented by partners, with a gradual transition taking place to the Ministry in January 2021. The Ministry will be the sole implementer of NFE starting January 2022. Table 3.5 shows the annual enrolment for each of the NFE programs since 2016/17.



Table 3.5: Enrolment in NFE programs

Non-Formal Education Programs	2016/17	2017/18	2018/19	2019/20	Target 2021/22
Adult Education and Literacy Program	1,330	1,823	1,956	2,125	
Male	301	306	306	328	500
Female	1029	1517	1650	1797	2000
Home studies Program	2,717	4,091	5,950	6,215	2,500 (1,000m/1,500f)
Male	1613	2682	4025	4050	1500
Female	1104	1409	1925	2165	1000
Drop Out Program	1,200	1,527	2,048	1,300	1,000 (700m/300f)
Male	780	983	1304	829	700
Female	420	544	744	471	300
Catch up Program	2,500	3,135	1,925	1,104	1,500 (750m/750f)
Male	1367	1801	1120	635	750
Female	1133	1334	805	469	750

Table 3.6: Drop-out rates in NFE programs in 2020/21

Dropout rate by Nationality		
Jordanians	Syrians	Other nationalities
7.30%	6.20%	8.20%
Dropout rate by Gender		
M		F
6.90%		7.60%

Table 3.7: Completion rates in NFE programs in 2020/21

Number of students who completed the third cycle of the NFE	Population of children who started in the first cycle	Percentage of students who completed all three cycles
1372	2086	65.77
By Nationality		
Syrians	Jordanians	Other Nationalities
75.00%	66.50%	53.00%
By Gender		
M	F	
67.90%	63.20%	



Table 3.8: Transition rates from Catch-up program to Formal and Non-Formal education in 2020-21

Total Number of children who transitioned		
342		
Gender		
Male	Female	
217	125	
Nationality		
Jordanian	Syrian	Other
76	247	19

The increase in the number of students enrolled in non-formal education programs from 2016/2017 to 2017/2018 is due to the expansion of NFE centers throughout the Kingdom and in refugee camps, providing incentives for learners (transportation, stationery, light nutrition and extracurricular activities); building the capacity of teachers; and awareness campaigns. Decreases in enrolment beginning in 2019/20 were related to the COVID-19 pandemic and a shift from face-to-face education to distance education in non-formal education centers (centers for dropouts, and catch-up education centers) and limited access to technology and distance learning opportunities for the NFE learners. MoE will work to increase enrolment in both the Drop Out Program and catch-up programs over the final years of the ESP, contributing therefore to the IES and moving towards inclusion and diversity in education. The catch-up program, however, will be phased out beginning in 2023 as younger children (ages 9-12), both refugees and Jordanians, should by then be fully integrated in MoE schools and no longer in need of a catch-up program.

The Ministry is currently developing policies for non-formal and adult education by preparing a national NFE framework. The purpose is to coordinate the efforts of the Ministry of Education, other ministries and partners involved in the provision of non-formal and adult education services. Specific proposals to increase enrolment and meet the learning needs of at least some of the 100,000 out-of-school children and youth include:

- Develop the Drop Out Program by adding a fourth educational cycle to the program to enable graduates to obtain the 10th grade certificate. This is expected to increase the number of students enrolled in the program.
- Implement the transition plan for non-formal education Drop Out programs from NGO to Ministry implementation by December 2021 and continue to provide incentives for learners to cover transportation, nutrition, awareness and mobilization activities.
- Integrate individuals with disabilities into non-formal education programs by setting up non-formal education centers that are prepared for inclusive education. These centers will be accessible and will serve individuals enrolled in all of the different NFE programs.
- Expand the Home Studies program so that additional students can join and make provisions for home studies graduates to sit for examinations. In addition, develop a pathway for home studies graduates to join VTC after completion of the program.



3.3. Domain 3: System Strengthening

Strategic objective: *“To promote the educational system for innovation and excellence based on effective educational policies based on achieving the priorities of the Jordanian education sector”.*

Overall review findings: Good progress has been made across all three components of the system strengthening domain during the 2018-2020 period. Key achievements include the enactment of the law for inclusion of students with disabilities, that core strategic planning processes have been put in place, the establishment in OpenEMIS of the full data cycle from the school to the central Ministry level and the first steps towards introducing and institutionalizing risk assessment and management. A Risk Management Unit will be located in the central Ministry of Education and will have resources/staff embedded in each directorate and department to support the unit’s function. The Ministry continues to implement the School and Directorate Development Program (SDDP), with the aim of improving center-school-directorate development interventions, including workflow between center and field as well as defining the roles and responsibilities of the respective stakeholders involved and school planning and monitoring and evaluation. The SDDP is under revision and needs to be better captured in the work of the Ministry and linked to the different initiatives to ensure a consistent and standardized three-way workflow. Together, these measures made tangible contributions to more effective management of the education system, including the Ministry’s ability to prepare and monitor its COVID-19 response. The existing ESP components and sub-components are largely found to be relevant to achieve the set objectives for the domain.

Impacts of COVID-19: The pandemic has created the largest disruption to education ever known in Jordan including extended school closures. The Ministry acted swiftly and it is not an understatement to conclude that several of the system strengthening domain accomplishments formed essential building blocks for the Ministry’s COVID-response. For instance, the launch of Darsak II in the second semester of the 2019/2020 school year was based on OpenEMIS student and teacher data, allowing students and teachers to continue schooling remotely. Right at the onset of the COVID crisis, the MoE developed a comprehensive operational plan for EMIS phase II, which was further updated with emerging priorities and needs during the pandemic. The MoE plan focuses on system development and capacity strengthening at both, central and decentralized levels. In April 2020, the MoE developed the 4-year Education During Emergency Plan (EDEP), which lays out key interventions to ensure continued learning and teaching for all children and youth during the COVID-19 crisis. EDEP outlines six key objectives, which are centred around learning recovery, ed-tech, inclusion and safe school operations. Overall, the COVID-19 response efforts have helped to further develop a sector-wide risk management culture. The situation created by the pandemic also boosted the planned creation of the Risk Management Unit and helped concretize initial plans for further crisis sensitive planning. Risk management will also be further mainstreamed in the WebGIS school maintenance module.

Recommended ESP midterm adjustments:

Component 1: Institutional performance management

To add key activities on:

- Establishing an Innovation Unit at the MoE whose mandate will include Education Quality Assurance, Excellence, innovation, inclusion mainstreaming and education sector development.
- Activating MoE plan for advancing procurement system including tendering and building capacity of MoE staff on the new version of JONEPS. Conducting process re-engineering to all



MoE divisions to establish institutional systemized e-approaches that combine all of its internal and external operations and realize consistency, monetarization and efficiency in service provision on planning and implementation levels.¹³

- Revision and update of SDDP II and piloting the second phase of the program. Most notably, this includes updating of annual action plans of all Managing Directorates, Directorates and divisions at the Ministry center and at the Field Directorates that reflect improved planning and policy implementation needs and improved gender mainstreaming of the whole program. It also includes the production of annual SDDP monitoring reports using the SDDP M&E framework, and continued capacity development and participatory appraisal approach for center, Field Directorates, schools and communities to engage in local planning based on their identified priorities and needs; ensuring the ESP through the SDDP provides improved accountability to local communities.
- Revision of the human resources job descriptions for the center and decentralized mandates, in institutionalized and individual format and enhanced career paths. There is a need to revise the outdated instructions and define tasks and responsibilities of all operations and services under the Ministry.

Component 2: Management of educational information systems

To add key activity on:

- EMIS policy development and its operationalisation. This covers the development and adaptation of the EMIS policy, which includes key roles and responsibilities across all technical and administrative levels, as well as risk management, legal obligations, institutional processes, human resources, infrastructure, tracking technical assistance and budgetary planning and implementation procedures and resource allocation for EMIS in Jordan. Updating of the EMIS operational manual and capacity development are also included. The overall purpose of this additional activity is to institutionalize evidence-based planning and ensure the sustainability and full transitioning to MoE of EMIS in Jordan.
- Ensure that a unified EMIS is used for all programs related to the Ministry including embedding all programs data and integrating monitoring and information systems to establish reporting channels between center and field.
- Expand M&E Unit and assign M&E officers in each department/directorate at MoE to follow up and act as focal points on EMIS.

Component 3: Risk and crisis management

To add key activity on:










- The development of a comprehensive and integrated strategy and reporting tools for risk management; the operationalization of a new risk management unit at a different level of the system; strengthening and use of EMIS for crisis sensitive planning.

¹³ The re-engineering will organize and better determine the roles and responsibilities of individuals and divisions to reduce any overlapping and conflicts in segregation of duties and is expected to support the timely and evident authorization of tasks in an efficient format as well as construe standardization of processes and clarity of workflows.



- Linking the EDEP to the ESP to ensure that technical, cultural, socio-economic and emotional risks, mitigation and recovery approaches and quality assurance are properly managed and tracked.

3.3.1. Component 1: Institutional performance management

<u>PROGRESS AGAINST TARGETS</u>	<u>MID-TERM ACHIEVEMENT (2019/2020)</u>
<p><i>Decentralization</i></p> <ul style="list-style-type: none"> -Development and implementation of SDDPs -Link monitoring in the directorates to central MoE monitoring 	<ul style="list-style-type: none"> -90%  -Framework for monitoring of SDDPs in place 
<p><i>Strategic Planning</i></p> <ul style="list-style-type: none"> -Key strategic planning processes in place -Number of schools applying quality standards (training, internal and external audits) -Amend Education Law #20 (2017) to allow learners with disabilities access to education 	<ul style="list-style-type: none"> -ESP, annual reports and MTR  -57  -Law passed and endorsed 
<p><i>Institutional performance management</i></p> <ul style="list-style-type: none"> -Raise the percentage of women in leadership positions at MoE from 14% to 25% by 2022 -Improve and simplify Ministry services in terms of procedures and steps (incl. service manuals) -Move to online service delivery as per national e-government program (student registration for grade 1 and tawjihi results) -Develop Gender Equality Action Plan and recruit gender expert 	<ul style="list-style-type: none"> -24%  -Not updated since 2017  -Two services fully online  -Experts appointed, plan endorsed in 2019, plan updated annually 

The first component of the system strengthening domain has three distinct, yet closely interrelated, objectives. The first among them aims to foster decentralization, the second enhanced strategic planning and the third improved institutional performance- including raising the share of women in leadership positions in the Ministry of Education.

Throughout Jordan, stronger delegation of authority to the schools and field directorates is gaining ground step by step. Since the beginning of the ESP, a number of legislations and laws that help to create a favourable decentralized environment have been enacted. The shift of authority towards decentralized levels is seen in three key areas, including data flow from schools to Field Directorates and finally to the central MoE; the role of education councils as part of the elected Governorates Councils with distinct responsibilities regarding education infrastructure; and thirdly new responsibilities of Field Directorates concerning distribution of funds.

The Ministry is also on track to achieve the set ESP targets for the application of development plans in schools and directorates. In 2016/17, 70% of all Jordanian schools and directorates fulfilled the set criteria for application of development plans (KPI #18). In 2019/20, that share had increased to 90%. In the past two years, the School and Directorate Development Program (SDDP) has focused strongly on



support to the preparation of annual and quarterly achievement reports of schools' implementation of development plans. These reports are collected and analysed by the School Development Plan unit within the MoE Training and Educational Supervision Department which also supports the preparation of a framework for measuring and following up on the implementation of the development plans. The SDDP came to an end in 2020, with 2021-2023 as the new phase of the program.

Important progress is recorded with regard to enhanced strategic planning. Following the endorsement of the ESP in 2018, key strategic planning processes have been put in place. This includes the production of annual reports and the preparation of this midterm review of the implementation of the ESP. Priorities for the years ahead will be to connect the ESP planning cycle to the budget formulation process, more consistently disaggregate data by gender and make annual reports even more useful for policy and decision-making.

Progress is also recorded with regard to the number of schools applying quality standards. In 2016/17, only 15 schools applied the standards (KPI #17). In 2019/20, the number had increased to 57. Schools' achievements are assessed through self-assessments and by EQAU assessors in four areas, including quality of teaching and learning, student environment, school and community and effectiveness of leadership and management (see some key findings of the assessment are under the Quality domain). Assessment and analytical reports provide the MoE with relevant recommendations to improve the quality of education.

Core enabling factors for strategic planning are the laws, regulations and policies that frame all work in the education sector. Jordan has, since the endorsement of the ESP in 2018, passed and enforced an amendment of the country's Education Law to allow learners with disabilities to access education. This, together with the endorsement of the Ten-Year National Inclusive Education Strategy in 2020, are two fundamental enablers for fulfilling the right to education in Jordan, including for children with disabilities.

With regard to gender responsive institutional performance, important achievements over the period include:

- The development and endorsement of the Ministry's Gender Equality Action Plan in 2019.
- Recruitment of another gender expert in 2019.
- Review of the general and specialized professional development standards for the new professional path from a gender perspective, including feedback to the Training and Educational Supervision Department.
- The development of the Gender Division Mandate.
- The Ministry is on track for the target of raising the share of women in leadership positions to 25% in 2021/22. In 2019/20, the share of women in leadership positions was 24%, compared to only 14% in 2016/17. This still leaves a gender gap between male and female leaders in the Ministry, when considering supervisors who were added to leadership positions in 2019/20 (see table 3.6).

Table 3.6: Ministry of Education leadership positions by gender in 2020 (%)

Distribution of leadership positions in 2020, by gender, in %		Male	Female
	Director, Manager, above and supervisory positions	67	33
	Director, Manager and above	76	24

Source: MOE Gender Department



The Ministry pursues three other strategies to improve the institutional performance of the educational administration: awards for excellence among Ministry staff, directorates and teachers; the implementation of the e-government strategy; and finally the application of quality standards for administrative procedures. Each of these three strategies record important achievements over the period. Most notably for digital transformation, registration of all first-grade students and results from the Tawjihi exam have been managed through online services since 2020.

With the education sector being a major service provision sector in Jordan, the MoE aims to join the e-government to advance its operational management and service provision; and to facilitate its connectivity to governmental systems and establish complementarity of data. MOE's e-government joining project aims at the following areas of improvement:

- Improve service delivery.
- Raise the productivity and efficiency of educational services.
- Provide the required information with high accuracy in a timely manner.
- Development of skills and capacities of MOE staff.
- Establish clarity of business relations and improve layers of communication
- Establish sustainable preparedness for responding to emergencies.
- Join the national and international technological environment.

To achieve this Mission, the Ministry of Education aims at adopting the following e-government components:

- Define and develop the structure of adequate legislative and regulatory environment.
- Develop change management strategic concept and restructuring of education operational processes and procedures.
- Conduct transformation and development in the field of knowledge transfer.
- Determine effective process re-engineering to achieve high efficiency.
- Define and develop appropriate technological infrastructure.

3.3.2. Component 2: Management of educational information systems

<u>PROGRESS AGAINST TARGETS</u>	<u>MID-TERM ACHIEVEMENT</u> <u>(2019/2020)</u>
<i>COVID-19 response</i> -Launch of Darsak II in SY 2020/21 based on OpenEMIS student/teacher data	Education continuity during school closure ensured through Darsak II
<i>Infrastructure & electronic readiness</i> -Full data cycle from school to MoE center in OpenEMIS -EMIS operational plan phase II & webGIS roadmap	More than 2 million users Endorsed
<i>Data availability and utilization for policy and planning</i> -% of those using the education information system for policy purposes	70%
-% of requests for information (routine and non-routine) that are met through the educational information system	70%
-Production of statistical yearbook, SDG4 report 2021	On track

The Ministry of Education's ESP sets an ambitious information system agenda for improved management of the education sector. This agenda is embedded in Jordan's broader e-government strategy of digitization and use of technology in the public sector. The core ESP elements are to ensure infrastructure and electronic readiness in form of the OpenEMIS and WebGIS, and to improve the



capacity of staff at all levels of the system for the management, maintenance and use of these two educational information systems.

Since 2018, good progress is recorded against most ESP targets under component 2. In terms of infrastructure and electronic readiness, one key achievement is the customization and operationalization of the OpenEMIS and WebGIS, which ensure a full data cycle from the school to the central Ministry level. OpenEMIS allows the MoE to formulate evidence-based policy, based on real-time education data from individual schools (infrastructure, finance, hardware, classes, etc.), staff (positions, employment qualifications, training) and students (attendance, assessment, behaviours). In 2019 the MoE endorsed its EMIS road map resulting from a comprehensive assessment of Jordan's EMIS. The roadmap describes concrete steps, timelines and roles and responsibilities towards improving system soundness of OpenEMIS, improving data quality and utilization for decision-making. As a direct result, the Ministry developed its EMIS operational plan phase II in 2020, whose implementation is on track and to which key emerging priority and needs have been added during COVID. Coordination and execution of ICT activities have also been greatly facilitated by the start of the implementation of the two roadmaps/operational plans, one for EMIS and one for WebGIS (in place since 2016). The MoE has developed and piloted a School Maintenance Module in the WebGIS tool to strengthen the MoE's systematic, structures and evidence-based decision making related to preventative and corrective school maintenance. This module captures all school maintenance needs at the school level and will be rolled out throughout the Kingdom in 2022.

In 2019, the MoE launched the facility management assessment survey which helped the Ministry to assess the maintenance and overall facility, construction and safety conditions of schools; determine the risks; and prioritize the pertinent maintenance needs. This survey has been fully utilized by the MoE staff to schedule their maintenance priorities and rank the maintenance needs by severity and risk. The assessment is conducted through well trained directorate engineers and will continue to be a comprehensive tool with validated data on school conditions on an annual basis that can be used to direct any maintenance work and support. The assessment survey was conducted for scholastic year 2019/20 and will be conducted for year 2021/22. The survey data can be used as a baseline for the datasets collected through the MoE's WebGIS Smart School Maintenance Module. It is the MoE's vision to integrate the main data fields included in the survey that would have significant added value to the WebGIS Smart School Maintenance Forms, for example the field on classification of the request risk type.

Some progress is recorded on data use, with some important accompanying capacity building efforts. The performance indicator used to measure data availability and utilization shows that in 2019/20, 70% of MoE staff used the education information system for policy purposes (KPI #21a). This is an improvement by twenty percentage points since the 2016/17 ESP baseline year.¹⁴ More modest improvements are recorded with regard to the share of requests for information (routine and non-routine) that are met through the educational information system. At the ESP baseline, 65% of requests were met electronically while in 2019/20 it had increased to 70%. A key challenge for the MoE remains the need to institutionalize the use and activation of the education information system so that it becomes an integral part of the daily work of Ministry employees at the school, directorate and ministry level.

¹⁴ The ID card for this KPI details that the indicator is calculated by dividing the total number of users (i.e. the numerator) with the total number of relevant users who have access to the educational information system for the purpose of decision making (i.e. the denominator).



Key factors that have contributed to the recorded progress include:

- Technical skills among MoE staff have been essential for putting EMIS infrastructure in place. Skills have continuously improved since 2009.
- Necessary funding to purchase, activate and maintain devices, equipment, operational software and electronic services.
- Preparation of training manuals on the optimal use of system services according to the type of user, as well as delivery of training programs on the use of these services at the school, district and Ministry levels.

3.3.3. Component 3: Risk and crisis management

<u>PROGRESS AGAINST TARGETS</u>	<u>MID-TERM ACHIEVEMENT</u> <u>(2019/2020)</u>
<i>Institutionalization of risk and crisis management</i> -Establish a risk management department within MoE with concrete TORs and recruitment of skilled staff	-Risk management dep. established within Department of Educational Planning and Research, not yet staffed and operational ●
-% of risks that have been identified and its impact have been minimized	-55% ●
-Develop risk management plans at all levels	-At piloting stage ●
<i>COVID-19 response</i> -Coordinated crisis response to address COVID-19 impacts	-Formation of operations room team, weekly school visits to ensure/monitor compliance with health protocol ●
<i>Awareness/partnership</i> -Risk management culture in MoE developed	-COVID-19 response efforts helped to develop a sector-wide risk management culture ●
<i>Capacity building</i> Staff of Risk Management department trained	-Delayed ●

The objective of this component is to institutionalize risk and crisis management at all levels of the educational administration. The most prominent accomplishment is the coordinated crisis response to the COVID-19 pandemic in the education sector. In April 2020 the MoE prepared the COVID-19 Education During Emergency Plan which was updated in January 2021. It provides comprehensive guidance for the education sector to ensure continued learning during school closures, targeted education support for marginalized learners and a phased recovery approach to address learning loss. In April 2020, the MoE published the Safe School Operational Guideline and Going Back to School Guidelines which are based on international guidance. To monitor crisis response and impacts on education, the Ministry of Education formed an Operations Room in April 2020, and the Education Quality and Accountability Unit, in cooperation with field directorates, conducted weekly follow-up evaluations at the school and district levels to ensure compliance with health protocols.



The ongoing pandemic has contributed to increased awareness among Ministry staff of the importance of risk management at policy as well as executive levels.

Another important accomplishment is the establishment of a risk management department within the Ministry's Department of Educational Planning and Research in 2020. The challenge that remains is to activate the department, including recruitment of dedicated staff. In the remaining timeframe of the ESP 2018-2022, the MoE plans to institutionalize risk management at all levels of education, including the development of a comprehensive and integrated strategy for risk management. In addition, MoE will work to strengthen coordination and communication mechanisms between MoE and partners; develop a risk management database that allows forecasts and scenario building to reduce risk, prepare for and mitigate the effects of crises on education; and enhance crisis management capacity among education staff – from schools to central MoE.

In this respect, and to ensure that risk management is an integral and ongoing part of its management process, MoE has already set its policy on the management of risk in the context of the Accelerated Initiative (AAI 2.0). It will be expanded to be institutionalized to support all Ministry programs and operations, so that management of risk is the concern of all key stakeholders involved in the management and delivery of programs at the central, field directorate, and school levels. Hence, the risk management plan will be associated with the operational plans of each department and division at MoE. Directorates, divisions, departments and schools will each develop their own risk management plans as part of their operational plans based on the templates that MoE will be designing for each of them, which will also be automated within the EMIS system.

The risk management process outlines a standardized approach setting the criteria and processes to identify, analyze, evaluate, document, mitigate, communicate and monitor events that might adversely affect program performance towards achieving intermediate and strategic outcomes. It will assist the MoE in making decisions regarding planning, budgeting, M&E, resource allocation and scheduling.

As a first step, the areas of risk that MoE will be addressing will include budget, communication, delivery, emergency response, human resources, infrastructure, legal, operational, political, safeguarding, schedule, social and technology.

3.4. Domain 4: Quality

Strategic objective: *To improve the quality of education for the preparation of good and productive citizens who are loyal (feeling of belonging) to their country.*

Overall review findings: Prior to COVID-19, the Ministry was making slow yet sustained progress towards achieving its quality objectives. Notable achievements pre-covid included establishment of the National Center for Curriculum Development (NCCD) and the start of the curriculum review process with roles and responsibilities defined for NCCD and MoE; improvements in school environments in terms of perceived safety; the introduction of extra-curricular activities and, most importantly, improvement in learning outcomes. MoE has also increased its efforts to ensure students are learning in a safe environment, expanding the original focus from violence against children in schools to a more comprehensive approach that looks at the general school environment to include socio-emotional support, emergency preparedness, facility management and extracurricular activities. The Ministry started developing the relevant standards and strategies that will lead to ensuring a safe school environment across Jordan.



Student achievements, as measured by national tests (including Tawjihi and early grade reading and mathematics assessments) and international assessments (both the TIMSS and PISA), were improving over the period for both boys and girls.

Reforming national assessments, for all grades from Grade one to Tawjihi, is a priority of the ESP and of the Human Resources Development Strategy. The national assessment has not been serving the critical thinking that MoE is looking for and the student/school development that ends up with competent students that will be competent in the labour market. The assessment also needs to be improved to be able to reflect the curriculum by competencies. Since national assessment reform needs a strategy, MoE will focus on policy dialogue, stakeholder consultation and assessment and situational analysis for this purpose. There is a need to contextualize the purpose according to MoE requirements, benchmarking to best practices, and according to the educational outcomes that will be outlined in the ESP.

Another key reform that MoE is working towards is related to Tawjihi and early grade diagnostic learning assessments. Continued discussions were held to strengthen MoE capacity to measure and monitor student learning at all grade levels and bridge the gap between learning and certification; all this will be done in view of monitoring learning outcomes and quality education in Jordan, as well as possible additional pathways that are fully aligned to higher education capacity and labour market demands.

While most school-related initiatives in the Quality domain have been suspended since March 2020 when schools were first closed, they remain relevant, however, after schools re-open. One major school related initiative that was devoted to supporting children during school closures was the Learning Bridges program aimed at improving the quality of education, with over 70% of schools with Grades 4 to 9 implementing over 50% of the weekly activities.

Impact of COVID-19: One of the greatest achievements within the Quality domain was the rapid development of online learning solutions in response to the COVID-19 pandemic. The onset of COVID-19 highlighted the lack of readiness of the education system to maintain continued learning for students when there is disruption to the physical learning process. The Ministry's rapid measures to address this gap was through the development of the Education During Emergency Plan (EDEP). As of April 30th 2020, MOE had a plan for the creation and management of educational distance learning solutions (e-learning alternative schemes) for students of all grades and specialties that require holistic development and ongoing management to ensure progressive implementation and successive learning outcomes. The importance of the plan is that it uses a phased approach of response, remedial and sustainability, allowing flexibility for adaptation as the situation evolved. The EDEP's strength lies in its comprehensive process which builds the institutional capacity in a systematic way from the central level to directorates, schools and communities. By focusing on ensuring a sustainable, interactive and responsive distance learning environment for students, MoE efforts during the COVID-19 period were devoted to developing distance and blended learning programs, adapting curricula to respond to the emerging situation, employing technology to improve the quality of learning and teaching, supporting the wellbeing of students during emergencies and engaging families and communities in the process towards better learning outcomes for children.

The Ministry, with support from partners, was able to quickly advance its efforts in ICT in education with the introduction of the Darsak platform and the creation of online lessons and content. Still, not all children were able to access and engage with Darsak and teachers underwent a severe learning



curve to begin online teaching. A major concern now is the potential learning losses children incurred while out of school (see below).

Mitigating learning losses and addressing children's psychosocial and school safety needs are critical challenges facing the education system in Jordan during the remaining ESP implementation period.

Recommended ESP midterm adjustments:

Component 1: Curriculum and assessment

- Measure the quality of education with its outcomes for students, including reviewing, reforming and reformulating national and international assessments, including the Tawjihi.
- Modify the target revision of curricula in line with NCCD plan (45% of all grades by 2022/23).
- Within the curriculum revision process, also focus on digital skills/knowledge for KG2-G6.
- Enhance accountability to populations by engaging the community and understanding community member satisfaction with the new format of Tawjihi.
- Ensure better linkage between national and international assessment results and the learning outcomes and quality of the curriculum and system.
- Ensure better adaptation and continued flexibility of the national curriculum to meet the emerging developments (distance and blended learning, inclusive education, facilities management, socio-emotional learning and focus on acquiring skills).
- Further develop the Jordanian e-learning platform to include student interaction, response to students' different needs and knowledge exchange.
- Improve efforts towards the availability of flexible curricula and teaching strategies that meet the requirements of inclusive education.
- Better use of the developed gender tools to ensure proper integration of Gender into curricula.
- Adoption of the e-learning accreditation system as part of the educational system.
- Link institutional performance with individual performance.
- Add programs and indicators of educational loss for a period of two years and addressing educational poverty thereafter.
- Enhance the assessment of learning outcomes by moving away from the focus on enrolment rates alone to understanding completion, transition and decrease in dropout rates as well as student progression- including during e-learning.

Component 2: ICT in education

- Need to adjust activities based on lessons learned during COVID, including
 - Reaching all learners, particularly vulnerable groups such as Syrian refugees, students with disabilities and those from families with a lower income as well as very young children (KG2 etc.).
 - Training and capacity development for teachers and education staff.
 - Strengthening infrastructure and sustaining enhanced ed-tech towards institutionalizing ICT in education, including developing a blended learning strategy that provides a solution during emergencies and integrates ICT into the education system more broadly.
 - Quality improvements in digital learning content, e.g. interactivity, tracking of learning records.
 - Improve access to ICT through cloud-based solutions, increased computers/tablets in schools (classrooms and labs), wifi, etc.



- Grade 10 projects will be added to the Learning Bridges national blended learning program, with Grade 6 and 8 updated to reflect the revised curriculum for these grades.
- Shift focus from how often students logged in to Darsak and the quality of the uploaded content, to how and whether students and teachers used this content for learning and teaching and how much the e-content contributed to diversifying learning for students.

Component 3: School leadership and community participation

- Change sub-components and performance indicators to become: developing SDDP at the level of directorates and central MOE, activating new roles of supervisors especially general supervisor's role in developing teacher training.
- Amend legislation for education councils (at all levels), and institutionalize subject committees and school development teams within schools
- Ensure that proper feedback mechanisms are in place to engage schools and communities in the decision making and implementation process related to all aspects of the education system, including programs targeting teachers, children, school environment, curricula and assessments.
- Mobilize community resources, including private sector, NGOs and community leaders to contribute to learning quality and progression by supporting education resources at school and directorate level through long term partnerships within the SDDP system.
- As part of the SDDP, piloting of the middle leadership program within schools both at camp and host community levels.
- Revise objectives:
 - Increase the % of schools implementing high-quality school improvement plans (SIPs)
 - Increase the % of schools whose leaders engage Parent Councils to follow up on SIPs.

Component 4: Accountability (EQUAU)

- Establish an accountability system and design the associated tools to link the accountability to the quality performance assessment for all levels including central Ministry, directorates and schools. The performance of schools should be measured against the student progression outcomes in the accountability system while the MoE center quality performance should be reflected upon enhancement of learning quality at school level. Link institutional performance with individual performance.
- Institutionalizing the Quality Assurance System for Primary and Secondary Education in public and private sectors, including training, monitoring and feedback mechanism, and linking it to the licensing and accreditation systems of the public and private schools.
- Develop system for accrediting private institutions in the Kingdom.
- Establish accountability process for FD and central level (in line with SDDP revisions).
- Additional training for assessors.
- Evaluate performance based on schools effectively applying the Quality System.
- Add activity: Applying the classification for the purposes of accreditation, according to the standards of quality assurance of educational institutions.
- Add activity: training the directorates on self-evaluation for the purposes of assessing them according to the general framework for assessing the directorates.
- Add activity: training new (400) private schools on self-evaluation.
- Add Activity: Preparing the Evaluation Manual for the Central Ministry.



Component 5: Safe and stimulating school environment

- Need to adjust some activities due to COVID, including:
 - Develop and implement remedial activities for basic and secondary classes to mitigate learning loss.
 - Expand and approve extracurricular framework to include enrichment activities.
 - Provide support to implement life skills and psychosocial support.
 - Incorporate electronic learning platform for counselling services, child protection and social self-support programs for students and parents into Darsak.
- Redefine the safe schools index (for clarity and measurement purposes).
- Expand school feeding target to include all directorates, as many classrooms as possible, all KG2 students-G6.
- Improve the quality and diversity of meals provided to students.
- Measure the safety of school environments by understanding:
 - The improvement of school and student outcomes in schools that effectively adopted the blended learning strategy approaches.
 - The impact of schools applying the new facility management system on student enrolment rates.
 - The improvement in school performance after meeting the minimum emergency preparedness standards.
 - The improved effective application of anti-violence detection and referral procedures by schools.
 - The impact of enhanced and effective participation of parents and caregivers in anti-violence programs, activities and initiatives on safety of children.
 - The improved academic performance of students after completion of the remedial support activities.
 - The improved socio-emotional performance of children.
 - The improved teacher performance through meeting minimum standards in socio-emotional practice as defined by Teacher Evaluation Frameworks.
 - The improved evaluation of effective extra-curricular performance of schools.

Summaries of the conducted mid-term assessments in relation to the intermediate objective of improved learning outcomes and per quality component are found below.

3.4.1. Learning outcomes: Results on national and international learning assessments

The Early Grade Reading and Mathematics Assessments (EGRA and EGMA) were first institutionalized throughout the country in 2018/19. Progress is therefore somewhat limited but efforts to improve early grade literacy and numeracy were starting to show results. These gains are at risk due to the effects of the shift to distance education, as early grade learners were least likely to engage with the Darsak platform and needed more support to build these fundamental skills.



Table 3.7. Percentage of second and third graders who can read and perform mathematical operations with understanding (EGRA and EGMA results)

	2016/17 baseline	2018/19	2020/21
Reading	20.4% 18.2% m/22.7% f	23.6% 22.3% m/24.8% f	
Mathematics	15.8% 16.5% m/15.2% f	24.1% 26% m/22.3% f	

Source: The Ministry of Education

Table 3.8. Number of students taking the General Secondary Certification Examination (Tawjihi), success and failure rates, 2016-2020.

Year	Disaggregation	Number of students enrolled	Number of students participated	Percentage of students completing Tawjihi	Number of students passed	Pass rate
2016	Total	127,872	80,747	63.1%	33,060	40.9%
	Male	59,279	31,826	53.7%	13,625	42.8%
	Female	68,593	48,921	71.3%	19,435	39.7%
2017	Total	125,375	79,131	63.1%	39,787	50.3%
	Male	57,612	30,738	53.4%	14,079	45.8%
	Female	67,763	48,393	71.4%	25,708	53.1%
2018	Total	145,907	114,779	78.7%	62,773	54.7%
	Male	68,436	48,972	71.6%	22,952	46.9%
	Female	77,471	65,807	84.9%	39,821	60.5%
2019	Total	159,194	133,274	83.7%	77,724	58.3%
	Male	78,389	62,235	79.4%	30,223	48.6%
	Female	80,805	71,039	87.9%	47,501	66.9%
2020	Total	178,270	170,781	95.8%	96,664	56.6%
	Male	90,573	85,859	94.8%	41,670	48.5%
	Female	87,697	84,922	96.8%	54,994	64.8%

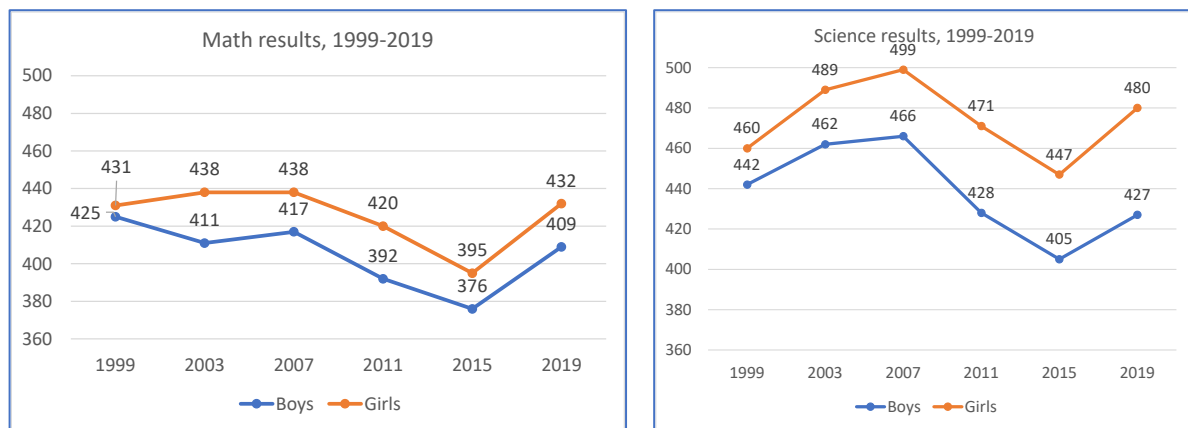
Source: MoE, 2020

The number of students participating in the general secondary exam/Tawjihi and the percentage succeeding in the examination have also increased steadily since 2016. Some of this may be due to reforms in the Tawjihi examination process itself. In 2020, the Ministry went to great lengths to be able to hold the Tawjihi examinations, including providing review lessons on Darsak, providing vulnerable students with tablets, free internet packages and sim cards so students could participate in the e-learning process and providing safe, socially distanced settings for the examinations.

As shown in Figure 3.2, results on international assessments were also improving prior to COVID-19. Importantly, boys continue to score lower on these assessments even though their scores were also improving.



Figure 3.2. Jordan Grade 8 TIMSS performance, mathematics and science results, 1999-2019.



Source: TIMSS 2019 International Results in Mathematics and Science

Efforts of the Ministry and its partners to improve the quality of education with the objective of improving learning outcomes were beginning to come to fruition before the pandemic. After more than one year of school closure, however, these gains are at risk. The World Bank¹⁵ has developed a simulation to estimate potential learning losses. The simulation estimates that “COVID-19 may reduce Learning-Adjusted Years of Schooling (LAYS) by as much as 0.9 years”, due to school dropout and quality shortcomings of distance learning solutions. Even with an optimistic scenario, the World Bank model estimates that “COVID-19 will erase almost the entire progress made by Jordan between PISA 2015 and PISA 2018 [in reading scores]. ... [And] an analysis of heterogeneous impact by [socioeconomic status] SES suggests that the achievement gap between the poorest and richest quintile may increase by 11 percent, highlighting the significant negative impact of COVID-19 on equity.”

The Ministry and partners have begun to address the need for remedial activities. In 2019/20, remedial activities focused on revision of the main topics for the second semester of 2019/20. With support from RAMP, the MoE and other sector partners also developed remedial learning materials (worksheets, workbooks and home learning kits) for early grade students and related training for teachers and principals.

3.4.2. Component 1: Curriculum and assessment

PROGRESS AGAINST TARGETS

Review & revise curriculum for all school stages to include local and global concepts, such as human rights, social, development, gender equality & sustainable development by 2022.

Reform monitoring & evaluation systems related to educational outcomes for each of the various stages of education.

MID-TERM ACHIEVEMENT (2019/2020)

16%



Delayed



¹⁵ World Bank (2021). “Education expenditure, Enrolment Dynamics and the Impact of COVID-19 on Learning in Jordan”, Policy Note and Development Talk Presentation



Curriculum

As of 2021, the curriculum development is approximately 16% complete (measured as 100 textbooks out of 644), which means that the curriculum for all grades and subjects will not be complete by 2022. In the year 2020-2021, the general frameworks for various subjects, science and mathematics, Islamic education, the developmental kindergarten curriculum, specialized fields for the industrial branch, a guide for career guidance and counselling, a guide to skills of the twenty-first century, and various topics for the dropout program were developed.

As called for in the National Human Resource Development strategy, an independent National Center for Curriculum Development (NCCD) was created in 2017. NCCD is responsible for revisions to the curriculum, school textbooks and examinations including General Secondary Education Certificate Examination (Tawjihi). The Ministry of Education is responsible for pilot testing and approval of curricula and textbooks. As NCCD is a new body, there have been delays in the development of curricula and new textbooks and coordination mechanisms needed to be established between MoE and NCCD. These mechanisms are in place since 2018.

In line with the gender equality strategy in education 2018-2022, a curriculum review team was formed in the last quarter of 2019 to review the curriculum from the perspective of gender in partnership between the Ministry and NCCD. The kindergarten curriculum has been reviewed from a gender perspective and guidance material for kindergarten teachers has been developed on the integration of gender in early childhood. Awareness workshops are still to be conducted for supervisors and teachers. Since the beginning of 2021, the Ministry of Education has also prepared catch-up booklets in four topics; mathematics, science, Arabic and English for grades 1-11 and teachers have been trained in the use of these booklets.

Due to the pandemic, curriculum revisions were started in 2020 to identify core learning content and revise methodologies. During the first semester of 2019/2020, a national blended learning program, Learning Bridges, was implemented for grade 4-9 students. Learning materials and teacher guides for weekly Learning Bridges activities were completed by the Ministry's Curriculum and Textbooks Department with technical support of UNICEF and rolled out in 2020. Learning Bridges supports the delivery of the national curriculum through weekly printed activities, additional online resources and teacher training to optimize interactive learning results on the main topics. It continues throughout the 2021/22 academic year and is an essential part of online provision of MoE materials (on-line and printed kits). In 2020/21, over half a million children engaged with more than 50% of Learning Bridges weekly activities, and over 70% of schools took part in the program¹⁶.

In response to the World Bank Policy note about the COVID-19 impact on learning quality and access to education, which stated that the quality learning years have dropped down from 8.2 to 7.6 with an overall learning loss for Jordan of 0.9 years, the MoE developed an action plan within EDEP to respond to learning loss in a cohesive remedial program that will be implemented over a period of two years. This will be followed by a longer-term response program to learning poverty, which the World Bank estimated at 52%, that is expected to continue for a minimum period of 5 years. The MoE started the remedial activities with a one-month revision program during the summer holiday of the scholastic year 2020/21 where around 900 students from grades 1-11 attended. This will be followed by a diagnostic assessment to be conducted during the scholastic year 2021-2022. Resulting data will be analysed to come up with an overall rate of learning loss for all grades and design corresponding interventions with tailored school-age intervals to learning loss severity- projected to be distributed

¹⁶ MOE LB Engagement Survey, Second Semester, 2020-2021



over three intervals: Grades 1-3, Grade 4-6; Grade 7-9. Interventions will be designed to be implemented during scholastic hours and will be customized on an individual or group basis based on the diagnostic assessment findings. A strategy will be developed for this initiative, which will include a focus on curriculum adjustments, professional development of educators as well as learning and teaching resources support.

Several curriculum challenges have emerged after the COVID-19 pandemic, including the need for assessments to determine children's learning levels and for potentially revised learning materials focused on essential skills, with particular attention needed for children with disabilities.

Assessments

Prior to the pandemic, discussions were initiated on the development of the assessment system with the World Bank and other development partners. Those efforts were suspended in 2020 as the Ministry shifted its focus solely towards efforts to hold the Tawjihi examination. Tawjihi was held successfully in both 2020 and 2021. Efforts to revise the assessment system have re-started with the drafting of reference conditions for technical support to develop the MoE's ability to measure and monitor student learning at all grade levels and to bridge the gap between learning and certification. This includes the reform of Tawjihi and the institutionalization of early grade diagnostic learning assessments.

The Ministry is not expected to complete reform of monitoring and evaluation systems related to educational outcomes for each of the various stages of education by the end of 2022, as the project is still being planned. The pandemic has also brought to light the need for online assessment tools and rapid assessments to assess learning loss. EDEP-2 outlines the "learning loss recovery strategies" that the Ministry will pursue.

There is an urgent need for diagnostic assessments, particularly in the early grades, given the length of school closures. In the second half of the ESP, the Ministry of Education will be supported to develop tools for teachers to identify and support learning loss; and as a secondary objective to provide a temperature check to Ministers and partners on the extent of learning loss. These tools will be rolled out nationally to all teachers and supervisors.

3.4.3. Component 2: ICT in education

PROGRESS AGAINST TARGETS

- % of schools connected to the Internet from 90% in 2017 to 100% in 2022.
- % of primary schools with computer equipment to 100% from 2022.
- Increasing # of school principals and teachers trained in use of ICT from 3,000 in 2014 to all teachers in 2022.

PROGRESS IN THE COVID CONTEXT

- Develop and sustain ICT infrastructure to support education, learning and administrative operations.
- Develop digital learning content to enhance curricula.
- Manage and activate education management systems and e-exams.
- Build human resource capacities in ICT field

MID-TERM ACHIEVEMENT(2019/2020)

100%



100%



Done, but continuing process

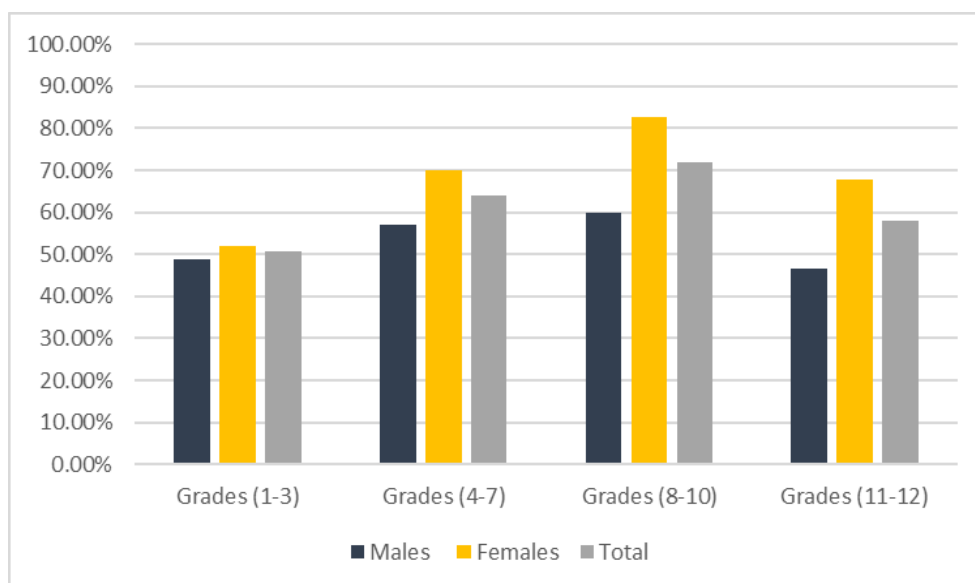




The COVID-19 pandemic rapidly changed the Ministry's use of ICT in education. The Ministry quickly adapted with the introduction of the Darsak platform and the creation of online lessons and content. In January-February 2021, EdviseME with support from MoE conducted a rapid assessment of the Ministry's distance learning offerings. The information included below is from their draft report "Rapid Assessment of Jordan's Distance Learning" (EdviseME, February 2021).¹⁷

According to the Ministry's statistics, 93% of students logged into their Darsak accounts at least once. However, there is more variability in student engagement (i.e. the percentage of students logged-in on a daily basis on any given day¹⁸ during the first semester in 2021). Figure 3.3 illustrates that engagement with the lessons on Darsak was the highest for children in grades 8-10. Importantly, engagement has been consistently lower for boys and also decreased for students in Grades 11-12.

Figure 3.3: Students' engagement rate per school section during the first semester in 2021 (%)



Source: EdviseME (2021).

In total, there are more than 8,000 instructional videos on the Ministry's Darsak platform. The survey investigated the quality of a sample of videos and found that they scored high on scientific content and montage quality (2.7 out of 3 points). Per the EdviseME report, "This finding is supported by perceptions of teachers on content where 64% of teachers believe that learning outcomes of lessons are clearly presented and 61% of teachers mostly believe those concepts are clear. However, the perceptions of parents differed where 44.9% of parents do not feel that content is appropriate for their children's age/grade level."

While the Ministry has met (and even exceeded) the ESP targets, the continuing COVID-19 pandemic and the necessity to prepare for future disruptions and/or changes in teaching and learning methodologies mean that the Ministry will continue to work to improve its ICT infrastructure as outlined in EDEP-2. This includes cloud-based solutions, increased computers/tablets in schools, wifi in schools and offices; and devices for children from vulnerable groups and to improve the quality and breadth of the offerings on Darsak. Importantly, an early focus will be on groups that experienced more

¹⁷ The rapid assessment report can be found on UNESCO/IIEP's virtual platform for the preparation of the ESP mid-term report.

¹⁸ This does not double-count any students logging in more than once a day.



challenges with accessing learning via technology during 2020: specifically, children in early grades, children with disabilities and children with little or no access to technology (predominantly refugee children in host communities and camps and children from lower socioeconomic families).

3.4.4. Component 3: School leadership and community participation

<u>PROGRESS AGAINST TARGETS</u>	<u>MID-TERM ACHIEVEMENT</u> <u>(2019/2020)</u>
Raise the % of schools that actively engage teacher councils and parents to disseminate the culture of co-operation and voluntary work at school and local community.	Delayed ●
Raise the % of schools that support the local educational councils to follow-up school development plans.	Delayed ●

This component includes three sub-components: 1) activating education development teams to participate in the management of schools, 2) activating the role of general supervisor in network schools and 3) stimulating community participation in schools. The first and third sub-components are directly related to the School and Directorate Development Program (SDDP). Through SDDP, parents' and teachers' councils are activated and education development teams at the school level produce school improvement plans (SIPs). The challenge continues to be with implementation of the SIPs since schools do not have the resources or the autonomy needed to implement their plans. The main obstacles are decentralization and the accompanying legislation needed to empower schools. Feedback mechanisms among all levels of the system (school, Field Directorate, Governorate, Central) are also needed to strengthen the processes, as is being discussed for SDDP-II.

During the pandemic, school leadership and parents' and teachers' councils were engaged in efforts to provide safe learning environments during the short time when schools were open. The training for educational leaders was put on hold in 2020 and is being revised in line with the revised standards for educational leaders (see section 4.5). A Ministerial analysis conducted under the EDRILL project with the collaboration of the Queen Rania Foundation also highlighted the need to consolidate multiple existing councils (such as the Council for a Safe Environment) into one SDDP education council and then to revise legislation to improve the independence of schools, strengthen the role of councils in promoting community accountability and give greater importance to the voice of students.




Regarding the second sub-component related to activating the role of general supervisors in the network schools, the process was discontinued in 2020 due to dissatisfaction of existing supervisors and the leadership of the supervision department expressed during the first year of implementation. The Ministry intends to re-start this effort since an internal study by the Research and Planning Department and a study by the Queen Rania Foundation¹⁹ both pointed to the positive results of this system in terms of improving the quality of teaching and learning through mentoring/coaching and technical assistance to service providers. The MoE believes there is a need to continue in the new role of the general supervisor and to expand it to support teachers to maintain learning quality and adopt the professional pedagogy into the classroom. In addition, there will be a core team of support teachers hired in each school to provide technical advice on teaching tools and pedagogy for teachers especially

¹⁹ The Queen Rania Foundation for Education and Development: Evaluation of the new role of the educational supervisor, Jordan 2021



in the four main topics. All this is linked to strategic plans and the School and Directorate Development Project.

3.4.5. Component 4: Accountability (EQUA)

<u>PROGRESS AGAINST TARGETS</u>	<u>MID-TERM ACHIEVEMENT</u> <u>(2019/2020)</u>
Improvement in school performance by 50% based on initial and final reports of assessors.	38% of schools  >= acceptable
An independent EQUA by 2022, upon completion of the first accountability cycle.	Delayed 
Percentage of schools that are granted partial autonomy reaches 5% by 2022.	Delayed 

Prior to the pandemic, the accountability unit was continuing its visits to assess the performance of schools. The unit completed all of the short exploratory visits to schools in 2018. These visits were used to rank schools into low, medium and high performing schools with the intention of conducting longer accountability visits to the lower performing schools. In terms of the longer accountability visits, 622 schools were evaluated by 2020 and approximately 38% of them received a rating of acceptable or better. According to EQUA's reporting, for the schools that were visited, school performance improved by 50% using EQUA's criteria (i.e. the SDDP standards). However, the original target for EQUA was to visit 1,800 schools by 2020. Therefore, even before the pandemic, the unit was falling short of what was planned. The closure of schools in 2020 meant that accountability processes were also stopped.

EQUA processes at the school level are closely linked to SDDP and were defined prior to the start of ESP implementation. However, it was planned for the full accountability cycle (designed in 2016), to include the Field Directorate and central Ministry levels as well. This has not yet been built. SDDP-II will seek to complete these elements of the accountability system.

Table 3.9. Levels of accountability

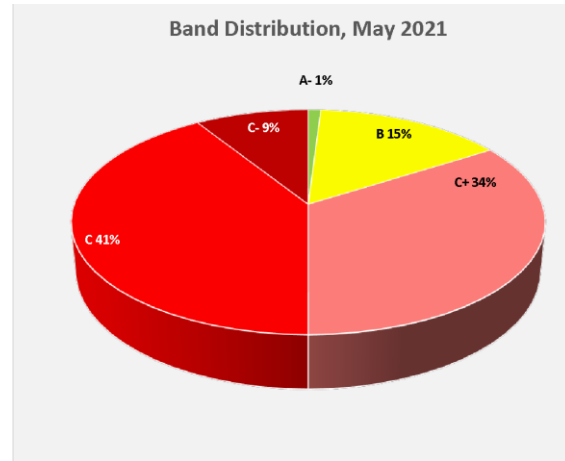
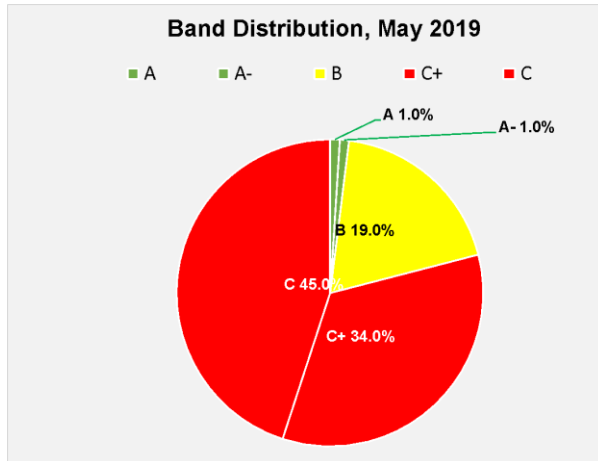
Level	Accountability
School	Accountable for self-reviews, developing and implementing School Improvement Plans
Field Directorate	Accountable for identifying common needs among schools and providing technical or financial resources to respond to those common needs
Central Ministry	Responsible for identifying common needs amongst the FDs and providing technical and financial resources to respond to those common needs

Sources: The Queen Rania Foundation for Education and Development: Study to develop a national framework for school councils and the Queen Rania Foundation for Education and Development (2021) Evaluation of the new role of the educational supervisor.

Other obstacles to the completion of the accountability cycle are a shortage of assessors (there are now only 65 out of the planned number of 160) and other resources (such as transportation) to conduct the long accountability visits, and there was a shift in focus toward following up on oversight issues, including the Ministry's readiness to respond to the pandemic and the readiness of high school centres for the Tawjihi exam. The Ministry planned for the unit's independence from the Ministry after completing evaluation visits to all schools in the Kingdom by the end of 2020, but the unit was not able to achieve this goal due to many challenges.



In May 2021, the EQAU conducted monitoring visits to 100 schools with the following key findings: this quality survey showed that only 16% of schools were judged as adequate or better (compared to 21% of schools in 2019). The decline of quality was due to the impact of distance learning as a result of COVID-19. The QPS for 2021 was well below the MoE's target for the KPI no. 10 of the new ESP, which suggests a value of 30% for schools having been judged as adequate or better by 2021.



The overall quality score for teaching and learning is **3.30 (Band C+)**
 The overall quality score for leadership & management is **3.06**, in need for improvement **(Band C+)**
 The overall quality score for students' personal development and well-being is **3.14**, in need for improvement **(Band C+)**
This leads to an overall QPS of 3.14, in need for improvement is (Band C+)

The survey also showed a deterioration of the Performance Areas of Quality of Teaching and Learning (-8.50%) and students' personal development (-5.91%) due to the impact of COVID-19 and distance learning. The evidence collected by the EQAU in May 2021, highlighted that there was low consistent engagement rates (34%) on Darsak and feedback from teachers to students on the submitted homework. As for the attendance rate, the data collected by the EQAU suggested that attendance for early grades and grade 12 during face to face and distance learning was 59%, which means that around 41% of students had inconsistent access to learning during the second part of school year 2020-2021. During this period, the MoE and schools conducted a range of maintenance and infrastructure improvements that were largely sustained due to the fact that no students attended the schools. In terms of students' personal development, in general, schools are incapable of providing the basic care for students with education special needs and disabilities, as not all schools have suitably equipped resources, rooms and trained staff. This gap was evident during the distance learning. Related to school leadership and management, the survey showed that most teachers do not participate in school improvement planning. Teachers were not aware of the points of strength and improvement of the school. Furthermore, the results of the school Physical Maintenance Assessment Survey 2019/20 highlighted that 72% of schools are not well prepared to deal with emergencies and are judged unsatisfactory as first aid is inadequate; fire precautions are also inadequate and not all fire extinguishers are adequate in terms of the kind of necessary extinguisher, especially in science labs.



The overall score for School Infrastructure Condition is judged as **2.42**, adequate **(Band B)**
 The overall score for Health and Safety is judged as **2.41**, adequate **(Band B)**
 The overall score for School Policies and Procedures to Sustain the School is judged as **2.75**, adequate **(Band B)**
This leads to an overall FMS of 2.51, adequate (Band B)

In consultation with the MoE, the below targets were determined for 2022- 2023:

FM Score(s)	Year (s)	Quality Score	Band	Change compared to baseline
Baseline	October 2021	2.51	B	n/a
Mission I	October 2022	2.26	B	9.96%
Mission II	October 2023	2.03	A-	10.18%
Change from baseline (May 2019)				19.12%

3.4.6. Component 5: Safe and stimulating school environment

<u>PROGRESS AGAINST TARGETS</u>	<u>MID-TERM ACHIEVEMENT</u> <u>(2019/2020)</u>	
Rates of violence in all its forms (target 8% by 2022)	7.5%	●
Number of bullying cases (target 26 by 2022)	86	●
Number of disciplinary boards (target 250 by 2022)	688	●
% of schools implementing life skills program reaches 100% by 2022	0	●
# of schools participating in school feeding program (target: all schools in poverty-stricken areas)	On track, pre covid	●

In general, schools were becoming safer prior to the COVID-19 pandemic; rates of violence and numbers of bullying cases and school disciplinary councils were decreasing. Boys' schools, however, continued to suffer from higher rates of violence (13.9% in 2019/20 compared to 5.2% for girls' schools and 3.5% for mixed schools).²⁰ The Drug Abuse Awareness Program (one of the ESP strategies) was effective, but it was implemented in a few directorates only and was not generalized to all schools in the Kingdom due to a lack of financial allocations. The MoE has taken several steps towards improved school environment which include, but are not limited to: improved focus on child protection through the development of a student on-line survey system that will be a more child and user-friendly digital

²⁰ Note, however, that the online survey was not used by children in 2019-2020 due to school closure and therefore no data is available for this year. The online survey resumed in October 2021.



platform and to monitor verbal, physical, sexual violence, bullying and school vandalism incidents in schools, homes, communities and online as well as student perception on violence; the consolidation of training materials for school principals, teachers and counsellors to equip them with needed skills and knowledge to prevent and respond to violence in their schools; and the development of MOE accountability and responsive systems.

In 2017, the Ministry took steps to institutionalize extra-curricular activities (or “non-classroom enrichment activities”) to improve the school environment. A national framework has not yet been developed and teachers and school leaders do not consistently know how to implement these activities. Partners are currently supporting the Ministry to develop a national framework and action plan for implementing extra-curricular activities throughout the Kingdom.

Due to a lack of funding, the full life skills program was not implemented.²¹ The Ministry still considers this program relevant and perhaps even more important post-covid due to its objective of strengthening the skills of the twenty-first century, including communication skills among students, writing a CV, choosing the appropriate specialization, etc.

This component also includes a “Remedial program”. This strategy was originally a priority in the Jordan Response Plan for the Syrian crisis and included protection and support activities for psychosocial and life skills as a major component of an integrated educational approach. From mid-August to mid-September 2021, the Ministry conducted a comprehensive package of remedial activities to address lost learning. Diagnostic learning tests for grades 2-12 are planned to be conducted to inform teachers’ remedial action plans.

MoE developed a strategy that institutionalizes the school Feeding program at a national level from KG2 to Grade 6 in vulnerable areas by selecting models that would ensure effective participation with the community through the private sector, individual households and NGOs to ensure the sustainability of school feeding models and to engage the Ministry of Health to ensure nutrition considerations. School feeding programs were being implemented successfully prior to the pandemic. Areas selected are based on the Vulnerable Schools Matrix by the Ministry of Education on the most vulnerable areas. The current school feeding program is implemented in particular directorates which have intense demands. This was due to involvement of partners namely the Jordanian Armed Forces and the World Food Program which led to availability of meals/stocks in warehouses; the circulation of a procedural plan to all directorates and schools; availability of headcounts of KG2-grade 6 students; and the readiness of schools to implement the project. School readiness included cleaning and preparing storage and feeding spaces in schools and preparing procedures for receiving food stocks and distributing them to students.

Due to the economic challenges caused by the pandemic, the Ministry intends to expand the school feeding program to include all KG2-grade 6 children in the Kingdom and to diversify the nutritional meals that are provided to children. A total of 2,278 schools in 34 directorates and three camps under UNWRA are covered by this initiative. The main obstacle to achieving further expansion of the school feeding program is the availability of financial resources²².

²¹ A more limited program, Nashatati (developing life skills through sports and arts) designed with UNICEF support was implemented by 1,000 schools (grades 6-10) in 2019/20.

²² The goal is to reach all students from kindergarten to grade 6 at an estimated annual cost of JOD 20 million.



3.5. Domain 5: Human Resources

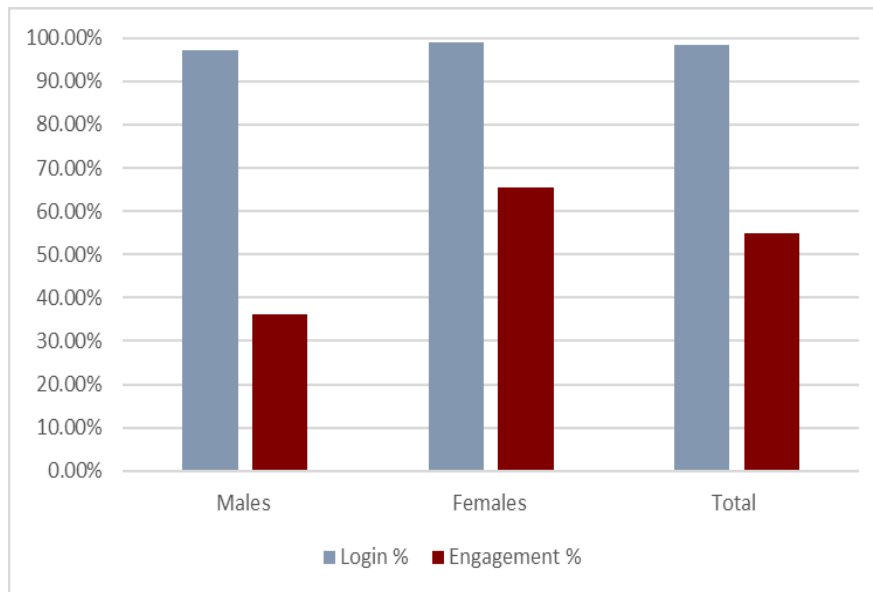
Strategic objective: *To provide, develop and sustain qualified human resources for the educational system.*

Overall review findings: Professional development of teachers has made good progress, with the preparation of the ranking system, the endorsement of the multipurpose evaluation framework and the establishment of a pre-service program within four universities, the new teacher portal and training to be rolled out. The Ministry of Education has advanced its efforts to develop qualified human resources for the education system, most notably by shifting focus from the development of a teacher licensing system to a revised teacher ranking system as agreed by MoE and the teachers' union following the teacher strikes in 2019. The rank system was approved in April 2020 and criteria and standards for transition between the different ranks are now being finalized. Once the new ranking system is in use, it will be applied at all levels of the system – from educational leaders (the highest rank) through to new assistant teachers. Since all the domain components are affected in some way by the new teacher ranking system, applications submitted before April 2020 have been processed and those who met conditions stipulated under the old system were granted ranks. Rank applications submitted after April will be granted under the new system. Improving the quality of capacity building, increasing the specializations of the pre-service program and licensing teachers and administrators are reform priorities for the MoE and a key focus of the extended ESP. The Ministry will prioritize accrediting all training sessions to be able to correspond to the ranking system recognition with more incentives for teachers; introducing the accreditation concept, at trainer and trainee levels, to all trainings to maintain quality and sustain competent resources at the institutional level; as well as introducing PPP and identifying ways to leverage private competency into the public sector. The training accreditation focuses on reactivating and replicating the trainings and capacity building, ensuring that all teachers, including for Vocational Education, are included in all capacity building initiatives and trainings; and that the accreditation awardees will implement acquired skills at the workplace with their certificates being subject to renewal against practical recertification measures.

Impact of COVID-19: COVID-19 had a major impact on the Human Resource domain, especially with regard to teacher professional development. The pre-service diploma program was not offered to newly recruited teachers in 2020 since a distance option had not yet been created. All in-service teacher training was either stopped or revised to take place in blended or remote modes. The Ministry launched the teacher training platform Edraak in April 2020 which offered up to 90 hours of professional development training for teachers to learn how to use Darsak and how to teach their students using online tools and methodologies. The Ministry also certified training initiatives offered by partners to improve teachers' skills for online and blended teaching and learning. While more than 90% of teachers accessed the Darsak platform to create assignments or examinations for their students, a significantly smaller percentage of teachers (in particular male teachers) actively engaged with the platform as shown in Figure 3.4 (EdviseME, 2021).



Figure 3.4: Teacher login and Darsak engagement by gender (in %)



Source: EdviseME (2021).

Recommended ESP midterm adjustments:

Component 1: Selection, recruitment and pre-service qualification of teachers

- Professional development needs to be closely tied to teachers' standards and ranking.
- Change KPI to % of qualified teachers (m/f) who received pre-service diploma in one of the four specialization areas (Arabic, English, math, science) [and additional subjects as added] through Jordanian universities; derived as follows: the number of qualified new teachers, male and female, who received a pre-service diploma divided by the number of new teachers appointed in the specializations covered by the pre-service diploma annually.
- Pre-service teacher diploma program only to be offered by Jordanian universities.

Component 2: Development and licensing of educational leaders

- Continue working towards the licensing of professional development. The licensing system for education staff is framed into licensing for teaching and for non-teaching. For non-teaching ones, a full framework of licensing and Continuous Professional Development (CPD) has been developed by MoE to cover the administrative and technical non-teaching professions including procurement, project planning, engineers and maintenance and was submitted to the cabinet for approval. In the meantime, the MoE is working on developing the CPD for the remaining non-teaching professions well as for the teaching staff.
- Amend the indicators of the specific objective as follows (gender disaggregated data):
 - Percentage of leaders ranked according to the new ranking system.
 - Percentage of school principals and educational leaders who meet the licensing conditions according to the new ranking system. If a licensing system for leaders is approved, it will be worked on later.
 - Percentage of leaders selected according to the new ranking system criteria. The definition of the indicator would be as follows: The number of leaders (school principals) who met the criteria of leaders to the number of applicants.
 - Percentage of public sector officials holding administrative ranks.



- Add indicators about licensing of non-teaching admin positions (non-leading) and keep the indicator on licensing the teachers as it is.
- Ensure that Education staff are trained to advance outcomes consistent with gender equality or female empowerment and inclusion.
- Use SDDP II to ensure quality teaching and learning, with the best leadership
- Change the name of the second sub-component from to “Mechanism for selecting leaders at all administrative levels”

Component 3: In-service professional development and licensing for teachers

- Ensure that teachers are trained on and apply new inclusive student-centered methodologies in the classroom.
- Modify indicator to the percentage of male and female teachers accredited with newly developed in-service program defining the indicator as follows: the number of new teachers who successfully passed the new teachers’ program to the number of new teachers who received the in-service training program for new teachers. The reason is that the new ranking system includes granting the rank of assistant teacher to new teachers- this is considered a license for teachers and this will be captured in the licensing framework to be developed for teaching staff.
- Raising the quality of "pre- and in-service training" and partnering with the Civil Service Bureau and the Ministry of Higher Education to ensure the effective institutionalization of these two programs, including an accreditation component.
- Add more topics to the pre-service diploma at the scale up stage of the program topics would include inclusive education, vocational education, career counselling etc.
- Ensure that teachers receive training and apply e-learning pedagogy, financial management and M&E.

Component 4: Teacher rewards and incentives

- Ensure that the multipurpose evaluation framework links the educator’s performance to student progression and learning outcomes.
- Embed the accreditation of training certificates as an incentive in the ranking system to add more weight and value to the professional development pathways.
- Modify activity to “develop a performance-related rank system” (rather than career path).
- Add new indicator as follows “percentage of male and female teachers who receive conditional promotions according to the new civil service system” and define the indicator as follows: “number of teachers who receive conditional promotions divided by the number of teacher applicants competing for conditional promotions”.
- The third activity of the first sub-component (providing a well-being package (nursery, transportation...) remains from the fourth component (teachers’ rewards and incentives) and change its indicator to “the percentage of male and female teachers who benefit from incentives related to well-being”.
- Link training courses to "credit hours" to help teachers move between ranks.
- Inclusion of vocational, inclusive education and administration teachers in training and evaluation, and increasing the practical aspect of training.
- Studying the possibility of increasing teacher incentives.

Component 5: Monitoring, evaluation and quality control of teacher policies

- Add activities for construction and development of monitoring and evaluation software and the development of a related indicator to conduct studies related to the monitoring and




evaluation of the return on investment of the existing professional development (impact measurement) to be utilized in continuous improvement and development.

- Add activity to the first component to develop mechanisms to monitor and evaluate the selected leaders in accordance with the standards of educational leaders.
- Expand the concept of Learning Support Assistants (teachers for children with disabilities) for all levels and multi-disciplinary teams.
- Study the role and future role of assistant and support teachers/ volunteers for the double shift schools as well as in camps, especially as their role was highly appreciated during COVID-related difficulties. Supervision for double shifts and mentoring and coaching for teachers to support learning quality.

Summaries of the conducted mid-term assessments per human resource domain component follows.

3.5.1. Component 1: Selection, recruitment and pre-service qualification of teachers

<u>PROGRESS AGAINST TARGET</u>	<u>MID-TERM ACHIEVEMENT (2019/2020)</u>
Increase the percentage of qualified new teachers (male / female) in the public sector from 13% (2016) to 70% at the end of 2022	50% 

Since 2016/17, the pre-service teacher training program has been developed for the four subject specializations of Arabic, English, math and science. The Ministry used to provide funds to the Queen Rania Teacher Academy (QRTA) for the pre-service diploma training for new teachers, but this has stopped and been replaced by a similar program involving four universities. This face-to-face training was stopped during the pandemic. As of mid-2021, 3,650 new teachers have not yet received the induction training as an online version was not immediately available. These teachers will have completed their training by the end of the year. The Ministry is currently working to develop online training for the newly recruited teachers, so they meet the “pre-service” requirement.

Table 3.10: Number of teachers who completed the pre-service teacher training program

2016-2017	2017-2018	2018-2019
Total: 179	Total: 479	Total: 783
Female: 151	Female: 473	Female: 777
Male: 28	Male: 6	Male: 6

Beginning in 2021, the Ministry has identified four universities that will take over the pre-service diploma program from QRTA. The four universities have been selected to cover the north, south and central regions of the Kingdom. The University of Mu'tah will be the first to launch its pre-service diploma program. All selected universities are expected to begin the 9-month pre-service program in September 2021 with an anticipated 50-100 students per cohort in each university. To further improve the quality of new teachers, the Ministry intends to add additional specialties to the pre-service program, such as those required for vocational education teachers.



The pre-service training objective was on track prior to COVID-19. One of the main concerns for successful expansion and implementation of the program is whether students will need financial support or incentives to enrol in the program and attend one of the four universities. If the cost is too high or if there is no incentive upon appointment, the concern is that not enough students will enrol. This concern is potentially magnified as a result of the negative economic consequences associated with COVID-19.

To address the above, MoE took the initiative to offer financial incentives to partially support enrolment at the 4 chosen universities, however, it is pending the approval of the Prime Minister. Both civil servants and contracted teachers will have access to the pre-service program and will have equitable access to the partial scholarships which will be decided on in a competitive manner.

The Ministry has made some progress in improving the teacher recruitment process, which is the responsibility of the Civil Service Bureau (CSB). The Ministry and CSB have developed a process that includes a competitive test for Ministry candidates and the nomination of six candidates for each of the Ministry's vacancies. This process allows the Ministry more input on which candidate is hired.

3.5.2. Component 2: Selection and Development of Leadership at all Administrative Levels

PROGRESS AGAINST TARGETS

To develop the mechanism of selecting, developing and licensing the educational leadership at all administrative levels by 2022.

MID-TERM ACHIEVEMENT

(2019/2020)

New rank system until the licensing system is approved



The teacher and leader licensing system is being replaced by a revised teacher and leader rank system. The leadership standards have been developed and approved.

One of the ESP key activities is to develop the capabilities of new and current employees at the level of the Ministry's center and education directorates. The leadership program started with four divisions at the Ministry level but was stopped in March 2020 due to the COVID-19 pandemic; it was resumed in the first quarter of 2021. During 2020, online initiatives were developed through partners (QRTA, the UNICEF Learning Bridges Program and RAMP) to help educational leaders deal with the demands of online learning and provide support to teachers.

The main challenges faced with regard to training for leaders relate to the delays in adopting specific leadership standards as these affect revisions to the professional development curriculum. Additional work is also needed to convert the leadership training offerings into hybrid and/or online learning programs.



3.5.3. Component 3: In-service professional development and licensing for teachers

<u>PROGRESS AGAINST TARGETS</u>	<u>MID-TERM ACHIEVEMENT</u> <u>(2019/2020)</u>
Increase the percentage of teachers (males / females) who have a license to practice the profession to reach 50% in the public sector and 20% in the private sector. <i>Recommendation: change to "proportion of teachers who have received at least the first rank"</i>	New rank system until licensing system approved ●
% of teachers evaluated with a good grade according to performance records based on national standards	100% ●
% of teachers applying new methodologies in classrooms	31% ●
Number of teachers (males/females) trained on gender concepts reaches 5,200 by 2022	Materials are ready ●

The issue of low teacher compensation became a major challenge in 2019 when a month-long strike prevented the start of the new school year. At the time, the government agreed to raise salaries between 35 to 75 percent depending on a teacher's rank. As a result, the Ministry shifted focus from the development of a teacher licensing system to a revised teacher rank system. The teachers' rank by-laws No. (61) for 2002 were amended and the regulations for Teachers' Ranks were issued in December 2020. Under the new teacher rank system, the number of ranks will increase from three to five and new standards will be applied for teachers to move from one rank to another. General standards that detail the requirements for moving from one rank to another have been prepared.

The main challenges associated with implementing the new rank system are managing and controlling the implementation processes and responsibilities within the Ministry of Education, making the needed training programs available to all teachers and administrators, finalizing the standards for all the different ranks and specializations and financing the fully implemented strategy.

During 2020, the focus for teacher professional development shifted, by necessity, to online learning. More than 30,000 teachers accessed Learning Bridges training on the Edraak platform in 2020 and about 22,000 of them received certificates. Still, an October 2020 survey by EdviseME²³ found that 36% of public school teacher respondents were not using any tools to support the planning of their lessons and 46% of public school teacher respondents had not received any support in the switch to online learning.

One of the ESP priorities for the Department of Training and Educational Supervision was to enable the department by providing it with educational supervisors, to play more of a strategic and coordinating role to monitor the quality of training programs. Since 2016/17, 19 educational supervisors (or 76%) have been appointed out of the 25 positions available. This is an improvement over the 50% that were previously appointed. There is also a continued need to increase the human resources for monitoring and evaluation, as the M&E section only has two members of staff.

²³ "Online Learning in Jordan", a study by EdviseME, October 2020.




The main challenges facing teacher professional development are provision of programs that are in line with the standards for each new teacher rank, accrediting the teacher training programs developed and offered by partners and providing training activities and facilities to meet the new challenges faced by teachers- including online and/or hybrid learning and assessing students and implementing remedial activities to make up for learning losses that occurred as a result of the pandemic. MoE, supported by partners, continues to work on designing a training accreditation framework. In addition, a course on national teacher standards awareness has been developed and will be rolled out to educators.

3.5.4. Component 4: Teacher rewards and incentives

PROGRESS AGAINST TARGETS

Increase the percentage of teachers (male / female) who benefit from the performance-related incentive system to reach 5% annually.

MID-TERM ACHIEVEMENT (2019/2020)

5% according to the new ranks system and 8% conditional promotion according to the new indicator. 

According to the existing system, any teacher who gets an excellent grade in 2 consecutive years can qualify for the performance incentive, which in 2020 was available to a maximum of 8% of teachers per Regulation No. (9) for the year 2020 of the Civil Service System.


The new Teacher Rank system specifies incentives for teachers based on their rank. An assistant teacher will receive a 35% bonus of the base salary and an educational leader can receive up to a 75% bonus. This new system will affect the Ministry's budget requests. The new ranking system will place a financial burden on the Ministry's budget, which requires more financial support from partners to the Ministry to carry out the continuous professional development activities to enable movement between ranks.

3.5.5. Component 5: Monitoring, evaluation and quality control of teacher policies

PROGRESS AGAINST TARGETS

Developing teacher policies according to the results of studies and best practices.

MID-TERM ACHIEVEMENT (2019/2020)

Teacher charter (4 parts) and professional development curriculum prepared 

The Ministry has made progress on this component largely because since 2015, there is a section in the Supervision and Training Department responsible for monitoring and evaluation. This section has developed a general M&E framework, although the associated policies have not been implemented as required due to limited human resources.

The major challenges in this area relate to the lack of capacity development for employees in the directorate related to research, evaluation, statistics and analysis to follow-up on studies conducted. The directorate also lacks financial and material support to form field teams to conduct studies.



A teacher's code of conduct and a comprehensive four-part teacher charter have also been prepared and the updated professional development curriculum is being modified and updated accordingly.

3.6. Domain 6: Vocational Education

Strategic objective: *To improve the quality of vocational education by restructuring the system at central and local levels; providing a safe environment for both sexes; establishing standards for the selection of specialized employees, administrative staff and trainers; raising the capacity of the current staff at central and local levels and diversifying the funding and promotion of the vocational education sector.*

Overall review findings: Since 2018, progress towards most of the set ESP targets has been limited and the provision of vocational education for grade 11 and 12 students continues to face major challenges in terms of accessibility, relevance and governance. Findings highlight that vocational education has largely been neglected and that this is due to limited resources. It has not been possible to properly map labour market needs to the vocational education offer. The demand for vocational education has exceeded the supply and this has further exacerbated the challenges over the first half of ESP implementation. The share of all students at the secondary level who opt for the vocational education stream decreased from 15.7% in 2016/17 to 10.5% in 2019/20, against a set target of 20% for 2021/22 (Figure 3.4). There is also a stark disparity between female and male students' enrolment in vocational education, with a much lower share of female students choosing the vocational education stream.

The creation of the ETJET Council was intended to address one of the main weaknesses in the governance and management of the TVET system. The Council has a potentially vital role to play in countering fragmentation in the system, setting overall national priorities and rooting out duplication and inefficiency. However, it has not yet been functioning to respond to those needs and thus sectoral coordination was not well activated.

Other major challenges affecting the progress on TVET, include the limited opportunities of pathways between exiting TVE streams or to higher education resulting in decreasing attractiveness of TVET. The TVET system also needs regulated funding to be able to provide quality pre- and in-service teacher training in order to achieve good results. Involving the private sector in the development, quality assessment and control of TVET curricula could support the reversal of the skills mismatch that makes this pathway unattractive to both students and employers. In addition, the public perception about TVET education is not considered a good pathway for quality education and work which could be changed by the addressed measures to improve the TVET provision system in Jordan.

Evidence-based policymaking is another important challenge, where data collection on TVET and related employment is fragmented. The data that is available is often outdated or inaccurate, and it is not used effectively. The absence of a comprehensive, coordinated and accurate management information system (MIS) inhibits development of the TVET sector and its responsiveness to the labour market demands. There are also challenges in obtaining and maintaining reliable and consistent data on the sector as a whole.

Despite existing challenges, some important achievements are recorded for the period. Most notably, this includes the establishment of the Technical and Vocational Skills Development Commission (TVSDC) in 2019, the new national coordinating body for all TVET actors in Jordan. MoE plans to

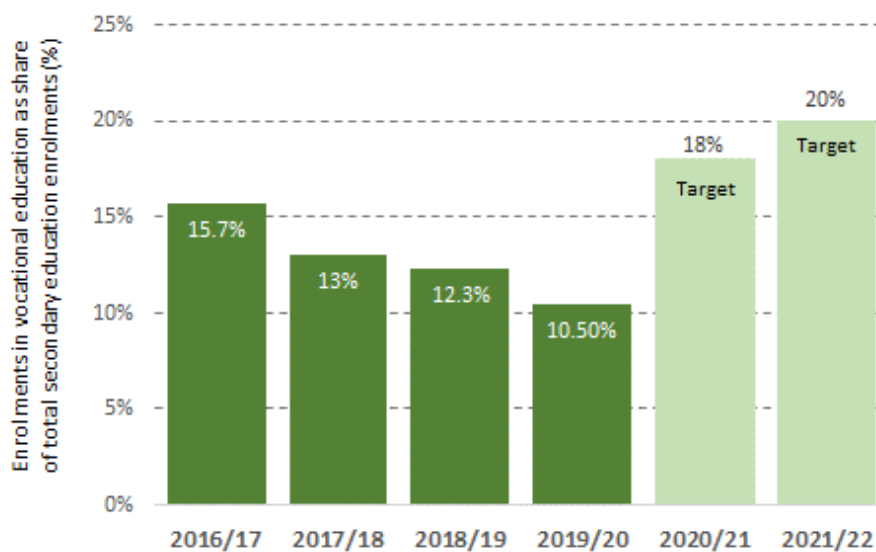


improve and reform vocational education, a key step to improve employability and provide skills required by the labour market. Priorities are to improve the inputs and outputs of vocational education, diversify professional paths in line with labour market needs and linking E-TVET data to the EMIS.

Furthermore, there is a pressing need to have the vocational secondary education, pathing with the Vocational Training Center (VTC) that operates a network of 10 specialised institutes and 35 training institutes (VTIs), with about 10,000 enrolments per year, targeting young people aged 16 and above, eleven of which are specialised centers of excellence (in the tourism sector) and 31 are multidisciplinary training institutes.

The midterm review finds the existing components and their respective strategic objectives relevant to address existing challenges, while in hindsight most targets are found to have been too ambitious.

Figure 3.4: Vocational education enrolment as a share of total secondary enrolment



Source: OpenEMIS (2021).

Impact of COVID-19: The Vocational Educational domain was included in the Ministry's delivery of distance learning. Scenarios and filmed videos, both theoretical and practical, were prepared and uploaded on the Darsak platform for various fields within vocational education. The Ministry trained a limited number of teachers on effective e-learning and also conducted student exams on Darsak. With the establishment of TVSDC and the newly developed TVET platform "Tadreebak", the capacity building of VE teachers and education personnel is expected to enhance the general TVET situation.

Due to country-wide closures, the main focus has been on theoretical learning. There was no possibility for face-to-face practical training during most of the pandemic. However, students received practical training during the 2020 and 2021 summers, as then most sectors had re-opened and were working in an acceptable manner. Despite these achievements, the domain experienced severe constraints during COVID-19, notably:

- Inability to conduct practical sessions, which required face to face interactions. Undoubtedly, this affects the students' ability to acquire the necessary professional skills;
- Inability to attain universal student access to Darsak, for a variety of reasons such as limited access to technology and Internet;
- Beyond student log-in, the inability to measure the extent of students' commitment to follow lessons on Darsak and to receive the information and skills required; and



- Students' inability to interact and ask questions about vocational education lessons.

Recommended ESP midterm adjustments:

Component 1: Improving management

- Form a committee in the Ministry of Education, supported by an international or local expert, to review the laws, by-laws and regulations of the Technical and Vocational Skills Development Commission (TVSDC) and the Ministry's laws and by-laws and coordinate between them.
- Restructure the administration to serve the requirements of the vocational education sector, including the restructuring of the administrative directorates and departments, and the vocational education departments under the Ministry's education directorates, for all branches and specializations of vocational education, hence reflecting the above on the vocational education curricula and all professional specializations.
- Ensure proper equipping of TVET workspaces and workshops.
- Issue regulations, laws and instructions that are compatible with the new structure.
- In coordination with TVSCD, establish a system of incentives to replace vocational education teachers' and staff job hardships, which is based on the bylaw issued addressing TVET teachers and trainers ranking and incentive schemes.
- Adopt a training program specialized in vocational guidance to be adopted for teacher promotion.

Component 2: Increased access

- Increase the secondary education enrolment in vocational education as a percentage of the total secondary education enrolment from 10.5% in 2019/2020 to 20% for males and females in 2021/22 and 30% in 2025/2026.
- Build at least ten vocational schools for boys, one has been established and the second is under construction; and rehabilitate all 204 vocational workshops to meet international standards.
- Equip and prepare all required aspects of vocational schools to receive students with disabilities.
- Ensure gender equity in access opportunities at vocational schools.
- Expand career guidance programs to include grade 7 to 10 female and male students and parents in both public and private schools and introduce Talent Development Program from KG to Grade 6.
- Form a committee for vocational guidance at the level of the vocational education sector and another at the level of the Ministry. Work on training vocational education teachers and all other teachers to be able to carry out the process of vocational guidance and activate the record system to capture student's interests and abilities (forms to be filled out for each student from the fourth grade that continues with them until the tenth grade) which is adopted in the Department of Vocational Education and Production.
- Provide scholarships for vocational education students to encourage interest in VE and enrolment.

Component 3: Improved quality

- Need to mainstream VE within the education system, both in formal and non-formal education, in terms of improvements and data. Enhance all data capturing and reporting to include Vocational Education schools and students the same way other school types are included.



- Need accurate data on vocational education inputs and outputs, including through the linking of the e-TVT to existing EMIS (TVSDC). This also includes working with the Technical and Vocational Skills Development Commission to conduct labour market studies to determine the required skills and specializations needed in relation to existing labour market needs.
- Improve the use of PPP to better contribute to the improvement of the vocational education sector.
- Through enhanced PPP, inform the TVET reform by understanding the employability levels of existing and future TVET graduate students. This can be done through capturing the rates of those who were employed by the labour market, those who were able to complete their internships and apprenticeships and the satisfaction rate of employers with their performance.
- Introduce new streams and curricula based on market studies.
- Further understand the quality of the vocational education curricula and system by capturing the national higher education at university and vocational education colleges acceptance rate for vocational graduate students.
- Increase the usage of schools and equipment through a double-shift working approach (morning and afternoon) and training the local community on the use of professional equipment and tools.
- Improve the vocational education system to reach the productive school concept.
- Develop and increase the capabilities of the VE Directorate in terms of providing laboratory equipment in the production of their own laboratory equipment and tools, and the production and maintenance of school furniture.
- Introduce the practical exam within the high school exam to increase interest in the practical aspect.
- Develop a system for purchasing technical services from experts in the field of training students by exchanging experiences between students, teachers and key stakeholders in the sector.
- Mainstream inclusion, gender, socio-emotional aspects and e-learning in vocational education.
- Link learning outcomes for children to existing pathways, e.g. vocational, higher education.
- Sign three agreements with private sector institutions and related institutions.
- Classify vocational schools according to the quality standards adopted under the European Union project (on technical support and social integration).
- Increase vocational education tracks in response to the requirements of the labour market and study the prospect of certifications on the various tracks, to have more focus on specialization.
- Develop curricula that are compatible with the newly developed vocational education allocations and implementing the practical aspect of curricula in the private sector, vocational training institutions and technical universities

Summaries of the conducted mid-term assessments per vocational education component are found below.

3.6.1. Component 1: Improving Management

TARGETS

Revise vocational education policy and structure by 2022

Revise performance and incentives system for vocational education teachers by 2022

MID-TERM ACHIEVEMENT (2019/2020)

No progress

No progress





The MoE provides the bulk of vocational education in Jordan through its vocational stream in grades 11 and 12, currently enrolling around 29,000 students each year. This provision is a part of the MoE's comprehensive secondary school education, accommodating both academic and vocational education in the same school. A total of 204 secondary schools offer vocational education. It should be noted, however, that many secondary schools offer only academic streams. Students can specialise within four main educational fields. The vocational part comprises 30% of the taught curriculum, while the rest comprises general requirements and subjects to sit for the Tawjihi (upper secondary school final) exam. While the education stream is strong in theoretical aspects, the applied or practical training hours in the vocational stream are limited, and work-based learning or internship outside school is not part of the educational program. The vocational education enrolment rate stands at a very low point of 10.5%, which refers back to weak linkages to career pathways and higher education streams, as well as inadequate awareness amongst community.

In line with the National Human Resource Development Strategy 2016-2025, the ESP committed to restructure and modernize the MoE vocational education (VE) system. It sets two strategic objectives for improving the existing MoE VE system; the revision of the vocational education policy and structure and the revision of the performance and incentives system for VE teachers and staff. At mid-term, no progress had been made towards achieving these two objectives.

For the steering of the overall TVET sector in Jordan, the establishment of the Technical and Vocational Skills Development Commission in 2019 represents a major governance change with implications for MoE's revised policy framework for vocational education. However, a key challenge has been that the MoE has not obtained the final status of the TVSD Commission. The nature of the relationship between the Ministry and the TVSD Commission is not yet known, nor is the relationship between the Ministry and other public and private training providers since the establishment of the Commission. What is known at the current stage is that the MoE/VE is reporting to the TVSDC through the M&E focal points trained through SESIP TA and that the MoE has access to all tools developed by the TVSDC like the eLearning platform TADREBAK for TVET, the Training Needs Assessment tool for Principals, Supervisors, trainers and teachers. It is also important to note that the Skills Council regularly accredits MoE/VE programs and will licence the new MOE/VE schools and provide MoE/VE with the classification of teachers and trainers.

The COVID-pandemic made coordination efforts even more challenging and contributed to further delays in clarifying roles and responsibilities between the two authorities. Another challenge has been limited financial allocations to this domain. This has severely impacted the ability to implement the activities listed in the ESP, including the revised incentives system for vocational education teachers. One promising accomplishment was, however, the appointment of 113 experienced and specialized teachers and employees to the Ministry's Vocational Education Department between 2018 and 2020.

3.6.2. Component 2: Increasing Access

TARGETS

Increase the % of Grade 10 students who transition to vocational education from 11% to 17% for both males and females.

Establish 15 new specialized vocational schools (7 for females)

MID-TERM ACHIEVEMENT (2019/2020)

No progress
(target regressed) ●

Established 1,
another 1 in
progress (both are
for male students) ●



The vocational education enrolment rate stands at a very low point of 10.5%, which refers back to limited number of practical centers equipped with up-to-date equipment, as well as the limited number of vocational specialty schools and centers, as well as available classes within the academic secondary schools to receive vocational specialty. This requires new construction to be able to cope with the increasing demand that is exacerbating the supply in a great deal. The MOE has developed six new specialities for the vocational streams that do not have any infrastructure to deliver, such as buildings and vocational center/workshop space and equipment. This has added another stress on MOE to have vocational construction and equipment ready, in order to be able to introduce the new curriculum without any delays.

For vocational school infrastructure, the following table provides evidence on the relation between the increase in the number of students entering the vocational education streams and the increase in the number of the vocational schools. This confirms the exacerbating demand of vocational schools by students.

School Year	Total Number of Males	Total Number of Females	Total Number (Grade 11+ Grade 12)	Total Number of Vocational Schools
2020/2021	14393	12118	26511	204
2019/2020	13365	10971	24336	202
2018/2019	13278	9578	22856	202

The following set of tables present the full AS IS picture on the vocational education available schools, workshops, no. of students and a comparison of enrolment rates over the past years.

The Number of Workshops for each Branch for the years 2018-2021

Home Economics		Education Hotel and Tourism		Agricultural Education		Industrial Education		School Year
Females	Males	Females	Males	Females	Males	Females	Males	
337	0	2	25	5	18	5	248	2021/2020
326	0	2	25	5	18	5	247	2020/2019
316	0	2	25	5	18	5	248	2019/2018



A comparison of the Enrolment Rate at the Vocational Education (The First Secondary) by the gender and the branch for the years 2018-2021

Home Economics		Education and Tourism Hotel		Agricultural Education		Industrial Education		School Year
Females	Males	Females	Males	Females	Males	Females	Males	
5889	0	77	995	257	1266	60	5202	2021/2020
5630	0	73	1110	234	1170	70	5047	2020/2019
4663	0	82	1059	206	1067	57	4541	2019/2018

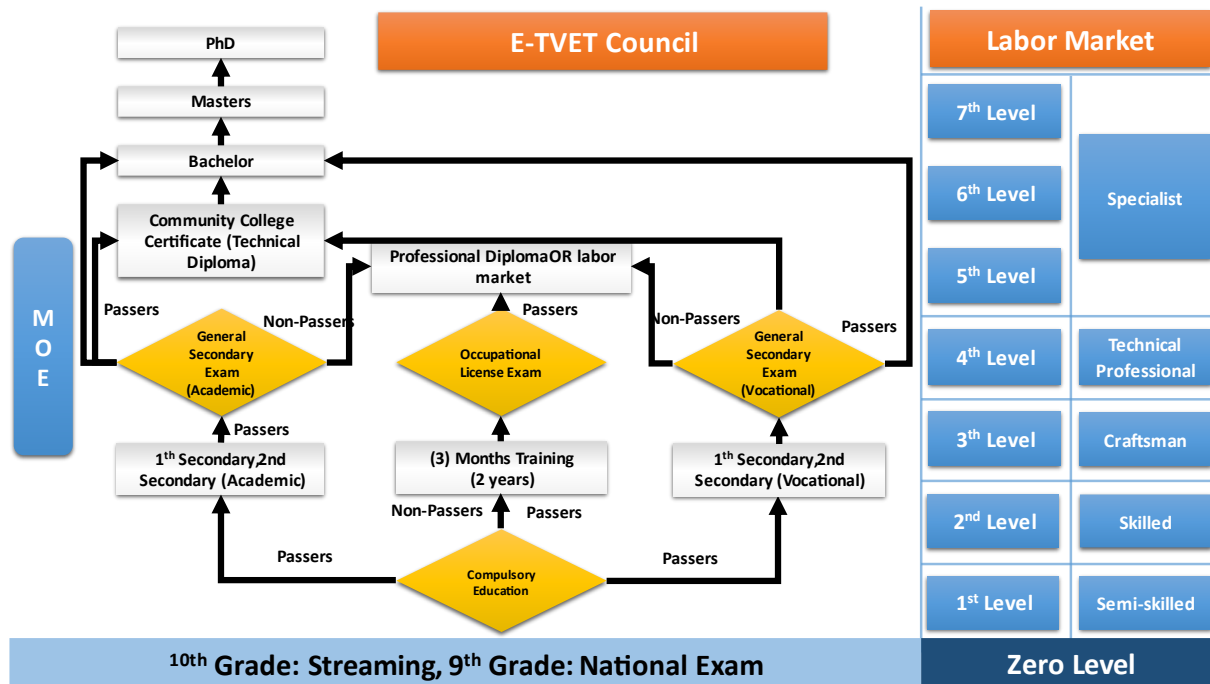
The Vocational Education Statistic for 2020/2021

Educationa l Branch	Number of Students						Total number of students	Number of Teachers			Number of Schools			Number of the governmental Workshops		
	Males			Females				Males	Females	Total	Males	Females	Total	Males	Females	Total
	First Secondary	Second Secondary	Total	First Second ary	Second Seconda ry	Total										
Industrial Education	5202	4733	9935	60	72	132	10067	682	11	693	47	4	51	248	5	253
Agricultural Education	1266	1134	2400	257	250	507	2907	106	29	135	18	5	23	18	5	23
Hotel Education	995	1063	2058	77	77	154	2212	90	6	96	25	2	27	25	2	27
Home Economics	0	0	0	5889	5436	11325	11325	0	628	628	0	143	143	0	337	337
Total			14393			12118	26511			1552						640
Total Number of Students	26511							Total Number of Governmental Schools			204					
								Total Number of Workshops			640					



In response to the challenges identified in the TVET sector, MoE is seeking to develop a vocational education sector-wide coordination framework and capacity building activities; mainly covering the following activities to improve the overall performance of the vocational education sector and increase the enrolment rates in the secondary years. The activities will be mainly based on the following:

- Reforming the TVET academic content and format to start steaming into TVET from Grade 9; and receive the actual technical content starting from Grade 10 for 3 years until Grade 12.
- Two pathways offered for the ETVET streaming; (1) Vocational and (2) Academic; that will feed into 3 years program (Grade 10 to 11) and end up with Tawjihi/high school certificate.
- Those who pass vocational and academic streams will be eligible for higher education including a Bachelor for Academic Stream and Vocational Training Diploma for Vocational Steam. Those who do not pass will be able to access a program of 3-month technical training per year for two years, ending with an examination for a professional certificate.
- All above reform highlights to ETVET are mainly following the recommendations of the Human Resources Development Strategy of 2016-2025 for advancing the sector. The following charts describe the different ETVET pathways which would help increase the workforce and skilled labour employment in response to labour market active measures and requirements



To be able to absorb a larger share of secondary students into the vocational education stream, the ESP identifies two additional key measures; awareness activities and vocational counselling programs from a gender perspective for 10th grade students, as well as school construction. The midterm review notes that the share of secondary students enrolled in vocational education has followed a steady downward trend during the period, reaching 10.5% in 2019/20. This is opposite to the stated vision in Jordan national policies. This disappointing outcome is partly explained by the limited progress in building more vocational education schools. The Ministry of Education was successful in establishing one school (Al Muwaqar Industrial School) in 2019/2020. It is expected that one other industrial school will be established in Zarqa by 2022. As of mid-2021, the completion rate of this school was 30%.



However, this falls far short of the overall ESP target of building 15 new specialized vocational schools by 2022. The two new schools are both male schools, which further reinforces existing disparities between boys' and girls' access to vocational education at the secondary school level.

It is worth noting that the total number of students enrolled in vocational education has increased by 7% since the beginning of the ESP, to reach 24,915 students in vocational education schools in 2019/20. Over the same period, the total number of secondary students overall increased by 18%.

Two annual programs related to awareness and vocational guidance were implemented over the period, along with guidance and counselling for 10th grade female and male students. The guidance brochure produced in 2020 had, as of mid-2021, been distributed to a total of 35,000 10th grade students. Tracer studies were conducted in the stream of agriculture and tourism to inform policies and programs. A national assessment of the sector's demand and supply was conducted as well as a skills mismatch assessment. Both reports will be reviewed and considered by MoE to determine the current status of the sector and to design the required reform accordingly. In addition, MoE approved the career guidance and counselling framework and its teaching guides for grades 11 and 12. The program is being piloted in ten schools, with one hour per week dedicated to career guidance in all TVET schools. In addition 10 career counselling centers have been established in vocational schools. A mobile application has also been developed for job seekers along with job search clubs.

3.6.3. Component 3: Improving Quality

<u>TARGETS</u>	<u>MID-TERM ACHIEVEMENT (2019/2020)</u>
Increase the % of trained teachers from 25% to 100% in 2022.	100% trained until 2019 ●
Develop an active partnership with the private sector to serve vocational education	One agreement signed between MoE and the Amman Chamber of Industry ●

Jordan struggles with a continued mismatch between graduates leaving education and training without having acquired skills that are in demand in the labour market. The Ministry of Education is well aware of the challenges and the ESP set two specific objectives for improved relevance and quality of the vocational education provision. The first objective concerns teacher training. The Ministry was successful in achieving its target for in-service teacher training, with 100% of targeted teachers in all specializations (industry, home economics, agriculture, hotel) trained between 2017 and 2019. In total, 1,600 teachers received training.

The second objective concerns promotion of partnerships with the private sector. The most significant achievement over the period is the signing of a cooperation agreement between the Ministry of Education and the Amman Chamber of Industry. This agreement will allow the promotion of different types of partnerships, twinning arrangements and organization of different types of annual events between vocational schools and companies, benefitting both parties. This will ensure that teachers and students are better equipped with skills that match labour market needs.



In spite of the importance of the two mentioned objectives, full reform to the TVET tertiary educational pathways is needed to implement the ETVET designed under HRD from Grade 9. MOE is developing a strategic plan based on the 2025 National Development Strategy, National Employment Strategy, Employment-Technical and Vocational Education Strategy, and National Strategy for Human Resource Development and TVSDC Action Plan.

The plan is designed to be implemented over 5 years 2022-2026. The plan has 12 pillars:

- 1- Pillar 1: Curriculum Development
- 2- Pillar 2: Assessment and Certification (AC)
- 3- Pillar 3: Technical Training and Apprenticeships
- 4- Pillar 4: Career, Vocational Guidance and Counselling
- 5- Pillar 5: Public Private Partnerships (PPP) and Employment
- 6- Pillar6: Non Formal Education
- 7- Pillar 7: Capacity Building
- 8- Pillar 8: Quality and Qualifications
- 9- Pillar 9: Communication and Awareness
- 10- Pillar 10: Institutional Performance
- 11- Pillar 11: Monitoring and Evaluation
- 12- Pillar 12: Infrastructure and Equipment

The methodology of reform will include the following highlights:

- The admission for the vocational education streams starts with Grade 9, where there will be a national exam, to stream students into academic and vocational streams from Grade 9 to Grade 12.
- Two pathways offered for the ETVET streaming; (1) Vocational and (2) Academic; that will feed into 3 years program (Grade 10th to 11th) and end up with Tawjihi/high school certificate.
- Those who pass vocational and academic streams will be eligible for higher education including a Bachelor for Academic Stream and Vocational Training Diploma for Vocational Steam. Those who do not pass will be able to access a program of 3-month technical training per year for two years, ending with an examination for a professional certificate.



4.ESP Monitoring and Evaluation

Overall review findings: The formulation and use of the 40 Key Performance Indicators to monitor ESP implementation is identified as the most important achievement of the ESP M&E structure over the 2018-2020 period. Yet the volume of projects, initiatives and activities that require periodic monitoring is still large, in particular in relation to the small number of staff members in the Ministry's Monitoring and Evaluation Department. Limited staff capacities, high staff turnover and lack of technological equipment and software programs are major obstacles for smooth data collection, processing and verification. To adjust to the changed national context, in particular due to COVID-19, there is a need to revise some of the KPIs (see table 4.1) and to add others. As a main priority under the M&E component, the MoE has started the implementation of the MoE EMIS Operational Plan for Phase II (2020 – 2023) to further develop the OpenEMIS software to meet its educational planning and monitoring needs. Among the many features of OpenEMIS in Jordan, is the OpenEMIS Monitoring Tool, which the MoE can use for planning, monitoring and reporting of the MoE Education Strategic Plan (2018-2022) and related operational plans, as well as projects, and budgets. The OpenEMIS Monitoring tool has already been customized to include the ESP framework with the 40 indicators and MoE staff members have received two trainings on the usage and administration of the tool. MoE plans to conduct further internal capacity development to ensure that the tool is used by staff to its full functionality.

Main recommendations:

- Finalize and endorse the revised list of ESP key performance indicators disaggregated by nationality, sex, disability and school type, including vocational education and most vulnerable schools.
- Update the ESP M&E framework based on the results of the ESP MTR.
- Enhance the effectiveness of the ESP M&E function, a fixed schedule for the number and types of reports required on an annual basis, along with a clarification on roles and responsibilities in relation to the production of these reports needs to be finalized.
- Customize the existing OpenEMIS Monitoring tool to meet MoE criteria and needs and add MoE departmental and initiative planning to incorporate SMART planning into the tool.
- Implement the existing capacity development plan to strengthen M&E staff capacities, including a need for specialized training in monitoring and evaluation of education systems.
- Integrate outcomes, targets and indicators from EDEP into ESP to ensure that the quality of learning regardless of its modality, inclusivity and ed-tech quality assurance is properly captured.
- Add qualitative indicators to the ESP in a more structured way as they are currently missing
- With the extension of the ESP until 2025, indicators and targets need to be revised to respond to align to the new period.

4.1. Progress assessment

The 2018-2022 ESP contains a solid results framework for the monitoring and evaluation of plan implementation. The existence of this framework, most notably the list of 40 Key Performance Indicators, has made it possible for the Ministry to structure the monitoring of each area of the ESP on an annual basis. In terms of progress, the formulation and use of these KPIs is identified as the most important achievement of the ESP M&E structure over 2018-2020 period. Behind the accomplishment is the development and use of a set of internal tools and processes:



- There is an identification card for each of the KPIs;
- A data collection tool based on the KPIs has been developed. This tool takes into consideration gender, refugee status, geographical location and disability status; this tool is included in the OpenEMIS and MoE will ensure that the EMIS is properly utilized as the unified tool for monitoring progress under ESP;
- Templates for how to report on the level of progress have been developed and are used for each of the KPIs;
- Models have been developed for how to analyze the data collected based on the KPIs;
- Two annual reports of ESP implementation have been produced, along with monthly and quarterly reports; and
- The Head of the Monitoring and Evaluation Department coordinates and cooperate with M&E focal points for each of the six ESP domains.

The ESP M&E framework also includes an essential evaluation function. This ESP midterm report is a major fulfillment of this evaluation function for the first half of the ESP period. Since 2018, the Ministry has also planned and carried out research in relation to the ESP domains. Overall, the Ministry finalized a total of 22 research reports from 2018 to mid-2021. Many of these research exercises were conducted in cooperation with partners, such as for example the Queen Rania Al Abdullah Foundation for Education. Since the launch of the ESP, the research priorities that the Ministry's Educational Research Department work on are identified in relation to the research needs under the six ESP domains. Since 2018, research topics are approved in partnership with the Queen Rania Foundation (QRF) through the Joint Steering Committee.

An institutional needs assessment for the Monitoring and Evaluation Department was completed in 2018. There is a capacity development plan for the Department's staff members and M&E focal points in other Ministry departments, although due to budget constraints it has not yet been implemented. The Ministry's M&E work continuously struggles with the high turnover of staff, the shortage in staff, and the need to train the new ones. The M&E capacity development plan also needs to be updated.

4.2. Areas for improvement

The volume of projects, initiatives and activities that require periodic monitoring within the ESP framework is large, in particular in relation to the small number of staff members in the Ministry's Monitoring and Evaluation Department. To ensure efficient and effective monitoring of the ESP that meets the needs and aspirations of the Ministry, further work is required to review and decide on the ESP calendar and the key annual planning, monitoring and reporting tasks to take place each year. In terms of monitoring tasks, this includes setting a schedule for the number and type of reports required and clarify roles and responsibilities in relation to the production of these reports. There is also a need for improved mechanisms for dissemination and use of monitoring reports within the Ministry and beyond.

The COVID-19 pandemic amplified the Ministry's difficulties in obtaining information and caused major delays. One major reason for the difficulties concerns the delay in using the existing OpenEMIS monitoring tool by MoE, due to staff turnover and shortage of staff at the Ministry's M&E Department to follow up with other departments on data collection and reporting. Another reason is that the speed of internet is too slow. The lack of technological equipment and programs is an obstacle for smooth data collection, processing and verification.



At midterm, there is also a need to revise some of the KPIs. There are five main reasons for the revision. First, as an effect of COVID-19, some indicators must be modified or added to suit the new context. This concerns in particular adding indicators on distance education, emergency preparedness, socio-emotional support and others. Second, with the extension of the ESP until 2025, there needs to be better alignment with the Human Resource Development Strategy. Third, some indicators have proven too challenging to measure and are hence adjusted. Fourth, some development partners have requested to add some indicators related to their support. Fifth, the Ministry wishes to align the ESP indicators more closely with the SDG4 goals and the set of internationally agreed indicators used to measure countries progress on the Education 2030 Agenda. The proposed revised list of KPIs is found in table 4.1.

4.3. Priorities for the remaining ESP period

Against the above analysis, the following areas are identified as priorities for the monitoring and evaluation of the ESP over the next two years:

- Finalize and endorse the revised list of key performance indicators and use them for the monitoring of ESP implementation.
- Change the orientation of the ESP to a more reform oriented and strategic document, fully aligned with the Human Resources Development Strategy, with an M&E Plan that further captures the quality of education and the learning outcomes of children, gender mainstreaming inclusion and diversity in education and safe schools for children.
- A lot of crosscutting activity components have been added to reflect emergency preparedness, ed-tech, inclusion and diversity, vocational education, equitable access, etc.
- Update the M&E framework based on the results of the ESP MTR.
- Review and decide on the ESP calendar and the key monitoring and reporting tasks to be performed on an annual basis.
- Further adapt and make proper use of the existing OpenEMIS monitoring tool; and ensure that the capacity of relevant staff is strengthened to use it.
- Update and implement the existing capacity development plan to strengthen M&E staff capacities.

Table 4.1: Revised ESP key performance indicators

#	ESP Key Performance Indicator (KPI)	Disaggregation	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	HRD	SDG4	Responsible
ECED													
1	Percentage of kindergarten teachers who apply new child-centred knowledge and skills in the education process	Disaggregate by: Gender	0.92			0.87	0.87	0.89	0.91	0.93	0.95	Yes	General Education Directorate/ECED Department; Training Directorate
Access & Equity													
2	Gross enrolment rate	Disaggregate by: KG G 1-12 Nationality Gender Vocational Education	35.10%		41.10%	43.20%	45.10%	47.10%	49.10%	51.10%	NA	Yes	General Education Directorate QRC



#	ESP Key Performance Indicator (KPI)	Disaggregation	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	HRD	SDG4	Responsible
3	Number of schools offering basic services for students with disabilities	Number of talent rooms inside all schools including King Abdullah II excellence schools	78		78	78	78	81	84	87	NA	NA	Managing Directorate of Buildings and International Projects; General Education Directorate/ Special Education Department
		Number of integrated schools for people with disabilities	150		370	421	440	510	580	650			
		Number of education resources rooms	785		1035	1035	1035	1035	1000	1000			
		Number of PWD integrating classrooms						500	1000	1500			
		Number of maintenances works to serve PWD in female schools	n/a		15	30	84	153	222	291			



#	ESP Key Performance Indicator (KPI)	Disaggregation	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	HRD	SDG4	Responsible
		Number of maintenances works to serve PWD in male schools	n/a		15	30	84	153	222	291			
		Number of maintenances works to serve PWD in all schools			30	60	168	306	444	582			
4	Number of students with disabilities enrolled in schools	Disaggregate by: Gender KG2 Basic Secondary VE NFE	21,519		22,907	22,907	22,907	24800	26700	28600	NA	Yes	General Education Directorate/ Special Education Department QRC
5	Number of students enrolled in NFE programmes	Enrolment in drop-out program			3258	4293	4543	4793	5043	5293	NA	Yes	General Education Directorate/Non-formal education Division;
		Disaggregate by: Gender Nationality											QRC
		Enrolment in catch-up program			745	761	861	961	1061	1161			
		Disaggregate by: Gender Nationality											



#	ESP Key Performance Indicator (KPI)	Disaggregation	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	HRD	SDG4	Responsible
6	Percentage of Drop out	Early grades 1-3, 4-9, 10-12, and VE, NFE, gender, nationality	38.00%	38.00%	41.00%	41.00%	40.00%	38%	36.00%	34%			QRC
		Male	36.00%	36.00%	43.00%								
		Female	40.00%	40.00%	40.00%								
7	Percentage of students who received remedial interventions	disaggregated by: 1-3, 4-6 and 7-11 -- to be determined based on diagnosis results					NA	TBD	TBD	TBD	NA	Yes	General Education Department
8	Number of new and/or extended classrooms constructed	New construction											Managing Directorate of Buildings and International Projects;
		Disaggregate by: Gender and grade	34	18	14	28	60	60	60	60			
		Extended Classrooms	480	489	252	224	400	400	400	400			
System Strengthening													
9	Number of Schools Applying Maintenance System	Number of schools maintained annually with WASH facilities	15	30	299	309	319	359	399	439	NA	NA	Internal Audit Unit QRC
		Percentage of all schools maintained annually with WASH facilities	n/a	N/A	10.7	11.05	11.4	12.1	12.8	13.5			
		Percentage of boys schools maintained annually with WASH facilities	N/A	N/A	8.6	8.85	9.1	10.1	11.1	12.1			



#	ESP Key Performance Indicator (KPI)	Disaggregation	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	HRD	SDG4	Responsible
		Percentage of boys schools from all maintained schools	N/A	N/A	3.5	3.6	3.7	4.1	4.5	4.9			
		No. of boys schools maintained annually with WASH facilities	6		98	100	103	113	123	133			
		Percentage of girls schools maintained annually with WASH facilities	n/a	n/a	9.40%	9.90%	10.50%	12.50%	14.50%	16.50%			
		Percentage of girls schools from all maintained schools	n/a	n/a	1.60%	1.70%	1.80%	2.2	2.6	3			
		No. of girls schools maintained annually with WASH facilities	9		46	49	52	58	64	70			
		Percentage of mixed schools maintained annually with WASH facilities	n/a	n/a	13.10%	13.50%	13.90%	15.50%	17.7	18.7			
		Percentage of mixed schools from all maintained schools	N/A	N/A	5.50%	5.7	5.90%	6.7	7.5	8.3			
		No. of mixed schools maintained annually with WASH facilities	N/A	N/A	155	186	217	248	279	310			
10	Percentage of students who accessed to distance education	disaggregated by nationality, gender	NA		NA		95%	96%	97%	98%	NA	NA	QRC



#	ESP Key Performance Indicator (KPI)	Disaggregation	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	HRD	SDG4	Responsible
11	Percentage of schools that received refurbishment for Ed-tech infrastructure		NA		NA		100%	100%	100%	100%	NA	NA	QRC
Quality													
12	Literacy and numeracy rate	disaggregate by: Literacy Numeracy Gender Age Group (Grade 3)	94.80%		94.90%	94.90%	95.10%	95.30%	95.50%	95.70%	NA	Yes	Curriculum Department Examination & Tests Department
13	The percentage of teachers and students who use science tools and ICT effectively	Percentage of teachers who use science tools and ICT effectively, and disaggregate by gender			18%	18%	23%	30%	35%	40%	NA	Yes	QRC Planning Directorate
		Percentage of students who use science tools and ICT effectively and disaggregate by gender			16%	16%	21%	30%	35%	40%			



#	ESP Key Performance Indicator (KPI)	Disaggregation	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	HRD	SDG4	Responsible
14	A Safe School Environment	% of students affected by violence (to be disaggregated by all identified forms of violence: Physical, Verbal, vandalism), gender, directorate, basic, secondary, VE	21.00%	17.00%	14.00%	14.00%	12.00%	10%	8%	6%	Yes	NA	General Education Directorate/ Counselling Department QRC
		percentage of cases where children received the needed response	60%	60%	NA	NA	70%	80%	90%	95%			General Education Directorate/ Counselling Department QRC



#	ESP Key Performance Indicator (KPI)	Disaggregation	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	HRD	SDG4	Responsible
		Percentage of schools conducting socio emotional interventions			100%	100%	100%	100%	100%	100%			General Education Directorate/ Counselling Department QRC
		Percentage of schools which applied the facility management system effectively				30%	30%	37%	45%	55%			Maintenance Department
		Number of schools applying health protocol measures effectively				40%	40%	45%	50%	55%			EQUA General Education Department
15	Classification of Jordan in International Trends -Tests in the international Science, Mathematics and global reading studies	disaggregate by science, math and global reading	32/39 Global		31/39					20/39	Yes	Yes	NCHRD Examination & Tests Department



#	ESP Key Performance Indicator (KPI)	Disaggregation	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	HRD	SDG4	Responsible
16	Percentage of schools evaluated as schools with acceptable or better performance in accordance with the standards of the Quality Education & Accountability Unit	Disaggregate by boys, girls and mixed	Total		34%	34%	39.00%	44%	49%	54%	Yes	NA	EQUA
17	Percentage of 10th grade distribution on each stream	boys/girls by stream - to be determined when new streaming system is accredited					NA	TBD	TBD	TBD	NA	NA	Planning Department
Human Resources													
18	Percentage of teaching and non-teaching staff trained and certified according to the new professional development standards	add leaders to the disaggregation and male/female by level			TBD	TBD	TBD	TBD	TBD	TBD	Yes	Yes	Human Resources Department Supervision and Educational Training Department



#	ESP Key Performance Indicator (KPI)	Disaggregation	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	HRD	SDG4	Responsible
19	Number of qualified new teachers (male and female) in the public sector who completed the new pre-service teacher qualification program and received a diploma	Disaggregation by gender					Target: 220 Registered: 186	800	1000	1150	NA	NA	Human Resources Department Supervision and Educational Training Department
TVET													
20	Students Success rate in Tawjihi	by <u>academic pathways</u> , <u>vocational</u>	51.20%		49.80%		52.50%	53%	53.50%	54%	Yes	Yes	Examination & Tests Departments QRC



5. Cost and Financing Review

This section aims at reviewing educational expenditures and financing of the Education Sector Plan (ESP) at its midterm and then presenting revised cost and financing estimates through 2025, which is an extension of the original ESP period. The costs and financing of the ESP are heavily dependent on assumptions made regarding student enrolment and specific targets for the education system, such as the share of students who are enrolled in MoE schools and the percentage of schools operating double shifts. Therefore, the first part of this section looks briefly at the overall educational context in the Kingdom.

5.1 The Jordan Education Simulation model

The Jordan Education Simulation model is a simulation tool (using Excel) aimed at creating quantitative scenarios for the development of education and assessing the financial and human resource consequences of education objectives. The model was developed for the preparation of the ESP 2018-2022 and has been updated for this midterm review to take into account the last available statistics and budget data. Most of the tables presented in this section are issued from the Jordan Education Simulation Model (JESM) model.

The model has been updated using three sets of data: statistical data (mainly enrolment, classes, classrooms, teachers) from the EMIS (Education Management Information System) for the school years 2016-2017 to 2019-2020, and wherever possible, for 2020-2021; budget data for the Ministry of Education, provided by MoE and completed with information from the GBD (General Budget Department), for the financial years 2017 to 2020; and macroeconomic data issued by the MoF (Ministry of Finance), either directly, or through the IMF (International Monetary Fund) outlook²⁴.

5.2 Population used in the model

Population estimates are the starting point of enrolment projections through targeted access to kindergarten and basic education and are used to calculate enrolment rates. The population figures in the model for the period from 2017 to 2019 have been revised to match the figures by age and nationality provided by the Department of Statistics (DoS) to MoE. They serve as the basis for the calculation of access and enrolment indicators. Starting from 2020, the population by year of age and nationality is projected from the last DoS estimates using the initially adopted parameters: a small annual decrease of 0.5% in the number of births (applied to the projection of the 0 year-olds) and an annual survival rate of 0.992 (applied to the age groups other than 0 year-olds).

5.3 School demography

One of the strategic objectives of the ESP is to ensure educational access for all age groups for all residents in the Hashemite Kingdom of Jordan. The Access and Equity domain section summarizes specific progress. Since enrolment is the primary driver of all education spending, this analysis of costs begins with an analysis of school demography, i.e. how many children were enrolled in MoE schools from 2018/2019 to 2020/2021 compared to what was anticipated when the ESP was drafted. Table 1 compares actual to planned figures for all categories of schools, and for MoE schools only in the second part of the table.

²⁴ World Economic Outlook Database, April 2021.



Table 5.1: School demography for the first part of the plan

	2018/2019		2019/2020		2020/2021	
	Planned	Actual	Planned	Actual	Planned	Actual
All categories of schools						
KG	154,646	134,733	171,007	145,189	188,855	119,838
<i>Of which: KG2</i>	115,722	106,403	124,795	115,574	134,741	109,499
Basic education	1,649,327	1,759,592	1,677,328	1,769,594	1,712,104	1,796,323
Secondary Academic	170,026	196,844	168,357	211,973	168,946	233,642
Secondary Vocational	27,641	23,552	31,972	24,915	37,223	27,338
All levels	2,001,639	2,114,721	2,048,664	2,151,671	2,107,128	2,177,141
MoE schools only (including refugees)						
KG	43,147	37,222	49,224	42,319	55,701	67,213
<i>Of which: KG2</i>	43,147	37,189	49,224	42,286	55,701	67,188
Basic education	1,171,037	1,201,511	1,193,774	1,204,831	1,221,584	1,303,002
Secondary Academic	140,113	162,069	138,809	173,967	139,368	196,008
Secondary Vocational	26,295	22,688	30,615	24,123	35,641	26,567
All levels	1,380,591	1,423,490	1,412,422	1,445,240	1,452,294	1,592,790

Source: Jordan Education simulation model.

The education sector in Jordan has expanded by more than 60,000 children over the three-year reporting period. Notably, however, the number of children enrolled in MoE schools has increased by about 170,000 children (approximately 30,000 more in KG2; 100,000 more in basic education and 38,000 more in secondary education).

While overall KG2 enrolment increased by more than 8% from 2018/19 to 2019/20, it actually decreased about 5% (or about 6,000 children) from 2019/20 to 2020/21. Critically, however, the number of KG2 children enrolled in MoE schools increased by nearly 25,000 (or almost 60%) during this same time as a result of a large shift from the private to the public sector due to the COVID-19 pandemic. This placed a substantial strain on the KG2 system at the time schools were open. During that brief period, the Ministry implemented various strategies to accommodate the increased KG2 enrolment. The challenges related to this increased enrolment are a major concern with regard to the last years of ESP implementation and are discussed below.

The increase in the academic stream of secondary education shows gradual progress due to increased retention rates throughout the system. For the vocational stream of secondary education, however, progress has been slow with only 3,879 more students entering the vocational stream since 2017/18. As discussed in the vocational education domain section and in the cost projections below, more effort and resources will be needed to reach national priorities related to enrolling more children in vocational and technical education.

Increases in enrolment in Basic Education are mainly due to higher retention than expected, through lower dropout rates. Similar to the situation with KG2, approximately 100,000 more basic education students were enrolled in MoE schools in 2020/21 due to the COVID-19 pandemic. During the short time when schools were open, these additional students were physically accommodated by increasing the number of double shift schools.



5.4 Review of planned versus actual education financing and expenditures

5.4.1 Review of the MoE projected budget

The initial estimates of the plan were based on the “Macroeconomic Outlook 2014-2022” set by the Ministry of Finance (MoF) following discussions with the International Monetary Fund (IMF). This macroeconomic outlook set a perspective for the economic growth, the increase in prices and an overall level for Government income and expenditure, with a perspective for the major items of the Government budget.

For the period from 2018 to 2020, the revision of the macroeconomic framework through updated data from MoF, IMF and the General Budget Department shows that the projected economic growth was too optimistic: actual rates of 1.9% in 2018, 2.0% in 2019 and -2.0% in 2020, compared to the respective initial estimates of 2.5%, 2.7% and 2.9% (see table 2 below). As a consequence, overall government expenditures were less than projected over the period: in 2020, it amounted to 9,689 million JD compared to the 10,180 million initially projected.

The pre-university education sector allocation, however, was higher than expected: initially projected as 12.5% of the government recurrent budget, the share of the sector stands at 12.9% of this budget in 2018 and 2020 (12.7% in 2019). As a consequence, the recurrent budget of the education sector kept growing over the period, even in 2020 when economic growth was negative.

Table 5.2: MoE projected versus actual budget, 2018-2020 (million JD)

	2018		2019		2020	
	Initial	Revised	Initial	Revised	Initial	Revised
Macroeconomic framework						
Economic growth	2.5%	1.9%	2.7%	2.0%	2.9%	-2.0%
GDP prices	2.5%	1.7%	2.5%	1.7%	2.5%	-0.5%
Gvt domestic income as % of GDP	25.0%	22.8%	25.0%	22.0%	25.0%	25.2%
Budget/program support, % Domestic income	15.3%	0.4%	10.8%	0.5%	10.8%	10.4%
Total Government income	8,685.0	7,889.0	8,788.0	7,797.5	9,285.0	8,560.9
Government recurrent expenditures	7,890.0	7,614.9	8,220.0	7,907.5	8,505.0	8,334.0
Government development expenditures	1,358.0	1,095.3	1,588.0	1,095.3	1,675.0	1,354.7
Total Government expenditures	9,248.0	8,710.2	9,808.0	9,002.8	10,180.0	9,688.7
* Education as % of Gvt regular budget	12.5%	12.9%	12.2%	12.7%	12.5%	12.9%
Education as % of Gvt development budget	6.5%	9.7%	7.1%	8.3%	6.2%	7.5%
Estimated MOE budget	937.4	948.2	980.8	950.4	1,006.6	1,015.0
Staff costs	787.0	781.6	804.6	795.2	844.8	845.9
Other recurrent	62.6	60.4	63.1	63.8	58.4	67.8
Development budget	87.8	106.2	113.1	91.4	103.4	101.2

*Excluding debt interests

Source: Jordan Education simulation model.

The above budget figures include development partner support that is managed through the MoE or MOPIC budgets. This includes both budget support and program support. Off-budget support is not included in these figures.



5.4.2 Education expenditures

In terms of recurrent expenditures, the Ministry's spending on education has been largely in line with what was planned, see table 3. The main exceptions are in the areas of adult and non-formal education, administration and, to some extent, early childhood education.

While the Ministry's spending on non-formal education has not been according to plan, off-budget partner contributions especially through the Accelerating Access Initiative (AAI) meant that an increasing number of children and youth were enrolled in non-formal education during the first three years of plan implementation. AAI 2.0 started in November 2020 and will run through 2023 during which time it is expected that the Ministry will assume more financial and technical responsibility for the NFE programs.

Recurrent expenditures for KG2 increased from 14.6 million JDs in 2018 to 18.2 million JDs in 2020, an increase of approximately 25%. During this same time period, however, KG2 enrolment in MoE schools increased by 83%, an increase that was largely due to the shift of children from the private to the public sector as a result of the COVID-19 pandemic. The shortage of funds and classroom spaces resulted in the use of a rotational system for KG2 students where, essentially, their time physically present in classrooms with teachers is reduced by 50%.²⁵

Spending on administration (including the central Ministry and the field directorates) was also significantly lower than planned. This is mainly due to the withholding of allowances included in the salary, wage and allowance package from the educational and administrative staff during the Covid-19 pandemic. This was a decision of the prime minister's office that was applied to all ministries. The impact was largest for the Ministry of Education as the number of its administrative and educational staff is very large compared to the rest of the ministries.

The capital expenditures of the Ministry have been much less than what was planned, primarily due to the procedures followed in studying projects and preparing tenders and awarding them, which take a great deal of time. In addition, capital projects, except for secondary education to hold the secondary examination, were postponed due to the coronavirus pandemic.

Partners have largely stepped in to fill the gap with regard to construction of schools and classrooms. In total, 2,541 classrooms were constructed from 2018-2020.

²⁵ For classes using the rotational system, group A of children attend class for 2 days during week 1 and 3 days the following week. Group B attends 3 days during week 1 and 2 days the following week. This rotation will apply throughout the term in schools.



Table 5.3: Summary of planned versus actual education expenditures, 2018-2020

	2018			2019			2020		
	Planned	Actual	% of planned	Planned	Actual	% of planned	Planned	Actual	% of planned
Recurrent expenditures									
Kindergarten	15,848	14,601	92%	18,459	15,150	82%	21,700	18,234	84%
Basic education	644,835	628,500	97%	681,810	630,182	92%	723,773	667,131	92%
Secondary education	184,392	175,416	95%	194,541	181,174	93%	207,980	196,817	95%
Adult & non formal education	716	382	53%	869	453	52%	1,027	520	51%
Administration	68,329	49,125	72%	71,468	51,002	71%	75,168	45,791	61%
Total recurrent expenditures	914,120	868,024	95%	967,146	877,962	91%	1,029,648	928,493	90%
Capital expenditures									
Kindergarten	31,126	2,184	7%	29,812	1,545	5%	29,434	2,706	9%
Basic education	184,013	62,123	34%	178,118	46,348	26%	186,375	57,653	31%
Secondary education	24,861	14,779	59%	32,070	23,716	74%	24,191	25,101	104%
Adult & non formal education	3	-	0%	5	-	0%	7	-	0%
Administration	704	1,126	160%	1,278	867	68%	1,852	1,003	54%
Total development expenditures	240,707	80,213	33%	241,283	72,476	30%	241,859	86,463	36%
Additional ESP Operational plan costs	201,958			175,584			167,757		
Grand Total	1,356,785	948,236	70%	1,384,013	950,437	69%	1,439,264	1,014,956	71%

Source: JESM 2017 and General Budget Department.

Partners have also provided significant amounts to fund educational activities included in the ESP, largely within the operational plan. According to the OECD Creditor Reporting System (CRS), off-budget support to education in Jordan amounted to 148 million JD in 2018 and 130 million JD in 2019 (table 4). Note that in the CRS, this amount of off-budget support includes all type of project-based support to the pre-university sector education sector in Jordan, including technical assistance.

Table 5.4: Off-budget support to education in Jordan (disbursements in million JD, current values)

Level	2018	2019
Basic education	111	90
Secondary education	7	10
Education level unspecified	30	30
Total	148	130

Note: Support to kindergarten is included within basic education

Source: OECD Creditor Reporting System

Even with support from partners, expenditures on education during the first two years of plan implementation were less than foreseen in the ESP. Table 5 shows a gross estimate of what was projected versus what was spent on education from 2018-2020. Note, however, that off-budget donor support numbers are not yet available through the OECD-CRS database.



Table 5.5: Planned versus actual expenditures on education, 2018-2020 (JD)

	2018	2019	2020
Total costs as planned	1,356,785	1,384,013	1,439,264
MoE actual expenditures	948,236	950,437	1,014,956
Off-budget support	148,000	\$142,650	\$241,151
Not financed	260,549	290,926	183,157

In addition to the impact of the COVID-19 pandemic, the lack of funding has also contributed to non-achievement of targets as described in the individual domain sections.

5.5 Cost and financing for the remaining years of the ESP

The costing of the remaining plan years (including the extension through to 2025) will be heavily dependent on key targets that were reviewed during the MTR process, and assumptions about enrolment trends following the COVID-19 pandemic. The trend of most concern is the shift from private to public education. For the envisioned period (through 2025), the Ministry does not expect a shift back to the private sector. Through 2025, this will likely mean a continued high rate of double shift schools and use of the rotational system in KG2s until more classrooms and teachers can be made available. Table 6 shows the key assumptions used to project enrolment and costs through 2025.

Table 5.6: Key assumptions to project enrolment and recurrent costs

Level	2020/21 actual	Targets for 2024/25
KG2		
GER	59.2	100%
% private	38.4%	40%
Students per class	32.4*	25
Teachers per class	Not available	1.16 (2019/20 actual)
Teaching materials cost/ student	7.3	10.2 (2019/20 actual)
Other recurrent expenditures, cost/ student	10.5	21.7 (2019/20 actual)
Educational activities cost/student	0.7	1.3 (2019/20 actual)
Basic Education		
% private	Ave. 19.9%	Remains the same by nationality Ave. 19.0%
Students per class		Based on 2019/20 actual
Teaching materials cost/student	9.4	11 (actual 2019/20)
Other recurrent expenditures, cost/ student	669	750 (actual 2019/20)
Educational activities cost/student	0.9	1.3 (actual 2019/20)
Secondary Education		
Transition grade 10-11, all streams	96%	95%
% private	Ave 13.3%	Remains the same by stream Ave. 11.0%
Ave students per class, grade 11 all streams	27.5	25
Ave students per class, grade 12 all streams	25.5	25
Teaching materials cost/student	9.8	10.5 (actual 2019/20)
Other recurrent expenditures, cost/student	372	509 (actual 2019/20)
Educational activities cost/student	0.7	1.0 (actual 2019/20)

* Note: the Ministry used a rotation system in KG2 to keep class sizes smaller.



5.5.1 Revised enrolment projections through 2024/2025

Based on the assumptions described above, table 7 shows the projected enrolment by level for the remaining two years of the plan and for the extension period to 2024/2025. Under these assumptions, enrolment in MoE schools is expected to increase by about 130,000 students.

Table 5.7: Projected enrolment through 2024/25

	Actual	Projected			
	2020/21	2021/2022	2022/2023	2023/2024	2024/2025
All categories of schools					
KG	119,838	141,419	162,784	183,931	204,861
Of which: KG2	109,499	117,847	126,111	134,289	142,381
Basic education	1,796,321	1,860,699	1,883,100	1,881,032	1,872,302
Secondary, all streams	260,980	268,953	275,830	286,977	296,793
All levels	2,177,139	2,271,071	2,321,714	2,351,940	2,373,956
MoE schools only (including refugees)					
KG2	67,188	72,932	78,597	84,183	89,692
Basic education	1,303,002	1,351,341	1,374,939	1,378,839	1,377,114
Secondary, all streams	222,575	229,938	237,715	249,975	260,285
All levels	1,592,765	1,654,211	1,691,251	1,712,997	1,727,091

Source: Jordan Education simulation model.

5.5.2 Cost of the operational plan

The operational plan includes activities that MoE intends to implement to further develop the education system and improve access, quality and efficiency. The operational plan does not include staff costs, nor the regular expenses for running the schools and administrative offices. It does include the cost of infrastructure and equipment as well as other development expenditures, notably investments in information technology that are even more important following the start of the covid-19 pandemic.

The total estimated cost of the operational plan for the extended plan period (2022-2025) is about 1.2 billion JD. The domain of Access and Equity represents the highest expenditure as it includes most of the infrastructure costs. The activities of the operational plan are grouped into the 6 main domains. The costing was done at the activity level based on adjusted targets for the remaining plan years and an extension of targets through 2025. Table 8 presents the projected costs by domain.

**Table 5.8: Projected costs of the operational plan by domain (000 JD)**

Domain	2022	2023	2024	2025	Total
ECED	5,904	5,959	6,016	6,014	23,893
Access & Equity	224,678	223,044	223,045	223,044	893,811
System Strengthening	7,916	7,916	7,915	7,915	31,662
Quality	33,542	33,542	33,541	33,541	134,166
Human Resources	12,398	12,380	12,380	12,380	49,538
Vocational Education	15,624	15,623	9,614	9,614	50,475
Total operational plan costs	300,062	298,464	292,511	292,508	1,183,545

Source: Jordan education simulation model.

Three activities, the construction of 120 new MoE schools (480 million JD) and the equipment required to equip schools with solar power (160 million JD) and air conditioning (160 million JD) represent 68% of the total cost of the operational plan. Fourteen other activities amount to more than 5 million JD each; they represent a total of 341 million JD and 29% of the total cost of the operational plan. The cost of the operational plan is mainly concentrated on the 17 activities mentioned above, which are listed in table 9.

Table 5.9: List of the 17 activities over five years with costs exceeding 10 million JD (Thousand JD)

Domains and activities	2022	2023	2024	2025	Total
ECED					
1.1.1.3. Construction of MoE KG2 classrooms (50 per year)	2,250	2,250	2,250	2,250	9,000
Access and Equity					
2.1.1.1. Construction of 120 new schools	120,000	120,000	120,000	120,000	480,000
2.1.1.6. Improve school environment / maintenance (800 schools per year)	16,000	16,000	16,000	16,000	64,000
2.1.1.7. Provide air conditioning to reach 75% of the Kingdom's schools	40,000	40,000	40,000	40,000	160,000
2.1.1.8. Equip schools with solar power	40,000	40,000	40,000	40,000	160,000
2.2.2.1. Awareness Staff (Special Needs)	3,900	3,900	3,900	3,900	15,600
2.2.3.2. Support units (therapists) in the newly renovated schools	1,512	1,512	1,512	1,512	6,048
System Strengthening					
3.1.2.2. Develop capacities of directorates and school communities to engage in local planning	1,985	1,985	1,985	1,985	7,938
3.2.1.1. Infrastructure for the operating systems including skilled staff	5,000	5,000	5,000	5,000	20,000
Quality					
4.1.1.3. Printing textbooks for all levels	18,400	18,400	18,400	18,400	73,600
4.2.3.1. Adopting a framework of all training programs that effectively employ ICT	2,000	2,000	2,000	2,000	8,000
4.4.1.5. Assessment visits to schools	5,209	5,209	5,209	5,209	20,834
4.5.2.1 Expanding the school feeding program	5,400	5,400	5,400	5,400	21,600



4.5.8.3. Awareness campaigns (against drugs, violence, bullying)	1,540	1,540	1,540	1,540	6,160
Human Resources					
5.1.2.2. Development of pre-service training & expansion to 2 universities	12,000	12,000	12,000	12,000	48,000
Vocational Education					
6.2.2.2. Construct 6 new vocational schools	10,000	10,000	5,000	5,000	30,000
6.2.2.2.a Creation of 10 professional workshops with different specializations in existing academic or vocational schools	3,000	3,000	2,000	2,000	10,000
Total	288,195	288,195	282,195	282,195	1,140,780

5.5.3 Revised cost of the strategy

The total cost for the MoE results from the addition of the core costs, i.e. the staff costs, other recurrent costs, and administration costs included within MoE budget, and the cost of the activities foreseen in the operational plan.

The costs required for the strategy are projected by education level and then by object of expenditure. They include an assumption on the increase of prices as per the macroeconomic perspective of Government (which changed between the setup of the plan and now). Average salary costs are adjusted by the increase in prices. The revised consolidated costs for the whole strategy are displayed at the end of table 10.

Table 5.10: Projected costs for 2022 - 2025

	2021* Estimated	Projected			
		2022	2023	2024	2025
RECURRENT COSTS	940,434	1,063,359	1,114,860	1,186,194	1,241,173
By level					
Kindergarten	18,541	25,872	30,152	35,253	41,252
Basic Education	664,291	741,219	760,127	793,448	817,341
Secondary, all	203,478	237,144	262,159	291,154	313,218
Adult & non-formal	463	1,087	1,494	1,513	1,533
Administration	53,661	58,037	60,927	64,826	67,830
By object of expenditure					
teaching staff	615,731	697,018	733,678	784,087	822,753
non-teaching staff	251,373	280,306	293,020	311,502	326,095
pedagogical materials	15,057	18,483	19,063	19,292	19,438
other recurrent	54,811	65,437	66,939	69,128	70,687
educational activities	1,334	2,114	2,160	2,185	2,200
Capital expenditures	64,160	217,321	217,321	211,321	211,321
OPERATIONAL PLAN (exclusive of capital expenditures)		82,741	81,143	81,190	81,187
CONSOLIDATED TOTAL COST	1,004,594	1,363,421	1,413,324	1,478,705	1,533,681

*Adjusted based on GBD revised 2021 budget. Source: Jordan Education simulation model.



5.5.4 Estimated financing of the remainder of the ESP

As shown in Table 11, education as a percent of the government regular budget is projected to be 13.1% in 2022, which is an increase over the previous four years but still slightly less than the baseline (2016) of 13.5%. Education as a percent of the government development budget, however, is expected to decrease in 2022 to 6.9% (slightly above the baseline level). This is problematic given the increasing need for infrastructure to achieve universal KG2 and decrease in double shift classes, especially if there has been a more permanent shift away from private education to MoE schools.

Table 5.11: Estimated budget for the Ministry of Education (million JD)

	2020	2021	2022	2023	2024	2025
	Revised	Revised	Projected	Projected	Projected	Projected
Macroeconomic framework						
Economic growth	-2.0%	2.0%	2.7%	3.1%	3.3%	3.3%
GDP prices	-0.5%	1.4%	2.0%	2.5%	2.5%	2.5%
Gvt domestic income as % of GDP	25.2%	22.9%	23.0%	23.0%	23.0%	23.0%
Budget/program support, % Domestic income	10.4%	7.9%	10.7%	10.7%	10.7%	10.7%
Total Government income	8,560.9	7,874.8	8,510.0	8,993.3	9,522.1	10,082.3
Government recurrent expenditures	8,334.0	8,730.4	8,757.6	9,254.9	9,799.1	10,375.6
Government development expenditures	1,354.7	1,323.9	1,744.4	1,843.5	1,951.9	2,066.7
Total Government expenditures	9,688.7	10,054.3	10,502.0	11,098.4	11,751.0	12,442.3
* Education as % of Gvt regular budget	12.9%	12.9%	13.1%	12.6%	12.6%	12.6%
Education as % of Gvt development budget	7.5%	9.3%	6.9%	6.7%	6.3%	6.3%
Estimated MOE budget	1,015.0	1,076.1	1,095.6	1,112.3	1,171.2	1,240.1
Staff costs	845.9	906.8	921.3	934.9	989.9	1,048.2
Other recurrent	67.8	46.6	54.7	54.3	57.4	60.8
Development budget	101.2	122.6	119.7	123.2	123.8	131.1

*Excluding debt interests



5.5.5 External Support to Education

It is expected that donor support to education in the next two years will continue to be significant even though current commitments show a decrease for 2022.

Table 5.12: Donor Commitments for the ESP for the years 2021 and 2022 (thousand JD)

	2021	2022	2023	2024	2025
Budget support	24,573	10,922	11,000	11,000	11,000
Grants	\$233,599	\$226,047	\$226,047	\$226,047	\$226,047
Loans	\$7,552	15,104	15,104	15,104	15,104
Total	265,724	252,073	252,151	252,151	252,151

Source: EDPG donor mapping, May 2021

5.6 The financing gap

The difference between the projected cost of the strategy and the potential budget for education amounts to approximately 300 million JD annually. Support from external partners will help to reduce this gap if sustained at current levels. Even after partner support, however, the funding gap is still anticipated to be over 100 million JD per year. This suggests that further adjustments to the ESP are needed, through revision of targets, or through advocacy to increase government funding for education.

Table 5.13: Projected Costs and Estimated Resources for 2022 - 2025; Financing Gap (thousand JD)

	2022	2023	2024	2025**
	Confirmed	Planned	Planned	Projected
Estimated budget ceiling, per General Budget Department	1,131,551	1,147,429	1,169,866	1,240,096
Projected costs	1,363,421	1,413,324	1,478,705	1,533,681
Projected costs minus estimated budget	231,870	265,895	308,839	293,585
Estimated off budget projects	241,151	241,151	241,151	241,151
Remaining gap	0	24,744	67,688	52,434
Gap as a % of estimated budget	0%	2%	5%	3%

Source: Jordan Education simulation model

Table 5.14: Financial Gaps for ESP implementation come as follows per domain:

The financial allocations contained in the budget law, allocations of loans and grants from outside the general budget and the funding gap are presented in the following table in Jordanian Dinars (thousand JD):

Domain	2018			2019			2020			2021		
	Planned	Budget allocated	Gap	Planned	Budget allocated	Gap	Planned	Budget allocated	Gap	Planned	Budget allocated	Gap
ECED	12,853	1,355	11,498	13,664	2,186	11,478	13,128	10,305	2,823	13,566	3,005	10,561
Access & Equity	276,918	73,014	203,904	280,932	117,065	163,867	275,262	82,393	192,869	275,527	48,328	227,199
System Strengthening	7,765	115	7,650	7,916	230	7,686	7,763	2,308	5,455	7,791	3,153	4,638
Quality	90,848	27,709	63,139	87,163	27,964	59,199	85,080	24,615	60,465	68,047	17,998	50,049
HR	40,128	1,548	38,581	12,659	8,071	4,593	13,532	10,927	2,605	13,382	24,140	10,758
TVE	19,009	1,133	17,876	18,924	1,990	16,934	18,903	1,990	16,913	17,904	1,415	16,489
Total	447,521	104,874	342,648	421,258	157,506	263,752	413,668	132,538	281,130	396,217	98,039	298,178

Table 5.15: Operational plan: planned versus budget allocations (000JDs), 2018 - 2021

Domain	Planned 2018-2021	Allocated 2018-2021	Gap
ECED	53,211	16,851	36,360
Access & Equity	1,108,639	320,800	787,839
System Strengthening	31,235	5,806	25,429
Quality	331,138	98,286	232,852
Human Resources	79,701	44,686	35,016
TVE	74,740	6,528	68,212
Total	1,678,664	492,957	1,185,708

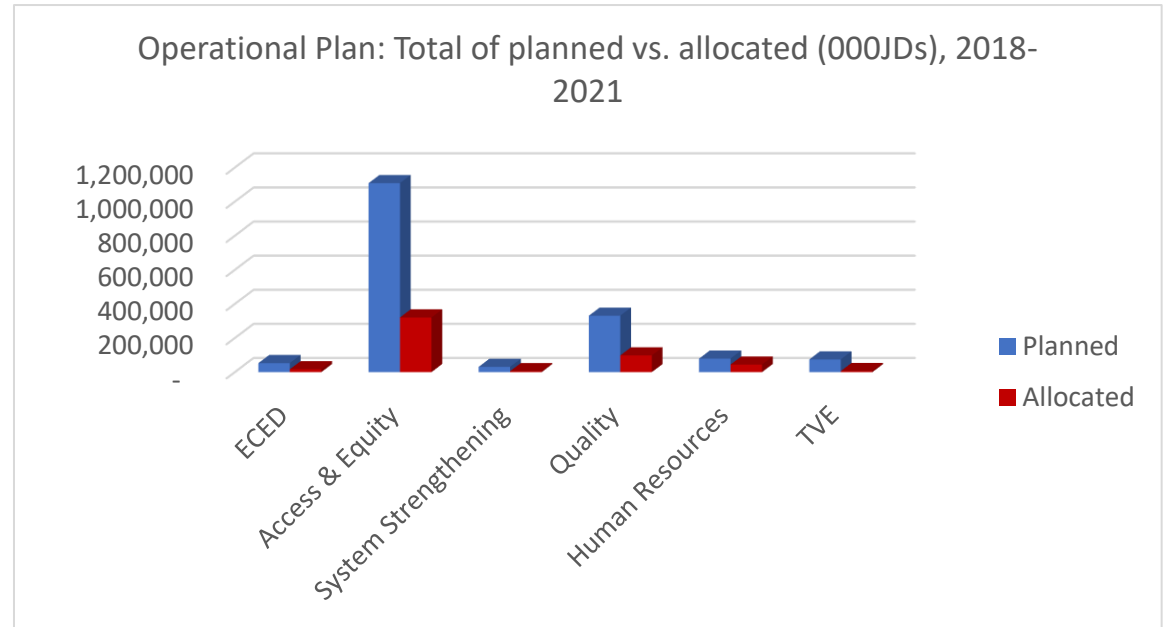


Table 5.16: Operational plan: Budget allocations as a percent of planned costs, 2018-2021

Domain	2018	2019	2020	2021	Total
1. ECED	10.5%	16.0%	78.5%	22.2%	31.7%
2. Access & Equity	26.4%	41.7%	29.9%	17.5%	28.9%
3. System Strengthening	1.5%	2.9%	29.7%	40.5%	18.6%
4. Quality	30.5%	32.1%	28.9%	26.4%	29.7%
5. Human Resources	3.9%	63.8%	80.8%	180.4%	56.1%
6. TVE	6.0%	10.5%	10.5%	7.9%	8.7%



6. Partnerships and Coordination

Overall review findings: Progress in establishing a solid ESP partnerships and coordination structure has on the whole been slow. While the ESP clearly defines the foreseen structure, its six technical working groups (TWGs) were only activated in January 2020 and its Policy, Planning and Coordination Committee (PPCC) in December 2020. The foreseen executive level of the structure, the High-Level Steering Committee is not yet operational. Notwithstanding the slow start, some impressive accomplishments are recorded. In particular, the partnerships and coordination structure facilitated the Ministry's leadership during the COVID-19 crisis and helped streamline dialogue and coordination. This was notably captured in the preparation of the Education During Emergency Plan (EDEP). The Ministry has been working towards being more inclusive and strengthening policy dialogues with partners.

Main recommendations:

- To further clarify and communicate the responsibilities of national and international stakeholders in the partnership framework.
- To identify potentials for synergies among the different programs and coordinate the communication among relevant stakeholders.
- To further work for the inclusion of all relevant stakeholders in the partnerships and coordination structure.
- To identify and strengthen the linkages between the TWGs, the PPCC and the High-Level Steering Committee; and determine the lines of accountability, reporting and M&E system between all levels.
- To work on systematizing the internal and external administrative processes of the MOE, in particular in terms of contracting and procurement.
- To establish a clear calendar of ESP milestones/key processes to be completed on an annual basis, including planning, monitoring and reporting processes (linked to previous M&E chapter recommendations).
- To ensure that all on-budget and off-budget interventions are aligned whether supported directly by the MoE budget or by educational partners. MoE is designing together with the Fiscal Reform Project a framework for planning the sectorial budgeting and efficiently implementing it in full alignment with the Governmental priorities represented by the Executive Program and ESP as being mapped to the HRD.
- MoE to review all support initiatives to ensure alignment with education sector strategic direction. MoE established an agreement with MOPIC that the concepts of all future support initiatives will be first reviewed by the technical line Ministries.

6.1. Progress assessment

The 2018-2022 ESP includes a prioritized, sequenced and costed set of activities for achieving the outcomes of the National Human Resources Development (HRD) Strategy and contribute to achieving the Sustainable Development Goals 4, 5 and 10. The ESP is also a key resource to guide the Ministry's strategic and policy engagement with development partners. The coordination and partnership structure as defined in the ESP has three levels:

- Executive committee level: High Level Steering Committee
- Policy, planning and coordination level: Policy, Planning and Coordination Committee (PPCC)



- Technical level: Technical Working Groups (TWGs)

Overall, progress in establishing a solid ESP partnerships and coordination structure has been slow. While the ESP was launched in March 2018, the TWGs were only activated in January 2020, to prepare for the 2019-2020 ESP Annual Review Meeting (ARM). It was a key first step in ensuring coordinated implementation of the ESP activities across all six domains. The PPCC Terms of Reference were endorsed in August 2020 by the MOE, the Education Development Partner Group-EDPG (mainly including donors and UN agencies) and the Education Sector Working Group-ESWG (mainly including UN agencies and NGOs). Under the leadership of the MoE, the PPCC is a policy dialogue forum that tracks and coordinates progress on the five core functions of the ESP, including i) planning and budgeting; ii) monitoring and feedback; iii) research and evaluation; iv) data and information management; v) coordination; with gender and equity as cross-cutting issues. The first meeting of the PPCC was held in December 2020. As of mid-2021, the operationalization and status of the executive committee level, the High-level Steering Committee, remains unclear.

Despite the slow start, several important achievements are recorded:

1. *Agreed collective commitments:* The MoE and Development Partners have agreed on collective commitments that should guide all work in the education sector²⁶. These include:
 - MoE commitment: ensure that all on and off budget resources for ESP implementation are aligned and reflected in MoE budgeting and planning and, to this end, consider revising the structure of the budget of the MoE to reflect the ESP, in close coordination with the MoF.
 - Development Partners commitment: Support an aligned approach to technical assistance and capacity building with the aim of building MoE capacity over the long-term.
 - Collective commitment: Strive for an increasing number of joint and harmonized activities (e.g. joint planning, monitoring and evaluation/verification missions; strategic and joint technical assistance).
2. *Activation of the ESP PPCC Advisory Group in December 2020:* This group is led by the MOE (Secretary General, Planning Department and Development Coordination Unit) and serves as a coordination platform with EDPG co-chairs, ESGW co-chairs and UNESCO as PPCC technical advisor. Previously there was no such structured space for the MOE and sector partner representatives to regularly exchange on key policy and coordination issues. This group acts as coordinator and liaison with other previous existing coordination mechanisms and mainly in preparation of the joint policy forum chaired by the MoE, the PPCC.
3. *Improved alignment of key programs to the ESP:* The Accelerating Access Initiative (AAI) 2.0, the Action Plan for the 10-year Inclusive Education Strategy, the School and Directorate Development Program (SDDP) as well as the Education During Emergency Plan (EDEP) are all good examples of programs where at the design stage, efforts have been made to formulate results, activities and monitoring measures in alignment with the ESP.
4. *Bridging between humanitarian and development cooperation work:* As the COVID-19 pandemic required a long-term perspective on sector planning and learning recovery, the focus besides immediate needs was also put on medium- to long-term effects on children's learning and well-being. This was notably captured in the EDEP. The partnerships and coordination

²⁶ Source: TORs for the PPCC; mentioned in the ToRs of the ESP Partnerships and Coordination structure as examples originally taken from the ESP chapter 5



structure facilitated the Ministry's leadership and helped to streamline dialogue, coordination of activities and support, keeping it in line with the ESP and its medium and longer-term education goals.

This MTR review identifies several mutually reinforcing factors that have contributed to the recorded improvements:

- *Advocacy*: Since the launch of the ESP, the education partners, including the successive co-chairs of the EDPG and ESWG, have conducted extensive advocacy efforts with the MOE for the operationalization of the ESP Partnership and Coordination Structure. Advocacy efforts were also motivated by budget support donors, who rely on a functioning structure to monitor the implementation of the ESP and ensure oversight of their investments in the education sector.
- *Leadership of key individuals at the Ministry*: Following the launch of the ESP, key MOE staff in leadership positions have continuously pushed for and encouraged sector implementation as it was envisioned during the development phase in 2017, including chapter 5 on partnership and coordination. The effective collaboration between the DCU and the Strategic Planning Department has been a key factor in ensuring the operationalization of the structure.
- *Technical assistance*: Provision of technical support in the area of system strengthening, including the System Strengthening Partnership with UNESCO, was also key in supporting the advocacy and operationalization of the partnerships and coordination structure. UNESCO played an important role in proposing and supporting the Ministry in the deployment of the structure, such as the advisory committee and continues the support through its role of PPCC technical advisor.
- *Active sector coordination groups*: The EDPG and ESWG function as active platforms for policy dialogue, sector planning and technical coordination in the education sector. They have, since the launch of the ESP, leveraged substantial expertise and resources- essential elements for the ESP operationalisation. The Ministry and partners have been able to link ESP implementation with existing structures, mainly the EDPG and the ESWG. The PPCC is the first coordination and policy dialogue mechanism in the education sector. It includes, and is chaired by, the MoE.

6.2. Areas for improvement

In reviewing the ESP partnership and coordination structure, the following areas have been identified in need of further clarifications and improvements:

- The accountability linkages and reporting functions between the different levels of the partnerships and coordination structure should be improved. The TWGs accountability/reporting to the PPCC and then to the Steering Committee are weak. At the moment, the PPCC is mainly used as an information sharing platform between development partners and the MoE. A calendar with key processes and events to ensure timely and efficient monitoring of the ESP implementation has not been established yet. This includes the organization and delivery of the annual review; and consistent monitoring and reporting against the ESP KPIs. While annual ESP reports were produced in 2019 and 2020, they were disconnected from the cycle of progress assessments, planning, budgeting and policy dialogue envisioned in the ESP Chapter 5 on Partnerships and Coordination. This has already started to



change positively with the new Partnerships and Coordination Structure and the ESP MTR was actually used as the first joint key milestone conducted by the MoE in close consultation with partners through the PPCC forum.

- The ESP TWGs could be a space for relevant MOE departments, selected UN agencies and NGOs to engage more closely in ESP implementation and technical dialogue. However, the progress and prospect of TWGs in each theme is not clear to all stakeholders. To strengthen the ESP partnerships and coordination within MOE, EDPG and ESWG, the updated timeline for TWGs would be useful wider membership, keeping in mind that such technical groups would need to remain at a technical level with a maximum number of members as outlined in the updated TWGs ToRs.
- Key strategic plans at the level of the Ministry of Education, most notably the ESP and the EDEP, have to a large extent been harmonized in terms of sector planning, technical coordination and financing. However, this is not the case with the major government-wide refugee plan, the Jordan Response Plan (JRP), which is administered by MOPIC. The JRP's education component was not fully connected with the ESP and the EDEP, but this is work in progress. The continued coordination with MOPIC as well as MOE is paramount with regard to the JRP. With advocacy from MoE and partners, the last update of the JRP in 2021 led to further alignment to the ESP to some extent or at least to avoiding certain duplications of efforts.

6.3. Priorities for the remaining ESP period

1. *To further clarify and communicate the responsibilities of national and international stakeholders in the partnership framework.* In particular, this includes promoting multilateral joint policy discussions as a group and not act on a bilateral basis. It is a challenge that some stakeholders, probably not intentionally and probably due to a lack of understanding of how to align, still try to push their own priorities. This is burdensome for the Ministry and reduces sector effectiveness. The Ministry and the co-chairs of the EDPG and ESWG will insist on everyone's responsibility to align to the ESP. In this context, it is also recommended to develop a partner matrix to clarify the roles and responsibilities of each stakeholder.
2. *To work for the inclusion of all relevant stakeholders.* This consists of establishing linkages between the PPCC and key national stakeholders such as the Higher Council for the Rights of People with Disabilities, the Technical and Vocational Skills Development Commission and the Royal NGOs (QRF and QRTA). It is also important to clarify the roles of the ESWG and the Royal NGOs at the TWG level.
3. *To identify and work on the linkages between the different ESP structural levels of coordination,* and determine the lines of accountability, reporting and M&E system between all levels. This is also linked to the point above about membership/inclusion/consultation with other stakeholders. The MoE and UNESCO, as PPCC technical advisor, will further work jointly with partners to move towards further inclusion in the Partnerships and Coordination Structure for further support to the ESP.
4. *To work on systematizing the internal and external administrative processes of the MOE,* in particular in terms of contracting and procurement. To shorten the tendering time and accelerate the implementation of initiatives, connection to the JONEPS system and training of MOE staff are key.



5. *To establish a clear calendar of ESP milestones/key processes to be completed on an annual basis, including planning, monitoring and reporting processes (i.e. development of annual workplans, monitoring of ESP KPIs, preparation of the ESP annual report).* Closely related to this is the further alignment of all MOE strategies and departmental operational plans to the ESP, to make sure all plans reflect the components of the ESP. The ESP partnership and coordination structure will also advocate for and contribute to the budget planning reform, to make sure MOE is part of the finalization and final-stage endorsement of the education sector budget.



7. Conclusions and ESP midterm adjustments

This report has assessed achievements of ESP implementation since the launch of the plan in 2018. It has reviewed the effectiveness and relevance of each of the six ESP domains, as well as the plan's monitoring and evaluation, cost and financing, and partnerships and coordination structures. This concluding section brings together and summarizes key achievements and challenges and presents main adjustments and priorities for the remaining ESP period.

7.1 Overall conclusions

Before COVID-19 hit in March 2020, the Ministry of Education with partners made on the whole good progress towards achieving ESP targets set for 2022. Key achievements include:

- Gross enrolments in KG2, basic and secondary education has increased for boys and girls of all nationalities since the beginning of the ESP, most notably in KG2 where the gross enrolment rate (GER) improved from 59.9% in 2016/17 to 68% in 2019/20.
- Major increases of Syrians' GERs at the KG2, basic and secondary education levels since the beginning of the ESP, to reach 48%, 73% and 27% respectively in 2019/20. The participation of Syrian children and children of other nationalities are still considerably behind those of Jordanians but are resolutely catching up.
- Student achievements, as measured by national tests (including Tawjihi and early grade reading and mathematics assessments) and international assessments (both the TIMSS and PISA), improved over the period for both boys and girls.
- Coordinated efforts with partners have increased access to and quality of non-formal education (NFE) programs. These programs have exceeded the ESP targets with nearly 9,000 learners in 2019/20.
- Passed and enforced an amendment of the Education Law to allow learners with disabilities to access education. This, together with the endorsement of the Ten-Year National Inclusive Education Strategy in 2020, are two fundamental enablers for fulfilling the right to education in Jordan for children with disabilities.

Gains in access, equity and quality are at risk due to impact of COVID-19, with increased risk for children from low income households, children with special educational needs and refugee children: Since the beginning of the ESP, the Jordanian public education system faces greater and greater pressure in accommodating more children and youth. As a result of the adverse economic impact of the pandemic, a large number of families decided to move their children from private to the public schools in 2020. There was an unparalleled shift of some 224,000 students (KG2, basic and secondary) from the private sector into public education. This transfer of students has further heightened the stress on already crowded public KGs and schools. To solve crowding pressures, the Ministry is increasing the number of double-shift schools and has introduced a rotation system for children in kindergartens. The effects of the heavy reliance on double shifts and the rotation system on children's learning will require close attention in the coming years.

A core feature of the ESP is the dual commitment to expanding the system to ensure all children and youth have a right to education while at the same time improving the quality of education. Prior to COVID-19, this midterm review shows that the Ministry made, in close cooperation with partners, good progress towards fulfilling this commitment. With COVID-19, the situation has radically changed. The Ministry's rapid development of the Education During Emergency Plan (EDEP) laid the foundations and preparedness measures for responding to emergency, in terms of continuation of education while



maintaining quality and customizing learning modalities including online learning solutions and remedial activities. However, despite these important response measures, most of the ESP targets set in 2018 are today at risk, as the disruption of face-to-face education affected the education system operations, its ability to build capacity and evaluate and monitor ESP implementation

In addition to the impact of COVID-19, the lack of funding has also contributed to non-achievement of targets: From 2018-2020, the Ministry of Education's actual expenditures amounted to 2,914 million JD, corresponding to 70% of the initially projected cost of the implementation of the ESP for the same period. This amount includes budget and program support from development partners managed through the MoE or MOPIC but excludes off-budget support. In terms of recurrent expenditures, the Ministry's spending on education has been largely in line with what was planned. The main exception is in the area of adult and non-formal education. However, off-budget partner contributions especially through the Accelerating Access Initiative (AAI) meant that an increasing number of children and youth were enrolled in non-formal education during the first three years of plan implementation, in addition to some other initiatives that responded to the response and remedial components of EDEP. The capital expenditures of the Ministry have been much less than what was planned, with only one third spent against what was initially planned in the ESP. This is primarily due to lengthy tendering procedures. Partners have largely stepped in to fill the gap with regard to construction of schools and classrooms. In total, 2,541 classrooms were constructed from 2018-2020.

The ESP, with its six domain objectives and twenty-one components, remains highly relevant for addressing Jordan's education sector challenges in a coordinated way: The review points to a solid plan architecture, which has been of great value for education sector planning, monitoring and coordination purposes in Jordan since 2018. The midterm performance reviews conducted by the Ministry's Technical Working Groups and senior management, in consultation with the Policy, Planning and Coordination Committee (PPCC), followed by policy dialogue with key stakeholders point to the strong convening power of the ESP. At the same time, highlighted areas for improvements include establishing a clear calendar of key ESP processes and milestones to be completed on an annual basis. Closely related to this is the further alignment of all MOE strategies and departmental operational plans to the ESP. There is also a need to further clarify and communicate the responsibilities of national and international stakeholders in the partnership and coordination framework and promote stronger alignment of all stakeholders to the ESP.

7.2. Main ESP adjustments and key priorities

ESP implementation has suffered severely from the COVID-19 pandemic, justifying an extension of the plan period to end 2025: While the COVID-19 period has certainly opened new opportunities for distance and blended forms of learning, the early signals on learning and equity losses due to the pandemic are alarming. Evidence has shown that children and youth from vulnerable groups in Jordan have been hit the hardest by the pandemic and have the least engagement with online learning. Stronger priority and mainstreaming of remedial education approaches within public schools will be needed during the remaining ESP period.

Maintaining the ESP momentum will require concerted financial and coordination efforts in the coming years: The costing of the remaining plan years (including the extension through to 2025) is heavily dependent on key targets that were reviewed during the MTR process and assumptions about enrolment trends following the COVID-19 pandemic. The trend of most concern is the shift from private to public education. For the extended plan period, the Ministry of Education does not expect a shift back to the private sector. Through 2025, this will mean a continued high rate of double shift schools and use of the rotational system in KG2 until more classrooms and teachers can be made available. In



light of scarce financial and human resources available for achieving set ESP objectives and targets; further efficiency gains; a focus on strategic priorities and strong coordination of efforts within the educational administration and with all stakeholders, will be key in the coming years. For the 2022-2025 period, the difference between the projected cost of the ESP and the potential budget for education amounts to approximately 300 million JD annually. Support from external partners will help reduce this gap if sustained at current levels. Even after partner support, however, the funding gap is still anticipated to be over 100 million JD per year. Efforts to reduce that gap should focus on efficient functionalization of de-centralization of expenditures at directorate and school levels; along with establishing public private partnerships to bring in quality implementation of educational services and activities. More focus should also be put on TVET to help in reforming this critical sector. The reform of TVET will require significant amounts of resources, in terms of technical expertise and financial resources. In addition, to ensure efficiency and alignment, MoE will need to update the operational plan of the ESP and extract departmental plans from it to direct the MoE departmental operations towards meeting the outcomes and components of the ESP.

In the pandemic context and reflecting new national policy priorities and budget constraints, several ESP key performance indicators and targets require adjustments. Table 4.1 shows the revised ESP key performance indicators and targets through 2025.

The findings presented in this report and the accompanying ESP midterm policy dialogue held in December 2021 make it possible to define a set of strategic priorities for the implementation of the ESP until the end of 2025. As a general recommendation from the policy dialogue, it was confirmed that the data linked to the Monitoring of the 20 KPIs will be disaggregated by male and female whenever possible and support the monitoring of inclusion and diversity in education (disaggregation of data when available on refugees, children with disabilities etc.). The revised set of KPIs and sub-indicators used for reporting and learning from ESP implementation are aligned to these priorities. They are also aligned with SDG4 indicators, the strategy for Human Resources Development and the national SDG4 benchmarks developed by Jordan in 2021.

Moving forward, this set of strategic priorities summarize the direction that the Ministry of Education aims to take through 2025, in close cooperation with all key stakeholders. The midterm review has confirmed the pertinence of the ESP and there is therefore no need to revise the ESP document itself. Following the midterm review exercise, the Ministry of Education will give priority to the updating of the ESP monitoring and evaluation framework. As highlighted in this review, there is a need to further improve the linkages between strategic and operational monitoring with the Ministry. A finalized set of results indicators, including KPIs and sub-indicators aligned with the strategic priorities, will be a critical element of the updated monitoring framework. Key partners' programme indicators will as far as possible and through a consultative process be aligned with these strategic priorities and the accompanying sub-indicators.

The main strategic priorities, per domain, are:

Domain 1: Early Childhood Education and Development

- Develop a financially and technically sustainable public-private partnership model.
- Integrate the system of rotation and distance learning into the ESP, as a short-term and low-cost measure.
- Mainstream inclusive education at the kindergarten level and develop scholastic readiness program for children with disabilities.
- Harmonize the quality assurance system and develop a sustainable financial system.
- Design a pre-service professional development for teachers on Early Childhood Education and start-up and accredit in-service diploma for KG2.



- Institutionalize the licensing and accreditation system for private providers of KG2.
- Reach full capacity of KG2 and introduce a long-term framework for integrating KG1 in the public system within 5 years.

Domain 2: Access & Equity

- Utilize the WebGIS facility management system (Smart School Maintenance Module) to institutionalize and increase maintenance works of all types on existing school buildings, especially old school buildings to ensure the safety of students and provide a safe school environment.
- Continue to construct new school buildings and add classrooms that can accommodate students with disabilities and establish long-term partnerships with the private sector for utilizing their space and resources.
- Expand the implementation of non-formal education programs to provide education for illiterate children, youth and adults, as well as dropout children and youth.
- Operationalize and scale up the operational plan for the inclusive education (in its broader concept of inclusion and diversity in education to include all vulnerability concepts, i.e. disability, gender and learning difficulties) and establish a mapping update to the inclusive education 10th year strategy.
- Encompass the vulnerability priority in all educational programs and continue to focus on vulnerable schools' equitable access to education regardless of nationality

Domain 3: System Strengthening

- Review and update the School and Directorate Development Program to ensure the preparation of MoE annual plans based on the actual needs of the directorates and affiliated schools.
- Simplify and improve the services provided by the Ministry through a review and preparation of a new directory/platform of services and provide the necessary funding for that.
- Operationalize a policy for the use and application of OpenEMIS services so that they become part of the job description for stakeholders at all administrative levels to ensure the update and accuracy of data entered and provide for decision making.
- Develop and adopt blended learning policy and tools.
- Support the technological infrastructure in schools with internet connection technologies (Internet Wifi) and necessary computer equipment (computers, laptops, tablets).
- Review and develop the risk and crisis management strategy, system and tools at the Ministry of Education.
- Conduct re-engineering to the key mandates of the Ministry of Education in preparation for joining the e-government program to improve internal and external operations.
- Develop the Education Learning Management System to accommodate for the blended learning strategy implementation and diversify learning approaches.
- Adopt the implementation of the Edtech strategy and conduct infrastructure rehabilitation to the technology hubs and school laboratories and integrate technology in classrooms to reduce digital divides for accessing e-learning.
- Strengthen institutional performance concepts and bring in innovation and excellence methodologies and programs to enhance the education institutional performance.
- Develop the data utilization tools to inform the education development programs and decision making and bottom-up workflow.



Domain 4: Quality

- Ensure the best adaptability and continuous flexibility of the national curricula to meet evolving developments, like blended learning pedagogy and inclusivity mainstreaming (gender and disability).
- Update and strengthen the infrastructure and sustainability of educational technology, in order to institutionalize information and communication technology in education.
- Strengthen the accountability system and design associated tools to link accountability with the evaluation of quality performance at all levels.
- Review the quality and accountability system and approaches conducted at the center and field levels and strengthen the quality and accountability assessment tools and protocols for improving learning quality.
- Strengthen the School and Directorate Development Program SDDP institutionalization to evolve more roles towards assessing and tracking the learning quality.
- Establish partnerships with private sector to exchange best practices for enhancing learning quality.
- Establish tools to link the multi -purpose evaluation of teachers to student progression.
- Develop and institutionalize public remedial education for grades 1-11, that will establish the foundation for a long-term/sustainability learning poverty response strategy and plan.
- Establish a blended learning strategy to guide the education approaches for blending the e-learning with the physical learning following best practices; and devise the school management and teaching protocols to accommodate for the technology-integrative environment.
- Develop a strategy to reform the national assessment for all grades in line with the education sector plans for blending technology in education and to enhance students' progressions based on the assessment for learning methodology.
- Ensure better linkage between national and international assessment results and the learning outcomes and quality of the curriculum and system.
- Enhance the assessment of learning outcomes by moving away from the focus on enrolment rates alone to understanding completion, transition and decrease in dropout rates as well as student progression- including during e-learning.
- Institutionalizing the Quality Assurance System for Primary and Secondary Education in public and private sectors, including training, monitoring and feedback mechanism, and linking it to the licensing and accreditation systems of the public and private schools.
- Reaching all learners with ICT, particularly vulnerable groups such as Syrian refugees, students with disabilities and those from families with a lower income as well as very young children (KG2 etc.).

Domain 5: Human Resources

- Align the new ranking system with the licensing of teachers and leaders (the "Professional License").
- Prepare standards for teachers of vocational education branches and administrators.
- Seek support for the operationalization of the new ranking system operations.
- Institutionalize a scholarship system for graduates of the four main subjects to attend pre-service teacher diploma.
- Scale up the pre-service program; add more topics of study and nationalize to all universities to accommodate the program.
- Institutionalize M&E mechanisms to ensure good quality of teacher training; and measure impact on student learning.



- Improve the quality of in-service training to teachers by enforcing the accreditation system to in-service training; and strengthen the team of trainers by also enforcing the accreditation system on trainers.
- Establish training centers in all directorates to support the quality enhancement/strengthening of training outputs; and ensure refresher and sustainable training interventions.

Domain 6: Vocational Education

- Operationalize the restructuring of the education pathways after the ninth grade as follows: there will be a metric test after the ninth grade, and it will be the basis for distributing students to the different educational paths, which are:
 1. Vocational pathway
 2. Academic pathway
 3. Professional license pathway
- Develop a framework based on MOE's developed strategic plan for ETVET and the supply and demand data updates and skills mismatch findings to the labour market, in order to establish an evidence-based methodology as well as sector-wide roles and responsibilities to govern the institutionalization of well linked vocational education to labour market in, and economy recruitments of, Jordan.
- Conduct a national assessment to the vocational curriculum, infrastructure, capacity of teachers and sector partners to inform the E-TVET development programs.
- Establish a new accreditation system to support the new vocational schemes and improve the performance of vocational training providers.
- Establish public private partnerships to direct the education towards employment; and integrate accredited apprenticeships and technical training programs within the vocational education schemes.
- Establish national alliances with the Ministry of Labour, TVSDC, sector councils, and private and social partners to improve the performance of the vocational education sector.
- Support the operationalization of the ETVET strategic plan for 2022-24 and the framework to acquire all needed infrastructure and institutional capacity building.
- Integrate technology within vocational education and develop practicum-oriented e-content.

Monitoring & Evaluation

- Update the ESP monitoring and evaluation framework, system and tools through a results-oriented monitoring and evaluation plan.
- Develop an annual operational plan for the ESP and establish a standardized format operational plan for all departments and divisions of MOE to include the risk and sustainability management.
- Update and implement the capacity development plan to enhance the capabilities of the monitoring and evaluation liaison officers and staff in the Ministry's departments.
- Continue the work of the ESP technical working groups throughout the year and systemize their deliverables and reporting to PPCC to track and update the ESP progression.
- Develop an e-directory with the EMIS to establish a hub of all education partners, covering all pathways and schemes of formal and non-formal education.

Partnerships and Coordination

- Further clarify the responsibilities of local and international partners and donors within the Partnership and Coordination Structure, inform each of their responsibilities and further involve them in the identification of needs at the field level as well as in the planning for the



education sector development to ensure that support is directed towards development priorities.

- Establish links between the Policy, Planning and Coordination Committee and key national stakeholders such as the Higher Council for the Rights of Persons with Disabilities, the Technical and Vocational Skills Development Commission, Queen Rania Foundation and Queen Rania Teacher Training Academy.
- Critical to support further prioritization and coordination between partners and Ministry across key domains through Technical Working Groups as well to avoid overlap of activities and waste of funds and resources.
- Alignment of the sector's priorities with sectoral budget allocations within and outside the Ministry's budget (within the scope of grants).



8. Annexes

Annex 1: ESP Mapping to HRD and Government Executive Program

ESP Domain	ESP Component	HRD Component	Sectorial Goal for the Government Executive Program	Milestone Goal for the Government Executive Program	ESP Achievements 2018-2020	HRD Target 2020-2025	Government Executive Program Target 2018-2025	Change Priorities 2020-2025	Final change recommendations for the ESP (2020-2025)
ECED	Access	Quality/ ECED	All children should have access to high-quality early education and experiences that contribute to their development and improve their readiness to enroll in basic education, thus ensuring a healthy and well-being for them in the future	Increasing children's access to quality early childhood education, and increasing their willingness to learn for life	<ul style="list-style-type: none"> * Building 2,600 new classes for the KG2 * Establishing (490) classrooms for kindergartens, furnishing and equipping (685) and providing a computer corner for (155) KG rooms. * Enhancing the partnerships between the public and private sectors to increase access and launch a project to stimulate the private sector in cooperation with the Ministry of Labor, the Ministry of Social Development and the Employment Fund. * Implementation of the flexible program and developing of mechanisms to achieve universalization at the KG LEVEL 	<ul style="list-style-type: none"> * Constructing 2800 new KG2 Classrooms by 2025 * Targeting 142 MoE KG2 classes and providing them with equipment and furniture, increasing the access to all students in Jordan including students with disabilities. Targeting 173 KGs in the private sector and supporting partnerships with service providers 	<ul style="list-style-type: none"> * The rehabilitation of 145 KG classes and another 170 at the private sector . * Furnishing and equipping the newly established KG rooms * Establishing partnerships with other ministries, the private sector and other stakeholders in ECED to increase enrolment 	Establishing/constructing 60 schools annually and expanding kindergartens	<ul style="list-style-type: none"> * Integrate the system of rotation and distance learning into the ESP, as a short-term and low-cost measure. * Increase the number of KG classrooms in the newly constructed public schools and updating the prioritization of areas of need and adding indicators on the additions



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ECED	Quality	Quality/ECED	All children should have access to high-quality early education and experiences that contribute to their development and improve their readiness to enroll in basic education, thus ensuring a healthy and well-being for them in the future	Increasing children's access to quality early childhood education, and increasing their willingness to learn for life	<ul style="list-style-type: none"> * Developing KG Quality System and the classification standards for the public and private institutions. * Conducting training of 1911 students and 1837 mothers on the Readiness Program/ * Developing a curriculum for KG development/progression for the scholastic year 2020/2021 * Amending the regulations on the establishment and the licensing of the private and international schools * Training KG teachers on the "Kid Smart Program" and the "Early Diagnosis" and the individual assessment tool. * Training 11,598 caregivers/parents on knowledge, attitudes and practices related to health nutrition and social protection at the KG level. * Conducting a study with a situational analysis on the kindergartens in Jordan * Developing TV and digital content relevant to the KG level and curriculum using social media and TV channels for dissemination and reach * Conducting a school feeding program to 49,190 KG students in 32 field directorates according to the most vulnerable areas 	Quality Assurance: 1. Continued development of the KG curriculum and providing the educational resources that support the teaching/learning process in addition to strengthening the remedial activities and digital knowledge. 2. Recruiting qualified teachers and school assistants for the KG level.	<ul style="list-style-type: none"> * Ensuring Quality of provided education services in ECED * Staffing the Kindergarten level with education resources 	Implementing the Quality Assurance System for Early Childhood Education, the accreditation and licensing for public and private kindergartens	<ul style="list-style-type: none"> * Ensure a harmonized quality assurance system and the development of a sustainable financial system. * Develop a financially and technically sustainable public-private partnership model to expand KG services. * Mainstream inclusive education at the kindergarten level and develop a school readiness program for children with disabilities. * Establish a commission to coordinate the ECED sector and ensure the alignment of strategic objectives with government policies and regulations on ECED * Mobilize parents and caregivers and increasing their awareness to better support the education of their children at home and to ensure their engagement in children's learning at schools



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Access and Equity	Infrastructure	Basic and Primary Education: Fair and equal opportunities	Ensure that all students receive an equal, efficient and high-quality education that includes primary and secondary students and guarantees effective educational outcomes in line with the life requirements and labor market needs	Ensuring access and equality for male and female students of all age groups in the country	<ul style="list-style-type: none"> • Constructing (18) new schools and (674) additional classrooms in (63) schools. • Developing the schools maintenance plan based on which (1081) schools of all kinds were maintained by the Ministry with the support of NGOs and donors. • Allocating (40) land plots owned by the Treasury to the Ministry of Education (under implementation) to build new schools to replace rented schools and double-shift schools. • Rehabilitating (3) schools to be inclusive in Kerak governorate. • Developing the necessary feasibility studies for the establishment of (15) schools through the Public Private Partnership Program. • Conducting continuous analysis of poor performance of schools, integrating schools and improving the quality of education 	<ul style="list-style-type: none"> • Opening new schools according to the accurately designed strategic plans. • Analyzing the reasons for the poor performance of small schools and taking the corrective measures • Building 60 schools and extensions annually to accommodate (2,500) male and female students, as well as enhancing the facilities management of schools. • Conducting continuous reduction of the number of schools with less than 100 students, taking into account any existing exceptional cases. 	<p>1-Establishing 300 new schools and providing access to them by all students; males and females (Jordanian students, refugees and students with disabilities) over the next five years.</p> <p>2-Improving the school environment; carrying out the necessary maintenance works in (800) schools annually for the next five years (The current rate is 500 schools annually), and activating the preventive maintenance in public schools.</p> <p>3-Increasing the gross enrollment rate in basic education to 99%.</p> <p>4- Increasing the gross enrollment rate in secondary education to 79.4%</p> <p>5-Reducing the drop-out percentage from basic education at the national level to reach 0.33%</p> <p>6-Reducing the percentage of students at the rented schools at the national level to 15.5%.</p>	<p>Evaluating all available options for schools with less than 100 students, taking into account exceptional cases. These options may include:</p> <p>1-Building the capacity of the staff working on the geographic information system (GIS) to improve school planning and distribution.</p> <p>2-Integrating schools with less than 100 students.</p> <p>3-Establishing a cluster of the small schools that is collectively managed to support and share the best practices.</p> <p>4-Increasing the number of mobile schools (schools with modular classrooms that can be divided into separate units), to allow schools to be easily moved from their locations and used in the future.</p>	<ul style="list-style-type: none"> * Utilize the WebGIS facility management system (Smart School Maintenance Module) to institutionalize and increase maintenance works of all types on existing school buildings, especially old school buildings to ensure the safety of students and provide a safe school environment. * Continue to construct new school buildings and add classrooms that can accommodate students with disabilities.



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Access and Equity	Non-formal Education	Basic and Primary Education: Fair and equal opportunities	Ensure that all students receive an equal, efficient and high-quality education that includes primary and secondary students and guarantees effective educational outcomes in line with the life requirements and labor market needs	Improving educational opportunities and services provided to Syrian refugees, focusing on the most vulnerable students, including Syrian refugees with special needs and girls, to ensure gender sensitivity (access to formal education) and providing community awareness in the most vulnerable areas and camps on the importance of access to education for male and female students.	<ul style="list-style-type: none"> Establishing 206 schools for male and female Syrian refugee students in the country. Conducting summer compensation classes for students who enrolled late in schools. Expanding the remedial program to improve the achievement level of Syrian students. 48 public schools are providing formal education services in the refugee camps. Activating the OpenEMIS program with the aim of accurately tracking the statistics and data of Syrian students. All education systems providing access for students of all nationalities. Syrian students have been exempted from school and textbook fees. The quality of educational services has improved and followed up through the educational supervision. 	<p>Facilities offered to Syrian students</p> <ul style="list-style-type: none"> Registering of (1,000) dropout children in the Dropout Centers. Referring (700) children from the Catch-up Program to regular education. Establishing (10) centers to promote culture for dropouts 	<p>1- Total number of students enrolled at the dropout program is 3000.</p> <p>2- Increasing the non-formal education centers by 10 annually.</p>	<p>Increasing the enrollment rate of refugee children:</p> <ul style="list-style-type: none"> The accreditation of the tenth grade certificate for all formal and non-formal education programs. Modifying the bases of admission of the formal and non-formal education to include all nationalities and giving a one-year grace period for refugees to present their identification papers to enroll in schools. Providing scholarships and trainings for outstanding students from non-formal education to complete their studies in universities and vocational training institutions. Increasing the number of Syrian assistant teachers to support Jordanian teachers. Formalizing Syrian assistant teachers contracts, and assessing the feasibility, costs, and benefits of allowing Syrian teachers to work as teachers in Jordanian schools. Including Syrian students in the school feeding program. Training school principals, counselors and teachers; the permanent or the contracted, to provide appropriate psychosocial support to Syrian refugees. 	<ul style="list-style-type: none"> Expand the implementation of non-formal education programs to provide education for illiterate children, youth and adults, and dropout children and youth.



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Access and Equity	Inclusive Education	Basic and Primary Education: Fair and equal opportunities	Ensure that all students receive an equal, efficient and high-quality education that includes primary and secondary students and guarantees effective educational outcomes in line with the life requirements and labor market needs	Ensuring access and equality for male and female students of all age groups in the country	<ul style="list-style-type: none"> Establishing kindergarten classroom at the Academy of the Blind and identifying (4) schools to implement the inclusive education program for students with disabilities, as well as opening (4) mental disabilities rooms in Ma'an. Providing learning difficulties resource rooms with the necessary equipment in (80) schools. Opening (37) learning difficulties resource rooms in various field directorates. Including students with mild and moderate disabilities in the non-formal education program as a pilot phase. 	<ul style="list-style-type: none"> Increasing the enrolment rate among students with disabilities. Providing opportunity to children with disabilities and those with special needs. Achieving high quality education, assigning competent staff and providing adequate infrastructure that meeting the disabled students' needs. 	Increasing the enrollment rate among students with disabilities from (5%) in 2016/2017 to (20%) in 2021/2022, using the Diagnostic and awareness activities.	<p>*Establishing modern schools according to the national building standards, making them safe and accessible to students with disabilities. These goals will be achieved through:</p> <ol style="list-style-type: none"> Adapting a school development plan that prioritizes the areas most in need of expanding and increasing the sector's activity, and redistributing the school map to match long-term demand. Developing a system and database that includes school maintenance work. Adopting and developing special building standards. 	<p>* Operationalize and scale up the operational plan for the inclusive education (in its broader concept of inclusion and diversity in education to include all vulnerability concepts, i.e. disability, gender and learning difficulties) and establish a mapping update to the inclusive education 10th year strategy.</p>



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System Strengthening	Institutional Performance Management	Basic and Primary Education Core	Ensure that all students receive an equal, efficient and high-quality education that includes primary and secondary students and guarantees effective educational outcomes in line with the life requirements and labor market needs	Providing qualified human resources to the educational system as well as developing and sustaining them,	<ul style="list-style-type: none"> Developing the organizational structure at all administrative levels in line with the new directions of decentralization. Preparing the procedural manual for educational institutions that identifies the criteria of the quality and classification of these institutions in the country (Educational Quality and Accountability Unit). Training a team of (21) assessors on the new framework for schools. Providing awareness for (300) private schools on the general framework for the educational institutions quality standards and their classification by the assessors of the Education Quality and Accountability Unit. Developing a platform for the Quality Education and Accountability Unit to exchange the assessment reports. Preparing the training manual for Quality Education and Accountability Unit. This manual includes the self-assessment program and the applications of total quality management as well as the conversion of the evaluation report into an executive plan. A group of public and private schools will receive training on the self-assessment program. Enhancing the support provided by the educational councils to the schools' networks. 	<ul style="list-style-type: none"> Delegating more authorities to the schools and field districts to enable the Ministry of Education to focus on developing effective strategies and making tangible improvements. 	<p>1-Raise the number of qualified teachers and increase their participation at Queen Rania Al Abdullah Award.</p> <p>2-Raise the percentage of women in leadership positions at MoE.</p>		<ul style="list-style-type: none"> * Review and update the School and Directorate Development Program to ensure the preparation of MoE annual plans based on the actual needs of the directorates and affiliated schools. * Simplify and improve the services provided by the Ministry through a review and preparation of a new directory/platform of services and provide the necessary funding for that.



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System Strengthening	Education Management Information System	Basic and Secondary Education Core: Employing educational technology through the E-connection and Protection Project for the Ministry of Education and its schools.	Ensure that all students receive an equal, efficient and high-quality education that includes primary and secondary students and guarantees effective educational outcomes in line with the life requirements and labor market needs	Enhancing innovation and excellence in the education system to ensure effective educational policies that contribute to achieving the priority goals of the education sector in Jordan.	<ul style="list-style-type: none"> Developing a comprehensive plan of the next phase to develop and update OpenEMIS system. Completing the linkage of the information management system with the new learning management system "NoorSpace". Developing a comprehensive database for the e-connectivity to all facilities of the Ministry of Education, including the field directorates and the schools. Developing the Education During Emergency Plan, which includes the roadmap for technological development and the educational platform. The implementation is underway. 	Enhancing the employment of technology to improve teaching and learning (updating computer labs and other devices in all schools to improve the teaching and learning process.	1- Rehabilitating the computer laboratories at schools, providing them with an adequate number of devices, and linking them to the Internet.		<ul style="list-style-type: none"> * Operationalize a policy for the use and application of OpenEMIS services so that they become part of the job description for stakeholders at all administrative levels to ensure the update and accuracy of data entered and provide for decision making. * Support the technological infrastructure in schools with internet connection technologies (Internet Wifi) and necessary computer equipment (computers, laptops, tablets).
	Risk and Crisis Management	Basic and Primary Education Core			<ul style="list-style-type: none"> Developing an action plan to equip the Disaster Recovery Data Center in the Crisis Center to back up the data of OpenEMIS system. 				<ul style="list-style-type: none"> * Review and develop the risk and crisis management strategy, system and tools at the Ministry of Education. * Develop and adopt blended learning policy.



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Quality	Curricula and Assessment	Basic and Primary Education: Quality	Ensure that all students receive an equal, efficient and high-quality education that includes primary and secondary students and guarantees effective educational outcomes in line with the life requirements and labour market needs	<ul style="list-style-type: none"> Improving the quality of education contributes to preparing good citizens who belong to their country 	<ul style="list-style-type: none"> Surveying all textbooks of all grades to identify the inclusion of the twenty-first century skills, life skills and core and developing the survey's reports. Applying the national test to control the quality of education for grade ten through Darsak platform as a result of Corona pandemic (the number of applicants is 86,767) Training new supervisors in the Examinations Directorate on the classroom assessment and performance indicators. Computerizing the registration service for the General Secondary Certificate exam for students sitting the exam more than once, and computerizing exams for a number of subjects. Holding the assessment test via Darsak Platform as well as the national test to control the quality of education for the grade eleven. Developing the accountability system (the General Framework for Quality Assurance Standards and Classification of Educational Public and Private Institutions in Jordan). 	<ul style="list-style-type: none"> Developing a system suitable for formative assessment and summative assessment simultaneously to accurately measure the performance of all students and their development according to their academic levels and classes. Updating the curricula at the basic and secondary education levels. 	<p>1-The results of Jordanian Students at the International test for Mathematics and Science (TIMSS); 500 Science, 550 Maths.</p> <p>2- The results of Jordanian Students at the International test for Mathematics and Science (PISA); 500 Science, 500 Maths, 500 Literacy.</p>	<p>1- Developing multi- tracks for the curricula and introducing the twenty-first century skills, critical thinking, and problem solving.</p> <p>2-Establishing a new framework, policies, and evaluation mechanisms for the basic and secondary education stages built on local and global best practices and adaptive and critical learning.</p> <p>3- Ensuring the compatibility of all assessments in the basic and secondary stages so that the center can accurately track and measure the development of the system and the performance of students at each stage of their education.</p> <p>4- Involving multiple stakeholders, including private sector leaders, to ensure the assessment is aligned with the skills and knowledge required for the labor market.</p> <p>5- Applying new assessment mechanisms after adopting the developed curricula and applying them gradually to enable teachers and students adapt to them. New assessment mechanisms are also applied for the Tawjih exam after several years of implementing the new curricula (after 5 years or more) to enable students adapt to them.</p> <p>6- Introducing new mechanisms to enable students express their opinions and help them define their goals and measure their progress. This will also increase their self-confidence to choose their academic and social future.</p>	<p>* Ensure the best adaptability and continuous flexibility of the national curricula to meet evolving developments, like blended learning pedagogy and inclusivity mainstreaming (gender and disability)</p> <p>* Develop the national assessment system and enhance the role of the Examinations Directorate in international studies.</p>



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Quality	Information and Communication Technology in Education	Basic and Primary Education Core: Innovation	Ensure that all students receive an equal, efficient and high-quality education that includes primary and secondary students and guarantees effective educational outcomes in line with the life requirements and labour market needs	Enhancing innovation and excellence in the education system to ensure effective educational policies that contribute to achieving the priority goals of the education sector in Jordan.	<ul style="list-style-type: none"> Developing the Education During Emergency Plan, including the roadmap for technological development and the educational platform. The implementation is underway. Launching the first phase of the NoorSpace learning management system in cooperation with Manaseer Company. Completing the survey and technical studies necessary to start the second phase of the E-connection and Protection Project, which includes linking the remaining 800 schools and administrative sites. Several bids were tendered for the provision of technical equipment to supply schools in all field directorates, as follows: <ol style="list-style-type: none"> Tender for the supply of 1,700 computers and 50 Multi-seat laboratories in 169 schools Tender for the supply of 2,200 computers, 129 printers, 129 interactive panels and a projector in 205 	<ul style="list-style-type: none"> Developing and raising the efficiency of the technological infrastructure in the Ministry of Education and at all administrative levels (the school, the directorates of education, the center of the ministry), including the establishment of a learning management system, the development of a distance learning platform based on interaction and adaptation, effective management of the learning and teaching resources and supervision and teacher training Developing and activating administrative and educational information management systems and promoting the use of data for decision-making. Developing and activating the e-learning and distance learning management systems Employing information and communication technology in the classrooms by implementing a set of 	<p>1-Increase the number of schools connected to the internet to 96%.</p> <p>2- Manage and activate education management systems and e-exams.</p> <p>3-Build human resource capacities in ICT field.</p>	<p>*Improving the interactive features of the e-learning platform.</p> <p>1- Developing ICT infrastructure in schools and ensuring proper internet connection.</p> <p>2- Updating computer laboratories in all schools to enhance the teaching and learning process to be in line with the national strategy of information and communication technology, and providing teachers with the necessary equipment and devices to ensure their connection to e-learning .</p> <p>3- Developing a clear vision for integrating technology in education in line with the MoE's vision in the field of teaching and learning and the curriculum framework, and providing the necessary resources to translate this vision at the level of the classroom.</p> <p>4- Developing a comprehensive system for e-learning, including an interactive platform, and developing a dynamic, interactive and adaptive e-content in line with the curriculum, including learning difficulties and people with disabilities. This system should allow for continuous updating of the content and it should have the necessary technological equipment and tools to ensure using and developing an effective assessment based on critical thinking and adaptive learning.</p> <p>5- Developing and implementing a monitoring and evaluation framework to measure the efficiency of</p>	<p>Update and strengthen the infrastructure and sustainability of educational technology in order to institutionalize information and communication technology in education .</p>



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					<p>schools</p> <p>3. Tender for the supply of 4000 computers, 500 printers, 350 projectors, 350 interactive panels in 282 schools.</p> <ul style="list-style-type: none"> Expanding the interactive curriculum initiative, where 17 schools were added in addition to the introduction of the curricula of the first three grades. Completing the pilot phases of several digital projects and initiatives Completing the Rubicon platform for science and mathematics courses for all grades. Completing the first phase of the e-archiving system for all field directorates. 	<p>educational initiatives to support interaction, peer work and homework.</p> <ul style="list-style-type: none"> Atomizing services and providing e-services Developing a system of examinations and tests in order to control the quality of education and assessment 100% electronic connection Developing a national assessment framework that includes the recommendations for reformulating the national examinations in line with international and local best practices. Developing a Learning Management System (LMS) and the Students Assessment System. 		<p>technology integration in all aspects of education including curriculum, student learning, teacher training, data management and assessment.</p> <p>6-Provide schools with IT experts to provide assistance and to support ICT functions and maintenance.</p> <p>7-Developing the needs assessment tools to determine the necessary training for teachers, principals and supervisors, and conduct the appropriate training.</p> <p>8-Determining the possibility of appointing ICT coordinators in schools to support teachers in developing their ICT skills and integrating them into teaching and learning, as well as organization and management.</p>	



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Quality	Safe and stimulating school environment	Basic and Primary Education: Fair and equal opportunities	Ensure that all students receive an equal, efficient and high-quality education that includes primary and secondary students and guarantees effective educational outcomes in line with the life requirements and labour market needs	<ul style="list-style-type: none"> Improving the quality of education contributes to preparing good citizens who belong to their country 	<ul style="list-style-type: none"> Increasing the number of schools with safe, stimulating and attractive environment for male and female students by 30% annually. Conducting activities that aim to reduce bullying as included in "Together towards a Safe School Environment Campaign" in cooperation with UNICEF. Training on the Student Negotiation Program as one of the ways to reduce violence and bullying. Implementation of the (My Activities) program, which teaches students the required life skills to provide safe space for students at school. 	Increase the percentage of schools that are considered safe to 100% by 2025	1-Increase in percentage of schools reported as being safe to 100% by 2025. 2-Increase in number of schools participating in school feeding programs to include all poverty-stricken areas within directorates of MoE.		* Develop and institutional public remedial education for grades from 1-11, that will establish the foundation for a long-term/sustainability learning poverty response strategy and plan.



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Human Resources	Developing and licensing educational leadership	Basic and Primary Education: Accountability	Ensure that all students receive an equal, efficient and high-quality education that includes primary and secondary students and guarantees effective educational outcomes in line with the life requirements and labour market needs	Providing the educational system with qualified human resources and developing and sustaining them.	<ul style="list-style-type: none"> Developing the Terms of Reference for investing the technical support provided by both parties to complete the professional development curriculum, evaluation mechanisms and the remaining standards of the teacher's profession charter. Preparing the guideline for multilateral evaluation "Teacher Rank System". Designing a plan for the States Reading Test (Perls). Developing a performance evaluation policy and building an evaluation methodology and tools for the professional license. Delivering training for 439 educational leaders on the educational leadership program. Forming the Professional License Accreditation Committee. 	<ul style="list-style-type: none"> The Ranking System: Issuing Regulation No. (35) / 2020, which is a modified system for the Teacher's Ranking System of the Ministry of Education and replacing the aforementioned system. Adopting the New Teachers' Program implemented in the Ministry as a mandatory requirement to obtain the professional license of the Teachers' Category. Ensuring that school principals obtain the necessary knowledge and experience and delivering the necessary training for them to support the teaching and learning process. 	<p>1-The percentage of qualified teachers at the national level.</p> <p>2-The number of teachers who have participated in Queen Rania Al Abdullah Award is 4100.</p>	<ul style="list-style-type: none"> Approving the accreditation system for service providers to enable the MoE to review training programs and link them to the career path and teacher performance, and start licensing training service providers. 	<ul style="list-style-type: none"> Align the new ranking system with the licensing of teachers and leaders (the "Professional License"). Prepare standards for teachers of vocational education branches and administrators. Establish training centers in all directorates to support the quality enhancement/strengthening of training outputs and ensure refresher and sustainable training interventions.



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Human Resources	In-service teacher development and teacher licensing	Basic and Primary Education: Quality	Ensure that all students receive an equal, efficient and high-quality education that includes primary and secondary students and guarantees effective educational outcomes in line with the life requirements and labour market needs	Providing the educational system with qualified human resources and developing and sustaining them.	<ul style="list-style-type: none"> • Adding the class teacher specialization to the pre-service teacher qualification program. • Training (952) educational supervisors on the ToT Program. • Holding the Jordanian New Teachers Program exam for (4,197) teachers, and (1,254) teachers teaching Syrian student. • Delivering training for (1985) teachers on the financial education program. • Completing the teacher's Career Path by the Ministry of Education. • (69641) male and female teachers, principals and principals have been trained on professional development programs. • Delivering training for (7529) male and female teachers from the networks of mathematics, science and Arabic language in cooperation with Queen Rania Academy. • Completing the professional development curricula (for teachers, supporting jobs and school leadership). • Developing more than 20 high-quality in-service programs. • Developing the Professional Licensing and Practice Framework. 	<ul style="list-style-type: none"> • Developing (28) training programs and professional development curricula based on the professional and specialized standards of the Teaching Profession Charter. • Developing the Project on Building the Teachers' Capacity and the Educational Process (2019-2024) • Designing the In-service Professional Development Programs for Teachers. • Completing the preparation of the professional development programs. • Reading and Math initiative: Preparing training materials for kindergarten and the first three grades. 	----- ----- ----- ----- -----	Endorsing the principles and instructions of the ranking system, the licensing, the professional development and the multi-purpose evaluation.	<ul style="list-style-type: none"> • Improve the quality of in-service training to teachers by enforcing the accreditation system to the in-service training and strengthen the team of trainers through also enforcing the accreditation system to trainers



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Human Resources	Teachers' selection, recruitment and pre-service qualification.	Basic and Primary Education: Quality	Ensure that all students receive an equal, efficient and high-quality education that includes primary and secondary students and guarantees effective educational outcomes in line with the life requirements and labour market needs	Providing the educational system with qualified human resources and developing and sustaining them.	<ul style="list-style-type: none"> Developing the Pre-service Teachers' Qualification Program to include new specializations and more teachers. The Ministry is currently working on expanding the scope of the Program in universities, as four universities have been identified and the Program will start in Mutah University. Completing detailed technical documents such as the Standards, the Professional Development Curriculum and Evaluation Methodology. Issuing legislation related to the Ranking System (the Ranking instructions, the accreditation instructions for service providers, trainers and assessors). Updating the supervisory forms and preparing three software for the tasks of the supervisors, heads of divisions and directors. Modifying the follow-up and evaluation tools of the training program to go in line with distance training. Initiating the implementation of a follow-up study for the Educational Leadership Program 202. (500) teachers graduated from Queen Rania Teacher Training Academy. Those teachers received pre-service training and are recruited by the Ministry of Education. 	<ul style="list-style-type: none"> Developing the Pre-service Teachers' Preparation and Qualification Program (2019-2025). This Program is carried out in partnership with the private sector, with a focus on practical training and on-the-job training. Designing professional development programs for new teachers. 	The percent age of qualified teachers at the national level is 95%.	<ol style="list-style-type: none"> Developing the training programs (pre-service/in-service) for inclusive education, and expanding the pre-service teacher training program in all universities. Designing a project to develop a training platform and diversify training programs in align with the professional development standards and policies. Designing system of incentives in collaboration with the Civil Service Bureau to distinguish the graduates of the pre-service training program and give them the priority for appointment to encourage the expansion of the program and motivate universities to this expansion. Expanding the training of teachers and educational supervisors on digital transformation. 	<ul style="list-style-type: none"> Institutionalize a scholarship system for graduates of the four main subjects to attend pre-service teacher diploma. Scale up the pre service diploma to universities of the kingdom



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Vocational Education	Increasing Access	Vocational Education Core	<ul style="list-style-type: none"> Increasing the number of young people and adults who possess technical and technical skills compatible with the labor market needs and enable them to obtain suitable jobs and provide them with entrepreneurship opportunities. 	<ul style="list-style-type: none"> Increasing access to and improving the quality of vocational education 	<ul style="list-style-type: none"> Allocating financial advances to the field directorates to conduct various vocational guidance programs. Establishing a number of industrial schools in line with the Ministry's plan to increase students' access to vocational education (Al-Muwaqar School is operational and the Industrial School in Zarqa is under construction). Equipping and upgrading 67 workshops and establishing 10 workshops for the branches of industrial education and home economics. Delivering the educational requirements for the establishment of Hotel and Tourism Education Branch to three private schools. Preparing for the establishment of a Hotel and Tourism school for males in Aljamia' Directorate and for females in the Qasbah Irbid Directorate. 	<ul style="list-style-type: none"> Developing and implementing a comprehensive plan to increase the enrollment of vocational education students. This plan focuses on choosing vocational education as a priority in accordance with best practices and experiences as well as strengthening Vocational Guidance Program in schools. 	1-Increasing the employment rate of vocational education graduates. 2-Increasing the enrollment rate of students in vocational education.	1- Implementing the E-TVET program starting from the ninth grade, aligning its outputs with the requirements of the labor market, and developing career paths in collaboration with colleges, universities and vocational training centers. 2-Raising teachers' competency and increasing the number of vocational education schools.	<ul style="list-style-type: none"> Restructure the education pathways after the ninth grade as follows: <ul style="list-style-type: none"> ^There will be a metric test after the ninth grade, and it will be the basis for distributing students to the different educational paths, which are: <ol style="list-style-type: none"> Vocational pathway Academic pathway Professional license pathway



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Vocational Education	Improving Quality	Vocational Education Core	<ul style="list-style-type: none"> Increasing the number of young people and adults who possess technical and technical skills compatible with the labor market needs and enable them to obtain suitable jobs and provide them with entrepreneurship opportunities. 	<ul style="list-style-type: none"> Increasing access to and improving the quality of vocational education 	<ul style="list-style-type: none"> Preparing training programs for teachers of all branches of vocational education. Developing a database for the administration in the Division of Professional Relations and Information / MD of Vocational Education. Preparing a training agreement between Al-Balqa Training University and the Ministry of Education. Developing the training platform for vocational education under the supervision of the Vocational and Technical Skills Development Authority. This Platform will provide training for a number of teachers and administrators. Preparing and developing an e-system to determine the training needs of vocational education teachers in partnership with the Vocational and Technical Skills Development Authority. Developing 6 new professional subjects that are linked to the labor market and developing new professional paths. Developing the vocational guidance manual and delivering the relevant training as well as establishing a center for guidance. 	<ul style="list-style-type: none"> Developing and implementing a comprehensive plan to increase the enrollment of vocational education students. This plan focuses on choosing vocational education as a priority in accordance with best practices and experiences as well as strengthening Vocational Guidance Program in schools. 	1-Increasing the employment rate of vocational education graduates. 2-Increasing the enrollment rate of students in vocational education.	----- ----- ----- -----	<ul style="list-style-type: none"> * Develop a framework based on MOE's developed strategic plan for ETJET and the supply and demand data updates and skills mismatch findings to labor market to establish an evidence based methodology and sector-wide roles and responsibilities to govern the institutionalization of well linked vocational education to labor market and economy recruitments of Jordan. * Support the operationalization of the ETJET strategic plan for 22-24 and the framework to acquire all needed infrastructure and institutional capacity building.