

**REQUEST FOR EXPRESSIONS OF INTEREST**  
**(CONSULTING SERVICES – FIRMS SELECTION)**

**Project Name: Restructuring of Jordan’s Education Ecosystem**

Loan No. /Credit No. / Grant No:

**Assignment Title: Restructuring of Jordan’s Education Ecosystem**

**Reference No. [JO-MOE-67050-CS-QCBS](#)**

The Ministry of Education (MoE) has received financing from the World Bank toward the cost of the Jordan Education Reform Support Program-for-Results (JERSP). Project, and intends to apply part of the proceeds for consulting services to the ministry.

The consulting services is to carry out a thorough **Restructuring of Jordan’s Education Ecosystem**.

The detailed Terms of Reference (TOR) for the assignment can be found on the following websites: [www.moe.gov.jo/Bidding/](http://www.moe.gov.jo/Bidding/) [International Bidding](#)

The firm will work with the Ministry of Education to develop (1) Conduct a review of *school expansions* to assess the manner in which land acquisition including grievance redress has been carried out over a previous 2-year period to the current date. (2) Where there are gaps with the World Bank’s PforR Core Environmental and Social Principle #4 identified, propose a corrective action plan that will bring land-related processes into line with the requirements. (3) Prepare Standard Operating Procedure (SOP) for land acquisition processes to be applied by the Ministry going forward for all school expansions under the program (although it should be designed to be applied beyond the boundaries of the program).

The Ministry of Education (MoE) invites eligible consulting firms (“Consultants”) to indicate their interest in providing the Services. Interested Consultants should provide information demonstrating that they have the required qualifications and relevant experience to perform the Services. The shortlisting criteria are: (1) consulting firm qualifications and past experience in **Restructuring of Jordan’s Education Ecosystem**, (2) relevant experience in at least two countries, (3) relevant implementation experience in at least one country. (ii) Relevant and strong staff experience in working on developing strategy.

The interested firm that they are qualified to this EOI should provide information demonstrating that they have the required qualifications and relevant experience to perform the Services, and should include brochures, description of similar assignments, experience in similar conditions, summaries of the firm’s capability, availability of appropriate skills among key staff with short biographies (one paragraph), availability of resources, and snapshots of relevant professional experience.

Consultants may associate with other firms in the form of a joint venture or a sub consultancy to enhance their qualifications.

Only short-listed Consultants will be subsequently asked to submit their technical and financial proposals as per templates of the Request for Proposals.

The Consultants will be selected in accordance with the World Bank's "Procurement Regulations for IPF Borrowers" July 2016 revised November 2017 and August 2018 ("Procurement Regulations"), setting forth the World Bank's policy on conflict of interest.

Consultants may associate with other firms to enhance their qualifications, but should indicate clearly whether the association is in the form of a joint venture and/or a sub-consultancy. In the case of a joint venture, all the partners in the joint venture shall be jointly and severally liable for the entire contract, if selected.

Consultants will be selected in accordance with the Quality Cost Based Selection (QCBS) method as set in the "Procurement Regulations".

Further information can be obtained at the address below during office hours (0830 to 1530 hours).

Expressions of interest must be delivered in a written form to the address below (in person, or by mail, or by e-mail) by August 31<sup>st</sup>, 2022 by 13:00 p.m. (Jordan time).

Ministry of Education

Attn: Eng. Raed Khlaifat

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**Hashemite Kingdom of Jordan**  
**Ministry of Education**  
**Jordan Education Reform Support Program**

**Restructuring of Jordan's Education Ecosystem**  
**Terms of Reference (TORs)**

**1. BACKGROUND**

The Hashemite Kingdom of Jordan has embarked on extensive and ambitious reforms by launching three pathways to modernization: political, economic, and administrative. These visions and strategies have been cascaded into detailed 3-year executive programs with very clear priorities and initiatives assigned to all ministries and government entities. Two of the three pathways, the Economic Modernization Vision ([Link](#)) and the Public Sector Modernization (PSM), prioritized reforming the education sector to better prepare local talents to meet future skill requirements and enhance their quality of life. More specifically, the Economic Modernization Vision identifies seven critical objectives, one of which being "Smart Jordan", which focuses on education and human development and ties directly to key priorities of the kingdom's leadership. Notable initiatives highlighted under this objective include integrating and unifying the governing bodies of the education system and establishing a single entity specialized in Human Resource Development.

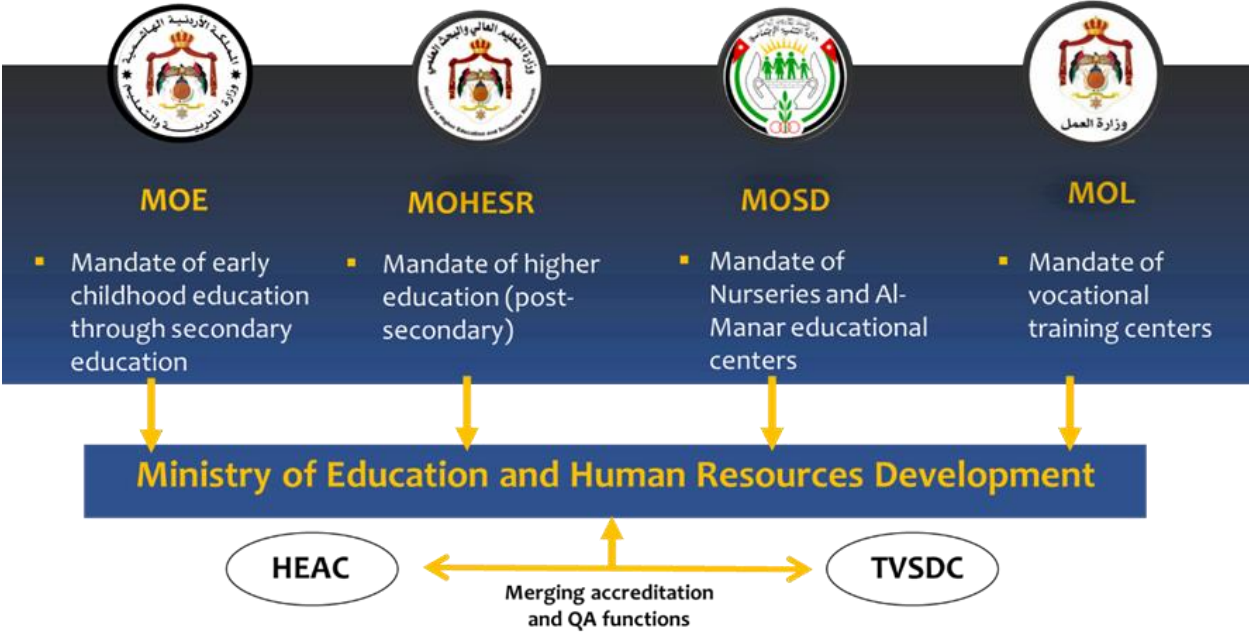
To actualize this vision, the Public Sector Modernization (PSM) roadmap ([Link](#)) has specifically addressed restructuring the education sector in Jordan under its "organizational structure and governance" pillar. This roadmap proposes to centralize educational policy-making alongside planning, programming, and educational services to support citizens' lifelong learning trajectories across all phases - from early childhood development and education to primary and secondary education, higher education, and TVET. This new direction is also aimed at introducing and adopting the concept of micro-credentialization which supports citizens' ability to adapt to evolving needs of the job market, both locally and globally.

The Government of Jordan envisages this being achieved through creating a new Ministry of Education and Human Resources Development responsible for comprehensively and cohesively administering and regulating all stages of education. The Government proposes to do this through a number of initiatives which are as follows:

<b>Tentative timeline</b>	<b>Initiative</b>
2022-2024	The merger of the Ministry of Education and the Ministry of Higher Education and Scientific Research

2022-2023	Relocate the function of curricula development from the Curricula Managing Directorate at the MoE to the National Center for Curricula Development (NCCD)
2022-2023	Move the nurseries and Al-Manar Educational Centers' management function from the Ministry of Social Development to the Ministry of Education and Human Resources Development
2022-2024	Consolidate the Accreditation and Quality Assurance Commission with the Technical and Vocational Skills Development Commission in one entity that report to the minister of Education and Human Resources Development to have one entity for QA and accreditation
2022-2024	Abolish the Vocational Training Corporation and transfer TVET functions to the Ministry of Education and Human Resources Development

The Figure below reflects the government's vision in consolidating mandates of current ministries into one Ministry.



The restructuring of the Education ecosystem will be one of the key areas supported under the Jordan Education Reform Support Program-for-Results (JERSP). JERSP is a US\$300 million operation financed by the World Bank with the objective to expand access to quality early childhood education, and to improve student assessment and teaching and learning conditions

for Jordanian children and Syrian refugee children. Under the program, the World Bank will support MOE in the restructuring and reorganization of the Education sector/ecosystem.

## 2. OVERVIEW OF JORDAN'S EDUCATION SECTOR

In Jordan, the oversight of K-12 education falls under the purview of the Ministry of Education (MOE), while post-secondary higher education (including technical education) is managed by the Ministry of Higher Education and Scientific Research. As for TVET, MOE is responsible for vocational secondary schools, while the post-basic level (excluding community colleges) as well as applied vocational education, administered by the Vocational Training Corporation (VTC), is under the authority of the Ministry of Labor. The educational journey commences with a two-year cycle of preschool education (ages 4-5), followed by a compulsory basic education for a period of ten years (ages 6-16), then two years of secondary academic or vocational education after which students sit for the General Certificate of Secondary Education Exam (Tawjihi). Those who pass the Tawjihi can transition to higher education. Spanning these stages, a number of governmental entities play roles in areas from regulatory and governance functions to direct educational service delivery. The involved entities include:

1	Ministry of Education (central managing directorates and 42 field directorates)	<b>Governance and regulation</b>
2	Ministry of Higher Education and Scientific Research	
3	Ministry of Labor	
4	Education Council and Higher Education Council	
5	Accreditation and Quality Assurance Commission for Higher Education Institutions	<b>Accreditation and curriculum</b>
6	Technical and Vocational Skills Development Commission (TVSDC)	
7	National Center for Curriculum Development (NCCD)	
8	Universities (public and private)	<b>Service Delivery</b>
9	Schools (public and private)	
10	Vocational Training Corporation	
11	Al-Balqa Applied University and colleges	
12	TVET institutes (public and private)	
13	National Center for Human Resources Development (NCHRD) – research, international assessment	<b>Support services</b>
14	Queen Rania Teacher Academy (QRTA) - teacher training	
15	Queen Rania Foundation – research (focused on literacy)	

The next 5 years are a pivotal period for education in Jordan. Capitalizing on the potential of a demographic dividend (66 percent of the country is below the age of 30) will necessitate significant policy reforms to improve learning outcomes and prepare students for skills demanded by the labor market. Students spend an average of 11.1 years at school, but this falls to 7.7 years when adjusted for learning outcomes. Results from recent various international assessments are encouraging, but also highlight the importance of targeted reforms towards the areas in the system that would have the greatest impact on learning outcomes. A student lifecycle approach can provide the structure for pinpointing these key areas and begins with limited access to formal Early Childhood Education (ECE) centers for four and five-year-olds (Total KG1 and KG2 enrollment is at 32 percent). As a result, many students enter primary education unprepared. For the majority who enroll in the public education system, they must also contend with overcrowded and understaffed classrooms in the largest urban areas. This forces MOE to utilize mitigation policies like double shifting of students, and places considerable burden on the ability to allocate qualified teachers across the early years. In the final year of secondary education, students must sit for the Tawjihi, a high-stakes examination that certifies school completion and qualifies those who succeed into higher education. Many students, particularly those with limited access to supplementary education tools such as tutoring, do not sit for the exam. This is depicted by the drop in enrollment in secondary programs (68 percent) and the high rate of youth not in employment, education or training (35 percent).

### **3. OBJECTIVE OF ASSIGNMENT**

The Government of Jordan seeks to engage a reputable and established consulting firm to support the implementation of the PSM vision for the Education ecosystem and design an effective operating model with the key functions (both core and supporting functions), governance structure and detailed implementation roadmap.

### **4. DETAILED SCOPE OF WORK**

#### **Task #1: Rapid Assessment and Benchmarking**

##### **I. Current State Assessment**

The firm would need to conduct a rapid assessment using both primary and secondary research methods to develop a comprehensive view of the educational sector in Jordan. This would encompass both review of documents such as strategic and national plans (including the economic modernization vision and executive plan, the public sector reform plan and roadmap, the national strategy for human resources development, the education strategic plan among others) and reports by development partners and implementing agencies, as well as conducting interviews with all stakeholders. The list of stakeholders to be interviewed needs to be reviewed and approved by the government. It is expected that more than 15 interviews will be conducted with key stakeholders. The current state assessment is expected to take into account all aspects of the education sector which includes but is not limited to:

- **National context, strategic direction and future aspirations of Jordan** which include: 1) human capital development as a key driver for economic growth; (2) coordinating policies across sectors to ensure the outputs of the education system are well-aligned with the evolving demands of the future labor market; (3) focusing on lifelong learning and micro-credentialing; 4) equipping national human resources with the necessary skills for the job market, both locally and globally; 5) continuous professional development of teachers and trainers; 6) universalizing pre-primary education; 7) Mainstreaming EdTech, (8) reforming assessment/examination system among others.
- **Governance model** including roles and responsibilities and decision making matrices of all entities/stakeholders involved in governance, regulation and delivery of services across the learning journey of citizens (starting from early childhood development and education to higher education and lifelong learning).
- **Overall operating model** including existing key functions, processes, and systems, as well as interactions between the different entities and parties.
- **Institutional capacity** both in terms of human resources and assets in order to optimize the utilization of available resources.
- **Digitization in education** and how it can contribute to the restructuring and modernization of the sector and be integrated seamlessly. Including evaluating the current digital/technology infrastructure.

## II. Benchmarking and leading practice assessment

As part of the assessment, the firm will conduct a benchmarking exercise that covers at least 3 countries. The benchmarking would cover the setup of education sectors in countries that are comparable to the Hashemite Kingdom of Jordan<sup>1</sup>. The leading practice assessment on the other hand, would focus on latest and emerging trends in the setup of educational sectors around the world, and is expected to shed light on considerations to account for in the design phase of Jordan's educational ecosystem.

### Task #2: Design

Based on the outcomes of the current state and the benchmarking and leading practice assessments, the consultant will conduct an extensive gap analysis and consultations with key government stakeholders to identify the following:

- Identify and collate key risks and challenges, as well as benefits and opportunities for the restructuring of the educational ecosystem in Jordan
- Define the Vision, Mission and Strategic outcomes in the medium to long term
- Define guiding principles to be taken into consideration in the design of the Jordanian educational ecosystem

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<sup>1</sup> The countries would be agreed upon jointly between the consultant and the Government of Jordan based on criteria proposed by the consultant.

- Any missing or redundant functions and entities (examples include but are not limited to; quality assurance, infrastructure and maintenance, research and development, educational planning ...etc)
- Identify potential integration points based on the overlaps and gaps. This would involve consolidating similar functions and services, or creating new interfaces to ensure smooth coordination and collaboration across managing bodies.

Based on outcomes and findings from the assessment and gap analysis, coupled with the consultations with stakeholders and decision makers within the government of Jordan the consultant will go on to detail the governance and operating models which are expected to include (not exhaustive):

### I. Core values and key characteristics

With the strategic vision and mission as a foundation, the firm will support identifying and articulating the core values that will govern the ethos and operations of the new entity. Furthermore, it will assist in defining the unique characteristics that will shape its identity and cultivate its workplace culture.

### II. Key functions, processes and systems

It is expected that specific core and support functions of the new entity will be identified. The following steps are expected:

- **Function Design:** Based on the outcomes of the “assessment phase” and the gap analysis and design principles report, design the specific functions that the new entity will perform. These functions should align with the strategic objectives and operational needs of the new entity.
- **Process Mapping:** For each function, map out the key processes that need to be carried out. This includes the sequence of activities, the roles involved, the information required, and the expected outcomes.
- **System Design:** Design the systems that will support each function and process. These systems could include information management systems, decision-making frameworks, or workflow management tools. Digitization is key in system design, and should be integrated across all levels.
- **Integration/transition Planning:** Plan how these functions, processes, and systems will be integrated into the existing organization or introduced, how staff will be trained and moved into the new structure, and how ongoing activities will be managed during the transition.

### III. Organizational structures

Once the functions are defined, the organizational structures that will serve those functions should be determined, ensuring they are optimally tailored to meet the outlined strategic objectives. This would also include considering the establishment of ‘**delivery units**’ within concerned entities.



The organizational structure of the central ministry as well as the field directorates shall detail the following:

- **Detailed roles and responsibilities** for each organizational unit and field directorates to ensure smooth implementation, integration of tasks and achievement of objectives.
- **Reporting lines and communication channels** between different departments and positions, this includes a clear and detailed description of the vertical and horizontal relationships in the new Ministry and its field directorates.
- **Hierarchy** that supports efficient decision-making and streamlined processes, and decentralization requirements and options. This includes identifying the authorities that can be delegated within the Ministry and field directorates - level of **delegation of authority**.
- **Accountability measures** at all levels including defining performance metrics and standards at every level (individual, department, division and institution).

#### IV. Governance model

A solid governance model designed to secure the efficient operation and sound management of the new Ministry, while ensuring the achievement of its objectives in a manner that is both transparent and accountable with clear lines of authority, accountability, and communication. This model should promote efficient decision-making processes and robust oversight mechanisms as it is expected to act as the backbone of the new Ministry, fostering an environment that encourages responsibility and integrity, thereby driving the Ministry towards its objectives effectively.

#### Task #3: Strategize and Plan for Execution

Guided by the government's direction and vision, the firm is expected to develop the following:

##### I. Restructuring plan and Implementation Roadmap

This will entail defining the phases of execution, identifying strategic initiatives and programs, and setting key performance indicators (KPIs) and targets. This plan should clearly articulate the short-term and long-term goals of the restructuring, and the strategies to achieve them. In addition to a detailed Implementation roadmap and key milestones and checkpoints. This roadmap should provide a timeline for each phase of the restructuring plan, and detail the expected progress at each checkpoint. The implementation roadmap is expected to cover the following:

- **Initiatives:** Full list of initiatives needed to actualize the proposed design of the educational ecosystem.
- **Key phases and milestones.**
- **Detailed description:** for each initiative, the consulting firm will provide a detailed description, key activities and projects, rationale, expected implementation timeline, cost, relevant stakeholders, initiative owner, possible dependencies, requirements, and measures of success.

- **Priorities:** the implementation roadmap will also propose a prioritization scheme to prioritize the identified initiatives, and sequencing of implementation.

## II. High-level policy document

In addition, a high-level policy document will be developed to illustrate the findings and insights on the feasibility and the way forward. The policy document will be similar to a ‘business case’ geared towards facilitating high-level decision making and will contain:

- Definition of the end state of the education ecosystem
- Benefits of completing the restructuring
- To-be concept for the national ecosystem and the governance model following the reorganization
- Key functions and structures
- Outline of requirements and capabilities
- Headline risks and mitigations
- List of support entities required for success
- Critical success factors

*\*Regular consultations with all stakeholders through workshops, meetings, seminars and others are required throughout the three phases/tasks.*

## 5. EXPECTED DELIVERABLES

Phase	Expected Deliverables	Short Description
<b>Assessment and Benchmarking</b>	Current state assessment and benchmarking report	A current state assessment report using both primary and secondary research methods to develop a comprehensive view of the educational sector in Jordan. The current state assessment must include a detailed and visual representation of the different stakeholders/entities that have a stake in education in Jordan (ecosystem map), and must map out how they interact with one another. The report will also include a benchmarking review of 3 countries that are comparable to Jordan. The leading practice assessment would focus on latest and emerging trends in the setup of educational sectors around the world, and is expected to shed light on considerations to account for in the design phase of Jordan’s educational ecosystem.
<b>Design</b>	Gap analysis and design principles report	An extensive gaps analysis report identifying risks and challenges, as well as benefits and opportunities. The report will also include

		design guiding principles.
	Design document of Jordan's education ecosystem	The document will detail the governance and operating model including: (i) strategic vision and mission; (ii) Core values and key characteristics; (iii) key functions, processes and systems; (iv) organizational structures and (v) governance model
<b>Strategize and Plan</b>	Restructuring plan and Implementation roadmap	The implementation roadmap for transitioning into the proposed and agreed upon design option including phases, milestones, initiatives, activities, estimated resources, and timeline
	High-level policy document	The document will be similar to a 'business case' that will outline the end state of the education ecosystem, the benefits, the new governance model and functions, risks and mitigation measures, as well as key success factors.

## 6. PROJECT SCHEDULE

The total duration of this scope of work is 7 months, with two month contingency. An indicative timeline for each task is included below. The consulting firm is expected to review and suggest a timeline in line with its own approach and implementation methodology that is subject to modification depending on progress and coordination with MOE.

Phase	Months						
	1	2	3	4	5	6	7
Assessment							
Design							
Strategize and Plan							

<b>Consultations</b>							
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## 7. OVERALL CONSIDERATIONS

The consulting firm would need to account for a number of considerations and strategic priorities for the educational ecosystem including but not limited to:

- **Educational quality assurance** across all educational levels (relevant programs and departments include; the School and Directorate Development Program (SDDP), Education Quality Assurance Unit (EQUA), TVSDC, and the Accreditation and Quality Assurance Commission for Higher Education Institutions).
- **Improving service delivery.** The new Ministry is not only expected to take over the functions of other ministries, but significantly improve them by restructuring and employing better resources.
- **Decentralization of policy making and service delivery functions** in the educational ecosystem, taking into consideration the envisioned role, structure, and functions of the 42 field directorates that are spread across the Kingdom.
- Different **educational councils and their roles in ensuring the development of a unified and complementary educational policies** (e.g. The Council of Education, The Council of Higher Education, The Higher Council of the National Center for Curricula Development). Consideration must also be given to how such councils and their mandates would support the strengthening of **universities' autonomy** and decision making capabilities.
- The role and transition of the **National Center for Curricula Development to also manage examinations** in addition to curricula development (as per the NCCD's mandate in bylaw No. (33)/ 2017)
- **School construction, maintenance, rationalization, and double-shift schools** (including the integration of refugees and reducing number of temporary untrained contracted teachers)
- **Consolidation of TVET policies and service delivery in contrast to the current fragmentation in roles and responsibilities**, and ensuring the development of lifelong learning accredited pathways (e.g. currently the sector is fragmented between the MoE, MoHESR, and MoL), while having strong linkages to industry (sector skills councils and their role/mandate). In addition to implementing vocational education (school level) development to boost enrollment and successful graduation, it is essential to complement this effort in higher education by collaborating with universities. This collaboration aims to curtail admissions to oversaturated professions, thus incentivizing higher enrollment in vocational programs. For instance, a target of a 5% rise in vocational enrollment could be coupled with a corresponding 5% reduction in enrollment in academic specialties. This strategic shift would contribute to the overarching economic modernization objective of enhancing employment opportunities.

- **Strong Partnerships with Private Sector** that should extend beyond traditional 'infrastructure' projects and encompass educational service delivery. There is a strong need to have trusted and long-term partnerships with the private sector to improve the education outcomes.
- Alignment with the ongoing initiatives related to **teachers recruitment and training**. These would include initiatives under the Economic Modernization Vision, and the Civil Service Bureau (CSB) ongoing reform initiatives under the Public Sector Modernization Roadmap. Examples include initiatives to: (i) improve selection criteria for recruitment, (ii) start recruiting teachers through annual contracting/renewal based on performance to increase accountability (even before phasing out the CSB) and (iii) licensing framework for teachers whether for new or existing teachers (after attaining in-service diplomas).
- **Digitization** must be a cornerstone in the assessment and later on the formulation of any recommendations. This covers both **administrative systems (e.g. mailing and archiving, procurement, ..etc), and EdTech**, and would require coordination with the efforts of the Ministry of Digital Economy and Entrepreneurship. In addition to the need to have a dedicated and qualified unit at Queen Rania Center for digital transformation i.e. moving towards e-government.
- The consulting firm would be able to benefit from the **various and extensive reports/assessments undertaken by donors and development partners** to conduct the current state assessment.
- Reforming and transforming education is a key priority for most countries, and it's driven by the need to adapt to global trends and factors like the fourth industrial revolution, COVID and many others. However, it's important to note that such reforms and restructuring efforts are usually faced by numerous complications, both technical and political. The consulting firm would need to provide unparalleled technical expertise in structuring educational ecosystems, but should also be acutely aware of the **political economy** that would naturally influence the restructuring of Jordan's educational ecosystem. Accordingly, the consulting firm will have to be persistent in the **application of behavioral change and change management principles** throughout the project.

## 8. QUALIFICATIONS REQUIREMENTS

The Consultancy Firm must provide evidence of at least 5 similar projects, successfully completed, within the past 10 years, in education institutional reform, institutional/organizational restructuring, and human resources development policy/strategy formulation and implementation, globally and in the MENA region.

The composition of skills, competencies, and professional experience within the Consultancy Firm must cover:

- Management consulting
- Education (across all levels)
- Policy and strategy development and execution
- Public sector reform/public policy
- Governance

- Operational efficiency and performance improvement
- Organizational restructuring

The Consultancy Firm proposed **core** team must at least include:

- A **Project Manager/Director** with a masters degree in Education, Business Administration, Public Policy or a related field and a minimum of 15 years of experience in management consulting, with at least 5 years in managing transformation projects in operational efficiency, strategy formulation and execution and governance. This individual will manage the assignment and act as the main point of contact and project manager.
- An **Education Strategy Expert** with a masters degree in Education, Business Administration, Public Policy or a related field and minimum 10 years of relevant experience in planning and execution of national Education strategies in a number of countries.
- An **Public Policy/Governance Expert** with a masters degree in Business Administration, Public Policy or a related field and minimum 10 years of relevant experience.
- 2-3 **Project Analysts** with a bachelor degree in Education, Business Administration, Public Policy or a related field and minimum 3 years of experience in similar projects

The core team must have a strong command of English Language and must be familiar with the Jordanian or Middle East context. The core team must be based in Jordan for the entire timeline of the project and some of them are able to communicate in Arabic Language.

In addition to the core team, the extended team must include Subject Matter Experts who have a minimum of 15 years of experience (including government practitioners such as former Ministers) in each of the following fields:

- Early Childhood Development and Education
- TVET
- Higher Education
- Basic Education
- Behavioral Change
- Governance and Public Sector Reform
- Educational Planning
- Teachers' Training and Development