



***Ministry of Education***

***Education Strategic Plan***

***2018 - 2022***



***Amman 2018***





His Majesty King Abdullah II Bin Al-Hussein



## Foreword by HE Minister of Education

Inspired by the Royal Vision of His Majesty King Abdullah II Ibn Al Hussein's, the Ministry of Education is ensuring education is one of Jordan's top priorities. In seeking to achieve the recommendations of the seventh discussion paper, the Ministry is focused on building upon the achievements of the teaching and learning process, raising education standards to improve outputs, quality and competitiveness, and overcome challenges. Reflecting this goal, the Ministry has embarked upon the preparation of the Education Strategic Plan (2018-2022) using a broadly participatory approach. This has ensured the inclusion of significant contributions from the managing directorates, field directorates, various stakeholders and Ministry partners, with ongoing engagement and technical support from UNESCO and UNESCO's International Institute for Educational Planning (IIEP).

Within each element of the Plan, the Ministry has endeavored to integrate the objectives of the National Strategy for Human Resource Development (2016-2025), Jordan Vision 2025 and the 2030 Agenda for Sustainable Development. The objectives within the Plan are based upon the strategic vision and integrated analysis of both the internal and external environment as well as the identification of strengths, weakness and opportunities for improvement related to the six key domains, which are ECED, Access and Equity, System Strengthening, Quality, Human Resources and Vocational Education. These objectives also serve to highlight opportunities and challenges that the Ministry is facing through its analytical collaboration with partners and stakeholders. Some examples include the development of the M&E framework to assess planning and implementation, and the achievement of goals through procedures that boost institutionalization and accountability. With the overarching aim of improving the quality of education, the quality of outputs, and enhancing competitiveness, the Ministry will implement the Plan over the next five years.

Despite the impact of the influx of Syrian students into Jordanian schools, the Ministry has continued to provide quality education services to students affected by the crisis in cooperation with its development partners. This commitment remains strong while also seeking to ensure access and equality towards the vision of "Education for All", equity in the realms of both gender and special needs, improving enrolment rates, accommodating all age groups, providing a stimulating educational environment and developing awareness and health programs. To lessen the challenges to infrastructure, the Ministry is working in parallel to reduce the number of rented and double shift schools while also increasing amount of land available for school buildings and developing a maintenance system for schools. Such efforts require intensive cooperation, commitment and participation.

The Ministry has also been working to place greater emphasis on early childhood education by increasing the preschool enrolment rate, especially in the most densely populated areas. The importance of these efforts are underscored by enhancing institutional efficiency, upgrading kindergarten teachers' skills and promoting community participation.

Also of key importance is bolstering human resources to enhance capacity. A focus on teacher professional development programs hinging on incentives and rooted in increased salaries and opportunities works to motivate educators during key stages of their careers.

Empowering students to identify their learning paths according to their abilities and preferences while also ensuring opportunities for non-formal education, contributes to lifelong learning. The Ministry aims to provide quality educational services using an integrated policy tracking the quality of teaching and learning and acting as the general framework for curricula and assessment. This, in turn, assures the achievement of educational outputs, while keeping pace with the rapid development of information and communication technology, the provision of sustainable smart e-learning resources, and the development of the quality of Ministry electronic services.

In addition, the Ministry seeks to implement reforms to the existing vocational education process. The current stigma attached to vocational education and its associations with poor academic achievement must be broken. Additional specializations in line with the changing labor market requirements must be developed for both males and females, and the number of professional vocational training schools increased for students in the upper basic grades.

Moreover, the Ministry of Education has adopted ambitious development strategies and programs despite budgetary limitations in order to implement the prioritized programs of the next phase. This undertaking requires the support of partners and stakeholders and the achievement of common goals through the optimal use of available resources. Strong partnerships will allow the Ministry to achieve the objectives of the next phase, supporting infrastructure and

educational processes as a whole by updating legislative rules that ensure that the private sector plays a role in raising the level of educational services at the national level.

Despite the numerous challenges facing the Jordanian educational system, the Ministry welcomes the contributions of national and international partners in supporting the management and implementation of joint programs, assisting in the provision of required resources and supporting the realization of a modern educational system that forms a key element in building a prosperous future for upcoming generations.

Minister of Education,

Dr. Omar Razzaz



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## Abbreviations and Acronyms:

CPD	Continuous Professional Development
CRPD	Convention on the Rights of Persons with Disabilities
CTP	Comprehensive Training Manual for Kindergartens
DCU	Development and Coordination Unit
DoS	Department of Statistics
ECD	Early Childhood Development
ECED	Early Childhood Education and Development
EDWG	Education Donor Working Group
EMIS	Education Management Information System
EQUA	Education Quality and Accountability Unit
ERfKE I and II	Education Reform for Knowledge Economy Project
ESP	Education Strategic Plan
GDI	Gender Development Index
GER	Gross Enrolment Rate
GII	Gender Inequality Index
GIS	Geographic Information Management Systems
GoJ	Government of Jordan
GPA	Grade Point Average
HDI	Human Development Index
INTEL	Intel Education Program
ICDL	International Computer Driving License (Cambridge Program)
IMF	International Monetary Fund
ISO	Administrative Quality System
JESM	Jordan Education Simulation Model
JRP	Jordan Response Plan for the Syria Crisis
KG	Kindergarten
KPIs	Key Performance Indicators
MD SPR	Managing Director, Strategic Planning and Research
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoHE	Ministry of Higher Education
MoF	Ministry of Finance
MoPIC	Ministry of Planning and International Cooperation
NFE	Non-formal Education
NCHRD	National Center for Human Resources Development
NHRD	National Human Resource Development (Strategy)
PISA	Program for International Student Assessment
PPC	Policy, Planning and Coordination
QRC	The Queen Rania Centre



RAMP	Early Grade Reading and Mathematics Project
SDDP	School and Directorate Development Program
SIGI	Social Institutions and Gender Index
TIMSS	Trends in International Mathematics and Sciences Study
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
TWGs	Technical Working Groups
VE	Vocational Education



## Preface

The Ministry of Education (MoE) is working to address a plethora of challenges, as described in the situation analysis of this plan. To guide its efforts, the ministry has decided to develop this five-year national education strategic plan. This plan is aligned with the *National Human Resource Development (HRD) Strategy (2025-2016)*, which was developed by the National Committee for HRD at the request of His Majesty King Abdullah II. The HRD strategy aims to develop the education sector and human resources in general - in terms of access, quality, accountability, innovation, and mindset - in order to deliver the following:

- For the Kingdom: A workforce with the skills, qualifications, capabilities, and behaviors necessary to achieve Jordan's economic and societal ambitions.
- For children, students, and learners: The opportunity to realize their full potential as happy, healthy, empowered, and active citizens with a love for lifelong learning and an ambition to follow their own aspirations – academically, economically, and socially.
- For education providers and teachers: The capacity and tools to support learners across the Kingdom to realize their ambitions with respect, fulfillment and rewards to match.
- For the community as a whole: An education system and HRD system that all can be proud of, contributing to productive, collaborative, and resilient communities.

This national education strategic plan (ESP) is anchored in the goals of the HRD strategy, which are to “enable the Kingdom to meet its goals for sustainable development, which will be reflected in the development of the nation in economic, cultural, social, and environmental terms” and to “ensure that current and future generations possess the capacity to develop the skills and capabilities they need to live happy and fulfilled lives and collectively realize the ambition of a prosperous and resilient Jordan, capable of adapting to internal and external challenges.

In order to align this ESP with the HRD, the Steering Committee of the ESP was made up of several individuals, including the MoE Secretary General who was involved with the development of the HRD.

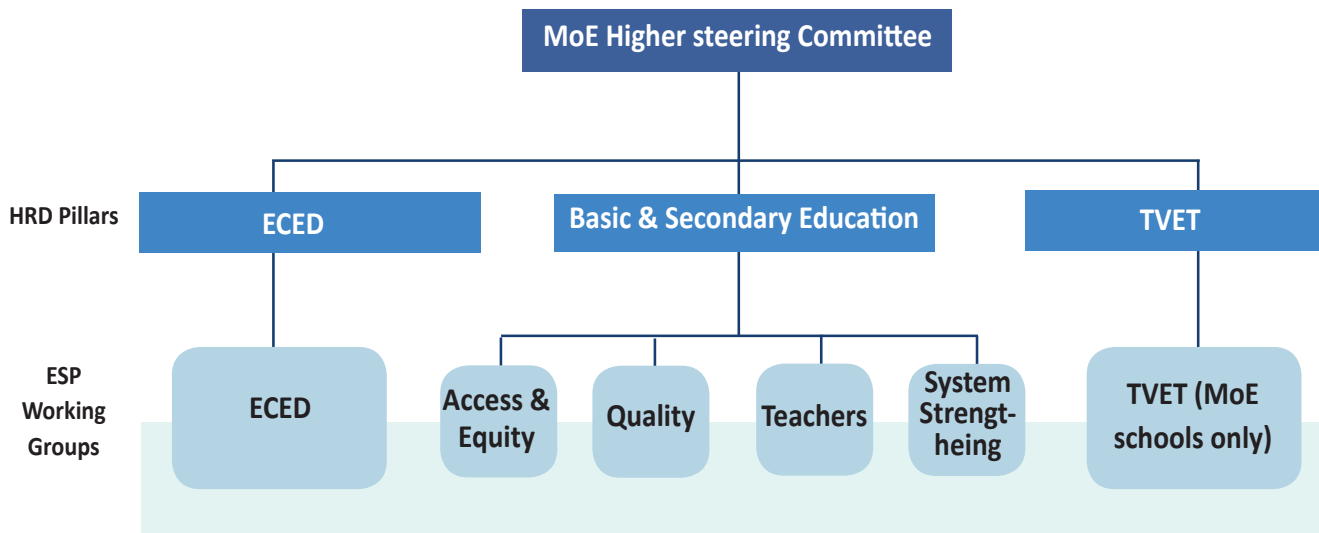
Additionally, the content of the HRD pillars were analyzed and discussed by six technical working groups as demonstrated in figure P1. To organize these technical working groups and ensure coherence between the HRD and the ESP, several key themes were identified by regrouping the main HRD themes. The HRD themes of infrastructure (including NFE and school planning), special needs education and refugee education were combined to form the access and equity domain, while the issues of decentralization, system strengthening, EMIS, and GIS made up the system strengthening component. The HRD themes of school feeding, community participation, curriculum and assessment, ICT in education, school leadership and safety were addressed in the quality component. The issues of teacher recruitment, licensing, certification and standards as well as teacher remuneration, incentives and teacher professional development, make up the human resources domain. Finally, it was agreed upon by the steering committee to keep Early Childhood Education and Development (ECED) and Technical Vocational Education and Training (TVET) as distinct domains. This thematic grouping is depicted in figure A.

Figure A: Aligning the HRD with the ESP

HRD Themes	ESP Domains
Infrastructure (including NFE and school planning)	Access and equity
NFE	
Special Needs Education	
Refugee Education	
Decentralization	System strengthening
EMIS, GIS	
Legislation, Policy	
School Feeding	Quality
Community Participation	
Curriculum and Assessment (including NFE)	
ICT in Education	
School Leadership	
Accountability	
Safety	
Develop a comprehensive program for current teachers	Human Resources
Set a special law for licensing and professional practice for school leadership posts	
Amend teacher classification, evaluation and promotion law	
ECED	ECED (MoE only)
TVET	TVET (MoE only)

One working group was responsible for ECED pillar, and one working group was responsible for the TVET pillar. The content of the Basic and Secondary Education pillar was divided across four working groups, namely access and equity; quality; human resources; and system strengthening.

**Figure B: Organizational arrangements for the development of the ESP**



This strategic plan is also aligned with Jordan 2015- 2025, which contains a long-term national vision based on a set of economic and social goals that the Kingdom of Jordan aspires to achieve. The latter states that “educational outcomes, the knowledge, skill and attainment levels of our pupils, is vital to the cohesion and vibrancy of our society and strength and competitiveness of our economy”. It also recognizes that Jordan’s education system “has significant potential to become an economic growth driver with very good job creation characteristics, but Jordan will need to focus on raising the quality of its educational institutions”. Jordan’s National Education Strategic Plan 2022-2018 will help achieve these visions and long-term goals.

The plan has been developed during a time of tremendous demographic and contextual challenges, as the Syria crisis entered its seventh year in 2017. The MoE is aware that the huge influx of Syrian refugee children into Jordanian schools strains the human and financial resources of Jordan’s education system. At the same time, however, the Ministry is committed to advancing the vision of quality education for all, including vulnerable Jordanians and refugees, in order to contribute to an economically strong and peaceful Jordan. This is in line with the goal set forward in the *Jordan Response Plan for the Syria Crisis 2016-2018*, “To ensure sustained quality educational services for children and youth impacted by the Syria crisis”. To achieve this, the Ministry “will work to boost the capacity of the public education system with much needed extra learning spaces, remedial/catch-up classes for those children who have missed out on weeks or months of schooling and access to improved and diversified certified alternative learning opportunities for children and youth”.

The Hashemite Kingdom of Jordan’s *Education Strategic Plan 2018-2022* is consistent with the above existing policy base, as well as the international *Education 2030 Framework for Action (2015)*, whose “vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs”. The plan will involve a concentrated focus on a few critical policy priorities consistent with those of international agreements, such as the Sustainable Development Goals. It is a further step in attaining SDG4, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The above mentioned technical working groups began their work with the development of a situation analysis, which seeks to highlight the main challenges in each area with which the education system is confronted. Based on this analysis, and drawing from the strategies mentioned in the HRD, the technical working groups identified the realistic objectives relevant to the five-year sector plan strategies and their related targets were identified and discussed within the MoE. A projection and simulation model were developed in order to allow MoE steering group members to test the feasibility of the plan by simulating several different scenarios for the costing of the plan and the MoE agreed upon one, using the first of these scenarios.

### Our Vision

A leading belonging, participatory educational community that is committed to values, with a scientific and excelled approach that leads to internationality.

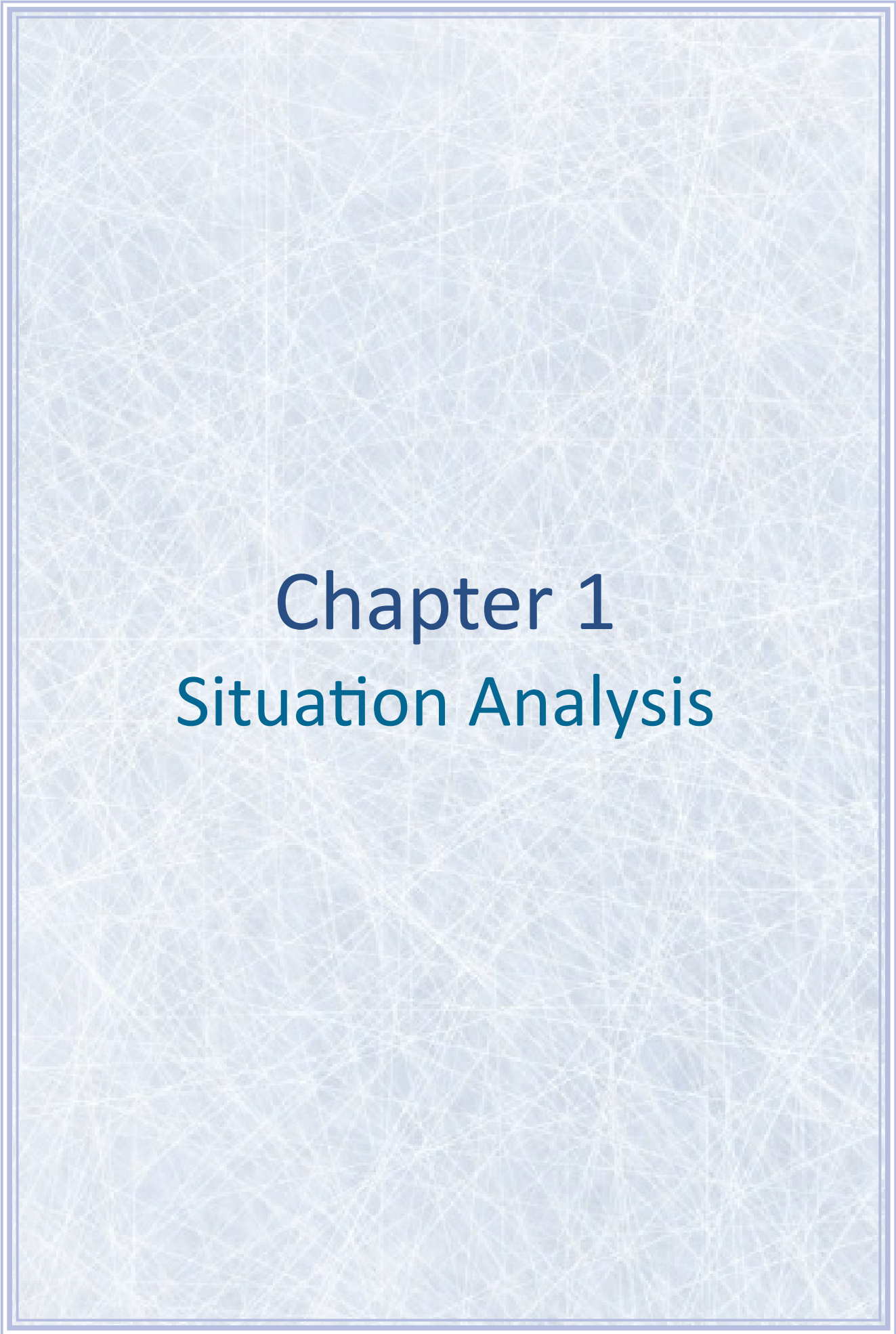
### Our Mission

Provide equal opportunities for a high-quality education that provides learners with scientific, creative and critical thinking. Teamwork, life-long education, provide values and skills to become active citizens, belonging to their homeland and contributing to the world with humanity and prestige.

### Substantive Values

Freedom, justice, equality, good citizenship, belongingness, moderation, respect of opinion and the opinion of others, transparency, accountability, entrepreneurship and building of active partnerships.





# Chapter 1

## Situation Analysis



## Chapter 1: Situation Analysis

This situation analysis presents key aspects of the Hashemite Kingdom of Jordan's context and challenges, schooling indicators, quality and management of education provision and the cost and financing of the education system. The Kingdom has made great strides in achieving primary education for all male and female Jordanian children. The massive influx of refugees and other Syrians over the last few years, however, has increased the demand for education and presents multiple challenges that must be addressed in order to provide access to education for all children in the Kingdom. In addition, the education system continues to work towards improving and fostering the quality of education in line with the government's objectives to foster a knowledge economy.

### First: Development context

Jordan is classified as a high human development country. According to Jordan's 2015 Human Development Index (HDI) value of 0.741, the Kingdom ranks at 86 out of 188 countries. Its key HDI indicators (2005-2015) are shown in Table 1.1 and its development progress has been consistent. There are still challenges, however, in spite of achieving development for all groups. There are disparities between males and females and there are also differences related to poverty.

**Table 1.1. Jordan Human Development Indicators, 2005-2015**

Year	Life expectancy at birth (male/female)	Expected years of schooling	Mean years of schooling	GNI per capita (\$2011 PPP)	HDI value
2005	72.6 *(70m/73f)	13.7	9.7	9,634	0.733
2010	73.4 *(72m/76f)	13.1	9.9	10,354	0.737
2015	74.2 *(72.5m/75.9f)	13.1 *(12.9m/13.4f)	10.1 *(10.7m/9.7f)	10,111	0.741

Source: Jordan 2016 Human Development Report for 2015.

(<http://data.un.org/CountryProfile.aspx?crName=JORDAN>)

In July 2017, the World Bank re-classified Jordan from an upper-middle income country to a lower-middle-income country. This reclassification was the result of an analysis of the population data based on the 2015 national census which also accounts for the refugee influx and a slowdown in real GDP growth<sup>1</sup>. As of 2010 (the latest estimate available), approximately 14% of the population lived below the national poverty line on a long-term basis, while almost a third experienced transient poverty. This has had multiple effects on education as children from poor families may be less likely to attend pre-primary education and the burdens of indirect costs (clothing, transportation costs) increase the need to work to supplement family income and may contribute to non-enrolment, non-attendance and even drop out at the primary and secondary levels. Poverty pushes children out of school as they are needed to help support their families. The risk is more acute for boys who are at the higher basic cycle and the secondary cycle.

The high unemployment rates of women and youth in general remain problematic in Jordan. According to the Census carried out by The Jordanian Department of Statistics in 2015, the overall unemployment rate was 18.2 percent.<sup>2</sup> Among those aged 15 and over during the second quarter of 2015, unemployment was 11.9%. (10.1% for males and 20% for females).<sup>3</sup> According to the 2015 census, the total number of economically inactive people in Jordan was 3,334,031, of whom 69.3% were females.<sup>4</sup> The unemployment rate among Jordanians in 2015 was 15.3% (of whom 13.3% were males and 24.1% were females).<sup>5</sup>

1 World Bank, 2017, "Jordan Country Reclassification – Questions and Answers",

<http://www.worldbank.org/en/country/jordan/brief/qa-jordan-country-reclassification>.

2 <http://web.dos.gov.jo>

3 <http://web.dos.gov.jo/11-9>

4 [http://www.dos.gov.jo/dos\\_home\\_a/main/population/census2015/WorkForce/WorkingForce\\_5.7.pdf](http://www.dos.gov.jo/dos_home_a/main/population/census2015/WorkForce/WorkingForce_5.7.pdf)

5 [http://dos.gov.jo/dos\\_home\\_a/jorfig/2016/5.pdf](http://dos.gov.jo/dos_home_a/jorfig/2016/5.pdf)

## 1. Gender Disparities

The Gender Development Index (GDI) reflects gender inequalities in the achievement of the HDI. GDI measures health (female and male life expectancy at birth), education (female to male expected years of schooling for children and mean years of education for adults) and command of economic resources (measured by female and male estimated GNI). For the year 2015, the Jordan HDI for females was 0.670 in contrast to 0.776 for males resulting in a GDI value of 0.864. This value places Jordan in Group 5, i.e. countries with low equality in HDI achievements between women and men (or an absolute deviation from gender parity of more than 10 percent).<sup>6</sup> Similarly, the Gender Inequality Index (GII) reflects gender-based inequalities in reproductive health, empowerment and economic activity. Jordan has a GI value of 0.478, ranking it 111 out of 159 countries in the 2015 index. In Jordan, 58 women die from pregnancy-related causes for every 100,000 live births. The adolescent birth rate is 23.2 births per 1,000 women of ages 15-19. Moreover, only 15.4 percent of parliamentary seats were held by women in 2016. Approximately, 79 percent of adult women have reached at least a secondary level of education compared to approximately 83 percent of their male counterparts. One major challenge remains, female participation in the labor market which was approximately 14 percent compared to 64 percent for men.<sup>7</sup> Jordan ranked 135 out of 144 countries in the World Economic Forum's Global Gender Gap Index for 2017<sup>8</sup>, and the OECD's 2014 Social Institutions and Gender Index (SIGI) classified Jordan within the group of countries with a high level of discrimination. Certain aspects of legislation in Jordan continue to treat women differently than men. While a few laws have seen some reform, women continue to be discriminated against in control over resources and assets, civil liberties and family code.

## 2. Population and Demographics

The population of Jordan has increased by nearly 67% in the last 10 years from approximately 5.7 million people in 2005 to approximately 9.5 million (53% male and 47% female) in 2015 (Jordan Department of Statistics). This change is largely the result of crises in neighboring countries, which have resulted in large influxes of people seeking a place of refuge within the Kingdom of Jordan. In addition, the high fertility rate of approximately 3.12 births per woman<sup>9</sup> also contributes to the increasing population size. The 2015 census data indicate a very large child and youth population in Jordan. Approximately 34% of the population is aged 14 and younger and another 20% is between the ages of 15 and 24. According to this census, Jordanian nationals accounted for nearly 70% of the population. The remaining inhabitants were Syrians (approximately 13%) and other nationalities (approximately 17%, which consisted largely of Palestinians, Iraqis and Yemenis, among others). The majority of the non-Jordanian population are refugees. The disability rate for Jordanians below 5 years is 11.2%. The Kingdom of Jordan offers these citizens from other countries not only a place of refuge but also the opportunity to access education at different levels, which has placed tremendous stress on the education system.

This challenge is further compounded by the Syria crisis, which entered its seventh year in 2017. As of July 2017, 661,114 Syrian refugees were registered by UNHCR in Jordan, though more than one million Syrians are residing in the country<sup>10</sup>. Among the registered refugees, approximately 16% were under 4 years of age, 22% were between the ages of 5 and 11, and 14% were between the ages of 12 and 17. The huge influx of Syrian refugee children in classrooms has strained teaching resources, created crowded classrooms and reduced the hours of actual schooling in some public schools (due to an increase in double shifts).

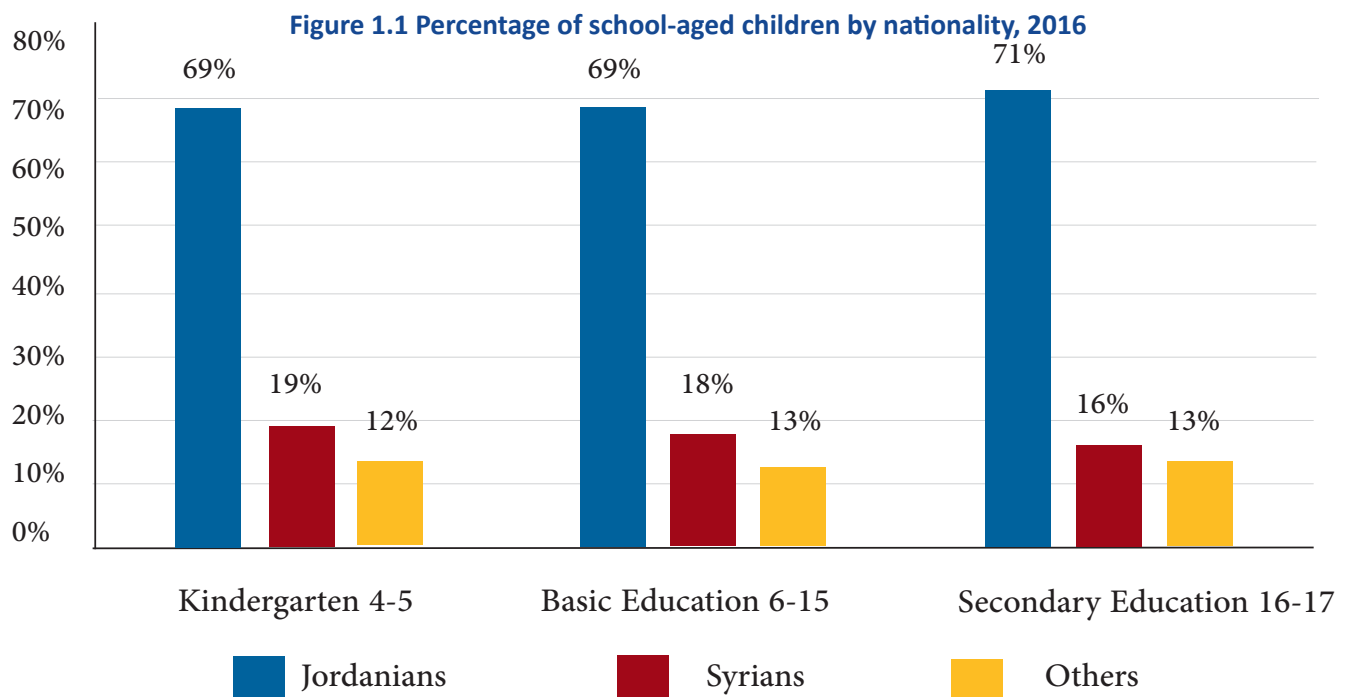
<sup>6</sup> Source: UNDP Human Development Report 2016, *Human Development for Everyone: Briefing note for countries on the 2016 Human Development Report, Jordan*, [http://hdr.undp.org/sites/all/themes/hdr\\_theme/country-notes/JOR.pdf](http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/JOR.pdf)

<sup>7</sup> Source: UNDP Human Development Report 2016, *Human Development for Everyone: Briefing note for countries on the 2016 Human Development Report, Jordan*, [http://hdr.undp.org/sites/all/themes/hdr\\_theme/country-notes/JOR.pdf](http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/JOR.pdf)

<sup>8</sup> World Economic Forum, 2017. "The Global Gender Gap Report, 2017." [http://www3.weforum.org/docs/WEF\\_GGGR\\_2017.pdf](http://www3.weforum.org/docs/WEF_GGGR_2017.pdf)

<sup>9</sup> <https://www.cia.gov/library/publications/the-world-factbook/geos/jo.html>

<sup>10</sup> UNHCR. Syrian Regional Refugee Response. 3 July 2017. <http://data.unhcr.org/syrianrefugees/country.php?id=107>



Source: Jordan MoE EMIS, 2016.

## Second: Education Context

The national education system in Jordan is well-developed. For Jordanians, the country has achieved universal basic education for both boys and girls and rates are high in terms of expected years of schooling (13.4 years for females and 12.9 years for males) and mean years of schooling (9.7 for females and 10.7 for males) as of 2015<sup>11</sup>. Education reforms through the Education Reform for the Knowledge Economy programs (ERfKE I & II) and ongoing efforts to introduce improvements have contributed to these achievements. As mentioned, however, the education system still faces major challenges in providing education for all children residing in the Kingdom and improving the quality of education. In addition to this MoE's Education Strategic Plan(2018-2022), the *National Strategy for Human Resource Development (2016 – 2025)* outlines a strategy to overcome external and internal challenges in the Jordanian education sector, in terms of access, quality, accountability, innovation, and mindset.

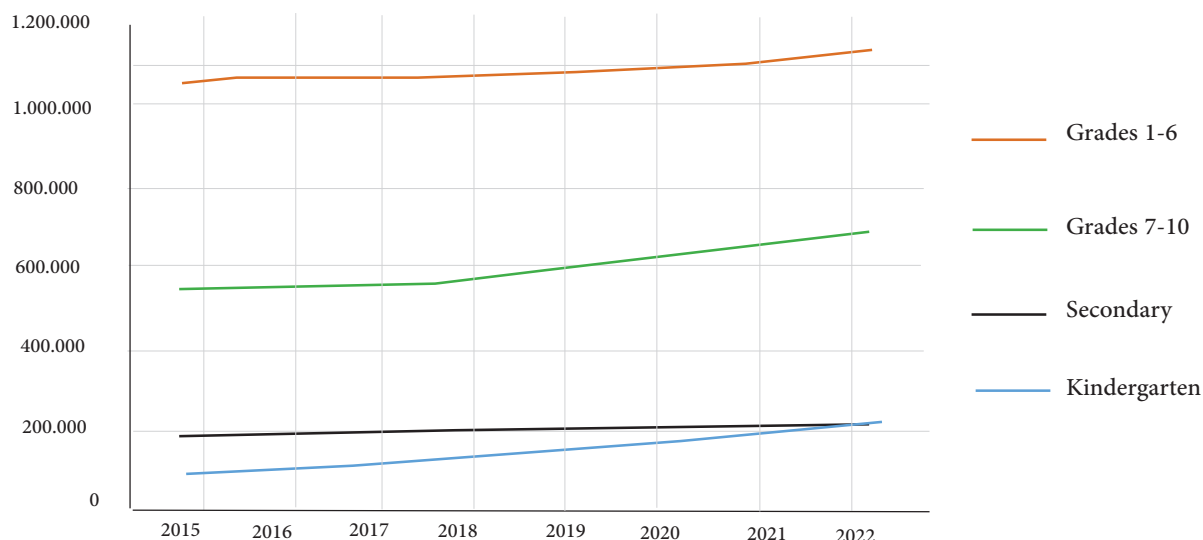
### Schooling Patterns

The majority of students of all nationalities are enrolled at the basic education level (Grades 1-6 and 7-10). Significantly fewer children are enrolled at the kindergarten (KG2) and secondary levels as illustrated in Figure 1.2.

<sup>11</sup> Source: UNDP Human Development Report 2016, Human Development for Everyone: Briefing note for countries on the 2016 Human Development Report, Jordan", [http://hdr.undp.org/sites/all/themes/hdr\\_theme/country-notes/JOR.pdf](http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/JOR.pdf)

Figure 1.2: Current and Projected Enrolment by Level, all Nationalities (2015-2022)

## Enrolment by level - Students of all nationalities



Source: Jordan MoE Projection model, 2017.

Table 1.2 shows the gross enrolment rates for the different levels of education by gender and by nationality. As shown, universal education for Jordanians is nearly achieved except for KG2, which is one of the government's priorities for the next five years. In terms of access to education, the situation for Jordanian boys and girls is significantly better than that of Syrians and others. Jordanian children have reached gender parity at the KG2 and basic levels. At the secondary level, the gross enrolment rate (GER) for Jordanian boys is lower than for girls. This is probably due to poverty and the need for boys to join the labor market as unskilled laborers, causing boys to drop out at a higher rate. It may also reflect the lesser quality of male public schools since male teachers tend to engage in more than one job.<sup>12</sup>

Educational access for Syrians is significantly less than for Jordanians at all levels of education. The Government of Jordan (GoJ) has committed to increasing access to the Syrian refugees during the course of this plan. In terms of educational levels, Syrian girls are most disadvantaged at the secondary level. (For more information about refugee education, see the related section in this chapter).

Table 1.2: GER by gender and nationality, 2015/16

	All Students			Jordanians			Syrians		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
KG2	59.5%	58.2%	58.9%	80.6%	78.3%	79.5%	8.2%	9.4%	8.8%
Basic	96.9%	97.3%	97.1%	124.0%	123.9%	123.9%	35.5%	38.1%	36.7%
Secondary	69.3%	80.7%	75.1%	91.3%	105.5%	98.5%	14.8%	12.2%	13.5%

Source: Jordan MoE EMIS.

### Third: Early Childhood Development (ECD)

The National HRD Strategy recognizes the importance of ECD in relation to improving quality and setting the stage for lifelong learning. ECD in the Kingdom consists of three levels: nursery, KG1 and KG2. The nursery/day care and KG1 levels are handled by the Ministry of Social Affairs and the private sector. The Ministry of Education's primary responsibility is for KG2, including a quality assurance, licensing and oversight role for private KG2 classes.

<sup>12</sup> Azzouni, discussion with teachers- July 2017. Source: MoE Statistical Data, 2015/16.

## 1. Access to ECD

The Kingdom is experiencing an increasing demand for KG2 as a result of the growing population, increased awareness of the importance of ECD, and an increase in the number of working mothers. In addition, the GoJ is moving toward compulsory KG2, which will further increase the demand for ECD. Enrolment ratios in KG2 are low and have decreased slightly in recent years due to the lower enrolment ratios for non-Jordanian children (see Table 1.3).

**Table 1.3. Gross enrolment ratio KG2 (all nationalities), 2012-2016**

Year	Male	Female	Total
2012/2013	58%	60%	59%
2013/2014	59%	61%	60%
2014/2015	61%	63%	62%
2015/2016	60%	58%	59%

Source: MoE, EMIS Division.

In 2016, KG2 classes run by the Ministry of Education accounted for only 30% of total enrolment at the KG2 level (see Table 1.4). As GoJ has placed increasing importance on ECD, the Ministry's share of enrolment has increased by approximately 7% over the last four years.

**Table 1.4. Number of KG2 classes and enrolment, 2013-2015.**

	2013		2014		2015		2016	
	Classes	Enrolment	Classes	Enrolment	Classes	Enrolment	Classes	Enrolment
<b>MoE</b>	1,126	22,653	1,209	24,007	1,288	25,264	1,495	39,543
<b>Private</b>	3,709	67,746	3,901	66,922	3,767	65,042	3,506	67,196
<b>Total</b>	4,835	90,399	5,110	90,929	5,033	90,306	5,001	97,739
<b>public %</b>	23%	25%	24%	26%	25%	28%	29%	31%

Source: MoE EMIS.

The major obstacles to improving access to KG2 are the limited availability of kindergartens throughout the country, the increasing parental interest in enrolling their children and the limited availability of financial resources to expand the sector.

## 2. Quality of ECD

The MoE has developed quality standards in terms of both administrative and technical matters for all levels of education. According to these standards, the quality of KG2 kindergarten education in Jordan has improved over the past few years. During the 2012-2013 academic year, only 78% of public schools reached total quality, whereas in 2015-2016, almost 94% of the school achieved this (see Table 1.5).

**Table 1.5. Quality Level in Public Kindergartens for the Years 2012-2017**

Year	% of KG2s Passing Total Quality Test	% Achieving Quality Level – Administrative	% Achieving Quality – Technical
2012-2013	78.01	98.09	93.31
2013-2014	89.03	98.86	95.52
2014-2015	93.85	99.34	98.75
2015-2016	93.91	98.75	98.59
2016-2017	95.05	99.29	99.14

Source: MoE, Early Childhood Directorate.



Quality learning outcomes are impacted by factors such as school facilities, curriculum, support and supervision for teachers and pupils, and teachers' qualifications and professional development. KG2 is the one area within the education system where an established and functioning pre-service teacher education program is in place. As a result, in 2015/16, 99% of government KG2 teachers were qualified. As of 2015, nearly 60% of children in KG2 classes also benefited from school feeding. Other promising initiatives by the Ministry and its partners are helping to improve the quality of early childhood education. For instance, there is a program encouraging the participation of parents in their children's education. Another program was set up for the employment of technology in kindergartens and enriching educational software. Furthermore, an Early Grade Reading and Mathematics Project (RAMP) has been developed and made available in order to raise the readiness of children to learn, to improve learning materials, and to better prepare teachers and administrators to provide effective instruction. Early results from this program indicated that 76% of children in participating classes were rated as "ready to learn".

Quality improvements are still needed at the kindergarten level. First, the curriculum requires review in order to modernize the provision of early childhood education. Secondly, there is poor monitoring, evaluation and accountability at the kindergarten stage. For this reason, the quality assurance system for kindergartens needs to be reviewed, evaluated and strengthened. Third, while most teachers are qualified, existing teachers need on-going professional development opportunities to continue to upgrade their skills. In addition, the comprehensive training manual for kindergarten teachers needs to be reviewed and updated, including from a gender perspective. This should include strategies for children with development delay, and children at risk. Coordination between universities and colleges in the preparation, training and upgrading skills of kindergarten teachers, who are all females, is also poor and will need to be strengthened in order to improve further the quality of KG teachers. Fourth, most KG classes and teachers make limited use of information and communication technology.

The MoE has developed a kindergarten accreditation system in co-operation with the National Council for Family Affairs, but it has not yet been tested and evaluated. As kindergarten continues to expand, these changes to this system will also require full compliance with the amended system of private educational institutions No. 130 of 2015. The institutional capacities within the MoE and low levels of training of staff are all challenges that need to be faced to achieve the necessary improvements in the field of KGs.

#### **Fourth: Basic and Secondary Education**

The system of basic and secondary education is well developed in Jordan with universal enrolment at the basic and secondary levels for Jordanian students. The challenges facing the education system in the previous years have led to more pressures on the infrastructure of the education system, including the increase in population, the refugee crises in the region and their impact on cultural diversity and the geographic distribution. In the rural areas, parents tend to send their male children to schools. However, the enrolment rates of other nationalities are much lower, as indicated in Table 1.6. This is related to cultural beliefs, poverty, and early marriage for Syrian girls and child labor for boys; both of which represent key challenges to efforts aiming to increase the enrolment of refugees in schools in Jordan. The Ministry aims to make greater efforts in partnership with the local and international communities to face these challenges, particularly the provision of a safe and appropriate educational environment for those students.

##### **1. Access and Equity**

The number of students enrolled in basic and secondary education has exceeded 1,500,000 Jordanians over the last three years (see Table 1.6). This has resulted in over-crowding in some schools and has increased the number of schools operating on double shifts (see Figure 1.3), which has increased the pressure on the infrastructure and the school environment, decreased the number of hours of instruction for children in those schools, and eventually has led to a decline in the quality of education.



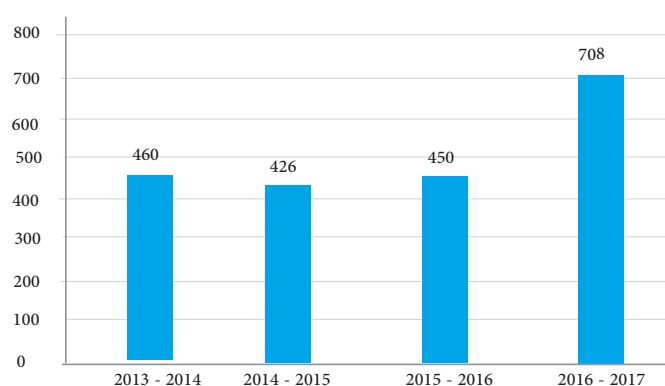
Table 1.6. Total students and gross enrolment rates (GERs), grades 1-12, 2013/14 – 2015/16

Nationality	2013/14	2014/15	2015/16
<b>Basic education</b>			
Jordanian GER	1,298,531 121.5%	1,336,666 121.6%	1,408,796 123.9%
Syrian GER	125,214 46.4%	125,924 44.3%	107,912 36.7%
Other nationalities GER	89,908 44.8%	90,763 44.2%	77,837 36.6%
<b>Total GER</b>	<b>1,513,653 98.3%</b>	<b>1,553,353 97.8%</b>	<b>1,594,545 97.1%</b>
<b>Secondary education</b>			
Jordanian GER		195,145 106.1%	176,006 98.5%
Syrian GER		4,563 11.5%	5,407 13.5%
Other nationalities GER		8,101 23.7%	7,760 23.4%
<b>Total GER</b>		<b>207,809 80.6%</b>	<b>189,1731 75.1%</b>

Source: Ministry of Education, EMIS data.

The numbers of students enrolled in formal education from other nationalities has decreased. Therefore, the MoE works with its partners to enable Syrian children to receive an education. Double shift classes have increased from 460 schools in the scholastic year 2013/2014 up to 708 schools in the scholastic year 2016/2017 with an increase of 248 schools, while the number of students enrolled at the double-shift schools has increased from 240,470 up to 362,581 students, with an increase of 122,111 students (see Figure 1.3,1.4) in 2016. While the system of double shifting has enabled thousands of Syrian children to attend school, it has also shortened the class time for many students, which has raised concerns among Jordanian families who fear it is reducing the quality the educational services provided for their children.

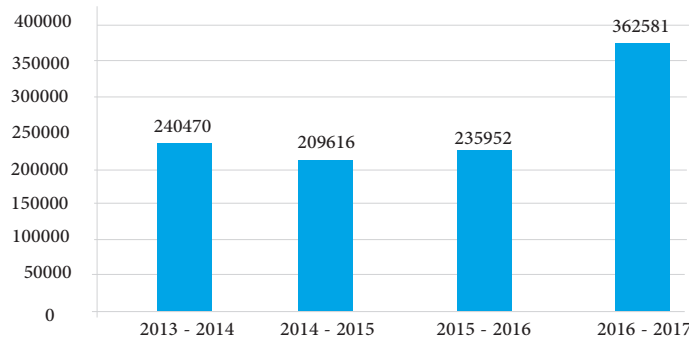
Figure 1.3. Percent of double shift schools by governorate, 2015/2016



Source: Jordan MoE, EMIS 2016.

A majority of Syrian students attend double-shift schools, whereas fewer than 20% of Jordanian students attend these schools (see Figure 1.4).

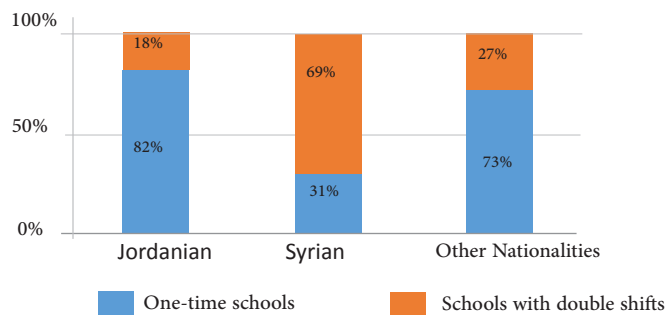
**Figure 1.4. Percentage of students enrolled in single and double shift schools by nationality, 2016/2017**



Source: Ministry of Education, EMIS data.

The majority of Syrian students are enrolled in the double-shift schools, compared with less than 20% of Jordanian students (see Figure 1.5).

**Figure 1-5 Percentage of students enrolled in two-term schools By nationality for the academic year 2016/2017.**



Source: Ministry of Education, EMIS

The Kingdom has struggled with the competing demands of ensuring access to education for all children despite the high cost of infrastructure (both construction and maintenance). The increasing number of students has led to the renting of school buildings to increase students’ access to education, particularly in areas of high-density population where there is a shortage of land owned by the government. Rented school buildings, however, do not meet the government standards for schools and do not have the same facilities as other MoE schools. The government has been working to decrease the number of rented schools in the Kingdom, which are approximately 22% of the MoE schools, and has succeeded in doing so with about 3%, as compared to 2012.

High maintenance costs, and the low performance of small schools, have led to a plan for integration of small schools. Five years ago, there were about 800 schools with fewer than 100 students. These schools represented 24% of the total number of schools in the Kingdom but accommodated only 4% of public school students. Consequently, the Ministry has been working to reduce the number of small schools through its current integration plan.

The Ministry began to redistribute the school map and adopted a policy of establishing more central schools, considering students’ transportation and special conditions of the areas. Due to this plan, in 2015/16 the number of schools with fewer than 100 students decreased to 670 or about 18% of all schools (accounting for only about 3% of all public-school students). The Ministry is also working to improve its school mapping processes in order to more accurately assess the extent of overcrowding in some areas and the distance from schools to population centers. This will enable the Ministry to develop a more coherent strategy for constructing new school facilities.

## 2. Inclusive Education

Based on the global trends in education for people with disabilities, the Ministry has adopted a comprehensive approach to inclusive education. Jordan has signed the Convention on the Rights of Persons with Disabilities (CRPD) and

has adopted the Law on the Rights of Persons with Disabilities No. 20/2017 which necessitates that the MoE ensures the right to education for persons with disabilities without discrimination. On an equal basis with others provide an inclusive educational environment responsive to the needs of children with disabilities with access to educational programs and services and maximum academic achievement, in stipulation with the provisions of Article 17<sup>13</sup>. As of 2016, the total number of children with special educational needs (visual, hearing, learning disabilities) was estimated at 20,600.

In 2016/2017, there were only 338 male and 420 female hearing impaired students in public schools and 105 mentally challenged male students as opposed to only 33 female mentally challenged students, which reflect how families try to keep their mentally challenged female children at home for cultural reasons. The number of seeing impaired male students was 185 as opposed to 126 seeing impaired female students while the number of classes open to the hearing impaired was 23 for females and 25 for males. The data above demonstrates that only a small percentage of students with special needs receive public education.

Fully integrating children with special needs into the education system requires adequate data to provide a clear and accurate basis for informed decision-making processes. There is also the need for a comprehensive database and reliable educational indicators that reflect the reality of students with educational disabilities disaggregated by both genders. Accurate data related to children with disabilities is not available. Finally, the limited availability of specialized diagnostic centers for persons with disabilities, the lack of qualified male and female specialists, the absence of appropriate diagnostic tools, and the lack of specialized curricula and appropriate learning environments are major obstacles to inclusive learning for children with disabilities.

### 3. Non-formal Education

Jordan ranks 86 out of 188 in the HDI of 2015. Due to its achievements in education Jordan has a low illiteracy rate (6.4% overall, 3.4% male and 9.5% female), though the percentage of illiterate women is more than double that of men. Both the Constitution and the education law guarantee the right to education for all, which has also been demonstrated by the government's commitment to eradicating illiteracy.

The MoE currently operates six programs for adults and children who have dropped out of school and want to resume their education.

- **Adult Literacy Program:** This program aims to provide education opportunities for all for adults who are over 15 years old and who cannot read or write and calculate. This four-year program is free of charge and the graduates receive a certificate equivalent to the sixth-grade certificate. The number of learners reached 2017 learners across 165 centers in the scholastic year 2017/2018.
- **Home Studies Program:** This program aims to provide education and self-learning by allowing people who have departed from regular school, due to conditions beyond their control (health or social) to sit for the term exams in public schools at the end of each semester. If a student from the home studies program passes the exam successfully, he or she will be allowed to enter the subsequent grade. 2,717 learners enrolled in this program in the 2016/2017 school year.
- **Evening Studies Program:** This program aims at the provision of educational opportunities for the people at the rehabilitation centers that did not complete their education. This program runs from grade 7 to grade 12. The number of learners reached 173 across 3 centers.
- **Drop-Out Program:** This program seeks to provide students, who have dropped out of school in the age groups of 13-18 years for males and 13-20 years for females, with knowledge, skills and attitudes, and to ensure their educational rights and develop their professional maturity through training and rehabilitation according to criteria that entitle them to join the vocational training institution or to complete their home studies. The number of learners has reached more than 4000 students in 2017 enrolled across 120 centers. The program is implemented in partnership with Quest Scope Foundation and the Relief International.
- **Summer Studies Program:** This program aims to deepen, strengthen or expand students' skills and develop their abilities and readiness for the general secondary certificate exam as well as their technical and cultural skills. Students choose the educational activities and subjects which they wish to strengthen, deepen or expand their knowledge in.

<sup>13</sup> The Law on the Rights of Persons with Disabilities, No. 20/2017.



- Catch-Up Program: This is an intensive educational program aimed at providing basic education for children who are out of school, within the age group of 9 to 12 years. It is a compensatory opportunity given in three intensive levels of education for the first six primary grades (grades 1-6) over three years. In 2017/2018, the number of learners reached 2,607 enrolled across 99 centers.

#### 4. Education for Refugees

The Ministry participates in the Jordan Response Plan (JRP) for the Syrian crisis and is working to ensure that all male and female Syrian refugee students enroll in kindergarten, primary and secondary education (See Table 1.7). As a result, there are currently an estimated 140,000 Syrian refugee students receiving education in Jordan. Syrian students represent 25.1% of the student population in Amman, 25.1% in Mafraq, 22.2% in Irbid and 17.4% in Zarqa.

**Table 1.7. Percentage of distribution of Syrian Students by school type and gender in Public Schools, 2016/2017**

School Type	Syrians in Evening Classes		Camps		Mixed Schools		Grand Total	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
KG	56%	44%	39%	61%	47%	53%	41%	59%
Basic	51%	49%	51%	49%	51%	49%	50%	50%
Secondary	51%	49%	50%	50%	50%	50%	49%	51%
Total	42%	58%	53%	47%	38%	62%	43%	57%

Source: MoE EMIS.

Since the beginning of the Syrian crisis, the MoE divided the number of Syrian refugee students into three categories: Syrian students in the camps, Syrian students in the regular schools alongside Jordanian students, and Syrian students in evening classes (second shifts). The estimated GER of Syrian refugees for basic education reached approximately 37% during the 2015-2016 academic year. However, the GERs of Syrian refugees for kindergartens and secondary education are much lower, at approximately 9% and 14% respectively (see Table 1.6). Overall, most Syrian students attend public schools rather than private schools.

The Ministry prepared a plan for the needs of Syrian refugee students regarding school buildings. The need to establish 51 schools in the various governorates of the Kingdom has been identified and distributed according to priorities (i.e. the presence of Syrian students). However, the limited financial allocations and availability of land designated for the construction of school buildings to accommodate Syrian refugee students, as well as disabled people, are key challenges.

Another challenge to providing education for refugees is dealing with children whose education may have been disrupted and/or who are suffering from grief and trauma. The latter requires specific pedagogies and classroom management skills. Since the start of the crisis, some teachers have undertaken specialized psychosocial training, but many Jordanian teachers still have not participated. Regarding the former, the Ministry and its partners offer both non-formal and informal education for Syrian refugee children and youth whose education has been disrupted by the conflict and who have not yet entered the formal system.

#### Fifth: Internal Efficiency

Table 1.8 presents the promotion, repetition and dropout rates for 2014/2015<sup>14</sup>. Of note is the significant dropout rate, particularly for males from grade 7-11. This may be explained by social norms and gendered expectations, whereby males are expected to assume the role of breadwinner and therefore need to seek employment from an early age. The repetition rate for males is also significantly higher than that of females, starting from grade 7, perhaps pointing towards the poor quality of education provision in male schools from this grade onwards.

<sup>14</sup> Note: the 2015/2016 rates are not yet available as their calculation depends on the change between 2015/16 and 2016/2017 enrollments.

Table 1.8: Internal Efficiency by Grade &amp; Gender, 2014/2015

Grade	Promotion rate 2014/15			Repetition rate 2014/15			Dropout rate 2014/15		
	M	F	T	M	F	T	M	F	T
1 <sup>st</sup>	100.6%	100.4%	100.5%	0.08%	0.05%	0.06%	0.02%	0.01%	0.01%
2 <sup>nd</sup>	99.0%	99.2%	99.1%	0.3%	0.19%	0.24%	0.06%	0.04%	0.05%
3 <sup>rd</sup>	99.3%	100.1%	99.7%	0.2%	0.65%	0.83%	0.22%	0.15%	0.18%
4 <sup>th</sup>	97.6%	97.9%	97.8%	1.21%	0.77%	0.98%	0.26%	0.18%	0.21%
5 <sup>th</sup>	96.6%	97.8%	97.2%	1.55%	0.98%	1.25%	0.33%	0.23%	0.27%
6 <sup>th</sup>	92.1%	94.2%	93.1%	1.98%	1.24%	1.59%	0.42%	0.29%	0.35%
7 <sup>th</sup>	90.8%	92.6%	91.7%	2.5%	1.6%	2.04%	0.53%	0.37%	0.45%
8 <sup>th</sup>	87.8%	90.3%	89.0%	3.02%	1.91%	2.45%	0.64%	0.44%	0.54%
	Promotion rate 2014/15			Repetition rate 2014/15			Dropout rate 2014/15		
9 <sup>th</sup>	80.4%	86.5%	83.4%	3.48%	2.18%	2.81%	0.74%	0.50%	0.62%
10 <sup>th</sup>	69.0%	84.1%	76.5%	4.15%	2.61%	3.37%	0.88%	0.6%	0.74%
11 <sup>th</sup>	83.5%	92.7%	88.3%	1.0%	0.5%	0.7%	15.5%	6.9%	10.9%
12 <sup>th</sup>				0.4%	0.2%	0.3%			

Source: Ministry of Education statistics.

## Sixth: Vocational Education

His Majesty King Abdullah II stressed the importance of developing an advanced system of TVET due to the need for a qualified work force in various fields of the labor market. Vocational education (VE) occupies a prominent position in formal and informal educational systems in most parts of the world. This importance was emphasized in other sectoral plans such as *Jordan Vision 2025*, the *National Employment Strategy* and the *National Strategy for Human Resource Development 2016-2025*, which focused on sectoral coordination of VE between relevant ministries and national sectors and relevance to national operational needs.

Although progress has certainly been made over the last 15 years, as in many countries across the world, the negative perceptions of TVET among students and families persist. TVET is regarded as a second-class route for students, who continue to display clear preferences for academic and university education and public sector careers, even when this means almost certain periods of extended unemployment following graduation. Low performing students are transferred to vocational and technical branches. This needs more focus to enhance the status of TVET and making this sector an attractive opportunity of learning at an early age.

The Ministry works on the provision of TVET throughout the secondary Vocational Education (grades 11-12) in 249 locations that include 210 secondary schools for boys and girls, where 25,187 students receive training in the following four branches: industrial, agricultural, hotel and tourism and home economic specialization. Approximately 1,600 qualified teachers in the field of VE work in these schools. Students enroll in VE, which lasts for two years, after successfully finishing the tenth grade and taking the General Secondary School Certificate Examination.

As shown in Table 1.9, males make up 57% of students in VE while females account for 43%. The majority of males are specialized in industrial, hotel and agricultural education, while the majority of females are enrolled in the home economics specialization. Enrolment in VE illustrates strong gender biases with females representing 98% of all students in the home economics stream and only 4% and 2% of female students in the hotel and industry streams, respectively. A review of vocational education streams offered to females is required so as to enhance female participation in the labor market.



Table 1.9: Distribution of male and female students by vocational education stream, MoE schools, 2015/2016

Stream	Secondary 1			Secondary 2			Grand Total	Females
	Male	Female	Total	Male	Female	Total		
Hotel Business	822	52	874	915	27	942	1,816	4%
Home Economics	29	4,582	4,611	138	5,435	5,573	10,184	98%
Agriculture	912	249	1,161	1,243	272	1,515	2,676	19%
Industry	4,155	71	4,226	6,003	129	6,132	10,358	2%
Total	5,918	4,954	10,872	8,299	5,863	14,162	25,034	43%

Source: MoE, EMIS data.

One of the main challenges that prevent female students from enrolling in VE streams that are typically provided for males is that these streams are usually situated in boys' schools and as such represent an environment not friendly to females. The Ministry has instructed that the Home Economics stream be open only to girls. Boys who would like to become hairdressers or tailors were not able to do so as of 2017.

## Seventh: Quality of the Education System

The Ministry has implemented a set of standards, procedures and decisions with the aim of improving the learning environment; these standards comprise educational institutions of varying forms and with different governing frameworks. While quality standards and procedures vary from institution to institution, they all focus on the same final outcome – the quality of student learning. Quality, in the Jordanian MoE, is integral to all aspects of the educational system; however, several aspects will be addressed and emphasized here including: assessments, curricula, information and communication technology in education, school leadership and community participation, accountability, safe and stimulating school environment and school feeding program. The Queen Rania Award for Excellence in Education recognizes the best practices of teachers to improve education quality. These best practices are used by the Ministry to identify areas for further research and to inform policy discussions and the educational development process. In this way, the investment of individual teachers in education quality informs the general policies and programs of the MoE.

### 1. Assessments

One indicator of quality is related to the results of the system as measured by student performance on both national and international assessments. At the international level, Jordan participates in both the (TIMSS) and (Program for International Student Assessment (PISA) assessments, and works towards improving the results of Jordanian students in these tests.

Jordan adopts one summative exam acting as a national evaluation strategy that takes place at the end of the secondary cycle, known as "theTawjihi". As of mid-2017, the Ministry has taken steps to reform the Tawjihi process. Because of the recurring low pass rates, the Tawjihi will no longer be graded as pass/fail. Instead, students will be allowed to receive the minimum passing rate of 40% scoring up to 1,400 and will be able to apply to universities regardless of their score. Girls outperformed boys in all specializations in the Tawjihi exam, except for the vocational specializations. This again points to a difference in quality of education between male and female schools.

National exams to control the quality of education are also taken by students in grades 4, 8 and 10. The results are analyzed and used to provide recommendations to field directorates. These exams have been used for at least 10 years in the comparison of results to assess the changes in the quality of the system.

### 2. Curriculum

The general and specific curriculum and evaluation frameworks and outputs were developed for each subject in 2013. The general consensus is that there is a need to reform the curriculum and assessment system in order to ensure that schools move away from rote learning and develop higher level thinking skills. "A recently conducted review of the lower primary revised textbooks revealed that these textbooks offer limited hands-on activity and group-based learning and do not place enough emphasis on critical thinking and problem-solving strategies. The subject material is

often significantly outdated to the point that textbook examples no longer relate to real world practices.”<sup>15</sup>

As required, the Ministry carries out research and survey studies of the curriculum (general framework of curriculum and evaluation, general and special outputs for each subject, student books, and teachers’ books) in cooperation with specialized experts to evaluate each subject. These teams evaluate the curriculum and identify opportunities for improvement in order to respond to national and global trends.

In addition, the Ministry teams prepare the general framework for curricula, general and specific outcomes, assess, teachers’ books and textbooks for all students, including the students with special needs. They author, edit (linguistically and technically) and design textbooks and teachers’ books. They also produce diverse learning resources teaching aids that support the national curriculum in the basic and secondary stages of academic education as well in VE,KG and illiteracy eradication.

The development and printing of textbooks and teachers’ books also requires the use of experts in the design of curricula, the construction of tests as well as specialized professional textbook designers. Gender experts are required to make sure that the curricula reflect gender equality. After study and evaluation, they are submitted to the Education Council for approval, and then tenders for printing are issued based on needs.

The NHRD strategy addresses curriculum reform, and so the National Centre for Curriculum and Assessment was established in 2017. This Centre is mandated with the curriculum reform process for the MoE.

The Ministry is also in the process of reforming the mandatory educational ladder to include mandatory early childhood education (KG2). As part of this reform, local experts will establish performance indicators for each stage of education, and student assessments will take place at the end of each stage in line with the established indicators.

### 3. ICT in Education

In light of the Ministry’s interest in keeping abreast of the rapid development of ICTs and its continuous efforts to integrate technology into education, the Ministry studies and evaluates the existing ICT tools annually to determine their effectiveness. However, despite efforts to integrate technology into education in Jordan, the effective employment of ICT is still limited. The Ministry of education implements various specialized projects to promote technology competency. A specialized committee of experts and advisors from within and outside the Ministry has developed an integral strategy to apply to technology.

### 4. School Leadership and Community Participation

A common understanding of community partnerships and educational development processes should be promoted by encouraging the exchange of experiences, lessons learned, success stories and a genuine partnership between schools and the community. The Ministry of Education has formed educational development councils at the level of schools clusters and at the directorates of education, headed by one of the local community members. These councils prepare and implement development plans to improve school performance. The aim of these councils is to support decentralization in the management of learning and education processes and involve the local community in supporting and evaluating the performance of public schools. They also examine the common needs of the school clusters and identify priority areas such as students’ achievement, students’ behavior, school violence, inclusion of students with disabilities, infrastructure problems, vocational development and others and present them to the development team in the directorate. The directorates work on meeting the needs of the school clusters, including developing partnerships with the private sector and other institutions in the community to receive support and assistance in implementing the schools’ development plans in accordance with the applicable laws and regulations.

<sup>15</sup> National Human Resource Development Strategy, 2016-2025, page 101.

The directorates of education are currently responsible for the implementation of the student parliamentary councils starting from grade five. These councils usually provide reports on general issues of interest to the school and local community, and identify problems and solutions. These parliamentary councils also enable students to implement initiatives in schools to improve the educational process and the school environment as well as develop the relationship with the community. The head of the Parliamentary Council represents the Council in all meetings related to the school.

## 5. Accountability

The Ministry's Education Quality and Accountability Unit (EQUA) started its official work in March 2016 and is affiliated directly to the MOE. The EQUA aims to improve and develop the educational process in public schools according to specific criteria and indicators. It is currently responsible for the accountability of public schools and in the future, will include all private schools, kindergartens and higher administrative levels such as the Directorates of Education. Finally, accountability must be applied at the level of the Ministry's center and administration, which, in turn, requires independence of the unit.

## 6. Safe and Stimulating School Environment

In order to support students in the development of all aspects of their personality, to ensure that they have intact mental health and adaptation skills, and are productive citizens able to meet their own needs and those of the society in the future, it is imperative to put in place educational policies that provide a school environment that is safe and stimulating. This environment must also meet the emotional, social, educational and academic needs of students. To this end, the Ministry provides a range of programs in primary, secondary and VE aimed at providing students with a range of life skills that help to enhance and develop their personalities and help discover their abilities, potential, talents and future directions to be productive in the community.

These efforts include the "Together for a Safe Environment" campaign, which includes a range of activities to reduce violence in schools, including monthly e-surveys that cover 10% of school children measuring violence in schools. The campaign is implemented in collaboration with the UNICEF, and in the light of the results of the electronic survey, plans are prepared to reduce the rates of violence. For this, necessary measures will be developed to improve the school environment. In addition, the pilot application of an Anti-bullying Program was implemented in ten schools in Jordan in 2017. The program will be expanded in addition to the implementation of a "Tahseen" initiative that aims at protecting students from drug addiction and smoking. This initiative is currently being implemented in 500 schools, and will be rolled out to all schools using a phased plan.

School counselors also implement life skills programs. These programs include lessons on cooperation, teamwork, communication skills, negotiation skills, emotional skills (teaching sympathy and empathy), decision-making skills, critical thinking and problem-solving skills, dealing with others, self-management and anger management.

The "Bas'ma Program" aims to support the development of the abilities of students and the refinement of their personalities during the academic year. This is an extracurricular program that is implemented in collaboration with Ministry of Youth and Sports, Ministry of Interior, Ministry of Tourism, Joint Military Command, Public Security Directorate and the police. The specific aims of this program are to strengthen values of loyalty to the homeland and leadership abilities. The program provides participants with a number of skills and experiences to develop their physical and mental skills. It also provides space for friendships to develop and works to enhance participants' social generosity and deepen their knowledge of rights and duties. The target group is currently students in the 9th and 10th grades.

In order to promote and develop the abilities and skills of talented students in all areas, the Ministry has established centers to adopt creative and innovative students' ideas, known as "talented classes". These classes have 20-25 students, and are available from grades 3-10. There are currently 1,000 students in 78 schools. The Ministry has also established King Abdullah II School for Excellence.

## 7. School Feeding Program

The Ministry started implementing school feeding for the children of public schools in May 1999 in the less fortunate areas (with higher incidences of poverty) in order to improve the nutritional and health situation of public school children. This project is ongoing and is aimed at providing a daily meal in poverty-stricken areas for children from KG



to Grade 6. The current school feeding programme reaches 350,000 students. Presently 69% of the poverty-stricken directorates receive school feeding in the northern region, 67% in the central region, and 91% in the southern region. In addition, there are programmes that include production kitchens in cooperation with the World Food Program and the Royal Health Awareness Society. There are currently 11 kitchens available in nine Directorates.

## **Eighth: Human Resources Management**

The MoE has put great emphasis on human resources through developing successive plans and strategies because it believes strongly in the benefits of this investment. Therefore, the development of human resources was included in the Ministry's vision in its previous strategic plan related to Education Reform towards Knowledge Economy. This vision stated that "The Hashemite Kingdom of Jordan has a competitive human resource system of good quality to provide all people with life-long learning experiences relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and a skilled workforce".

The Ministry has made tangible efforts in qualifying and training teachers during the education reform through the provision of training on the developed curricula and teaching and evaluation strategies and educational technology programs within the framework of in-service teacher development. The Ministry developed and adopted a general framework for teachers' policy in 2011, addressing the recruitment policies and pre-service training, teachers' continuous professional development and their career path and effort utilization. Moreover, the Ministry has implemented the School and Directorate Development Program to promote and institutionalize professional development.

The Ministry started implementing the components of the teacher policy framework, yet it faced significant challenges that led to the failure of some of its components. However, the Ministry continued the development of its human resources within the HRD strategy, referencing HR as its own independent domain. The following is an analysis of the situation in the detailed cores of human resources.

### **1. Selection and Recruitment of Teachers**

The Ministry works to recruit teachers in cooperation with the Civil Service Bureau. The selection of teachers is based on the following criteria: 10% for the candidate's secondary grade point average (GPA), 35% for the year in which the candidate graduated, 10% for academic qualifications, 25% for the year of applying for employment (those individuals that have applied early are given additional points), 20% for the candidate's civil service examination results. The Ministry has worked on developing the selection mechanism so that the number of candidates nominated for each vacancy is 6 per post, the highest points are selected according to the vacancy, subject to the specialization's capacities exam and the passing candidates are interviewed. In cases where recruitment is very urgent, the Ministry does not hold interviews. This is particularly true in specialty areas where there is a limited supply of teachers, or for temporary appointments carried out by the directorates. Occasionally the Ministry publishes vacancies publicly for specialty areas that are available in the Civil Service Bureau's pool of candidates that are not other available at the Civil Service Bureau.

The appointment of qualified teachers is a major challenge, especially in remote areas, despite the existence of a special allowance (the stipend fee) ranging from 50 to 150 dinars per month. A teacher stipend for more than 5 years will be given additional 20 JOD every month, 30 JOD at the governorate level, and 50 dinars at the district level provided by the Ministry to encourage teachers to work in those areas. Exemptions have been made over the past years to allow holders of a diploma degree from a community college to enter the teaching profession in an attempt to fill educational vacancies in schools where there is a shortage of teachers. This situation requires strategic measures to make the education profession an attractive option through considering the teacher policy framework's recommendations regarding the selection of teachers based on competitive criteria rather than the system of the Civil Service Bureau. The Ministry has recently started implementing the pre-service teacher training program through open advertisement that follows specific conditions. This procedure aims at improving the conditions for the selection of teachers as well as giving the priority to the graduates of the pre-service teacher qualification diploma.

### **2. Pre-service Qualification**

The education profession is one that requires special professional qualifications and proper training. In Jordan, teacher training and qualification processes have been implemented in several ways. that include: teachers' institutes, sub-

specialization at university, the specialized teacher and the class teacher. However, none of these approaches has lasted for the following reasons:

- Some of these programs did not require all university students to practice the teaching profession.
- Some of these programs have not been accredited and universities vary in their application.
- The civil service legislation prefers academic graduates to specialized teachers and does not provide teachers with sufficient incentives.
- Other technical reasons related to the teacher and the qualification program.

There is currently no comprehensive or clear system for teacher pre-service training and the other training that is available for both public and private school teachers is limited. Kindergarten teachers and teachers for the first three grades currently receive pre-service training through university education programs that are practice-oriented. The pre-service courses that are offered do not include any gender training. The Ministry provided an alternative to the pre-service training through the design of the Teachers' Induction Program that prepares new teachers to join the teaching profession and all new teachers have received training during the last four years. However, the program is costly, is not far-reaching and cannot replace the comprehensive pre-service teacher training programs. Therefore, the Ministry worked with the Queen Rania Academy to design a new model for the pre-service teacher training. It is hoped that in the next phase and during the course of the education strategic plan, the development of a comprehensive national system for pre-service teacher training will be completed.

### 3. In-service Professional Development

Teachers' effectiveness was one of the key issues addressed in the first phase of ERfKE I. The focus was on changes in educational practices required to achieve students' learning outcomes based on the curricula through the implementation of new educational methodologies, the use of diverse resources and the use of a wider range of student assessment tools.

In ERfKE II, emphasis was placed on: (i) activating the general framework of professional development policy for teachers, (ii) revising teachers' preparation, training and professional development and (iii) Institutional and operational changes needed to support teachers.

Despite all these tangible efforts made in the area of teachers' in-service training, the Ministry still needs to develop a comprehensive policy and integrated curriculum for in-service professional development based on the standards and professional competencies of teachers. This would need to include linking teachers' training with the incentives, and developing a clear policy and mechanisms for the provision of professional development to ensure the quality of training through the transition to multi-training providers as approved in the teachers' policies.

### 4. Teacher's professional license, promotion and evaluation

The Ministry does not have an integrated system for professional licensing, evaluation and promotion of teachers. The Ministry has suspended the previous system of teacher licensing, which contributed to the gap in this area. MoE is currently implementing an employee performance evaluation as adopted by the Civil Service Council, which does not consider the characteristics of the teaching profession. The teacher is evaluated as an employee, not professionally. The development of work plans, follow-up and measurement of his or her work is done by activating the evaluation tools represented by a record and a performance report for the employee. The evaluation process includes the following steps: predefinition of the unit's / directorate's desired goals, identification of the results and outputs that need to be achieved by the employee based on the activities, and periodic follow-up and review between the direct supervisor and the employee of the results of the performance record.

Despite all the attempts to develop the performance report, it is still below the desired level and the results of performance evaluations do not have a direct role in the employee's promotion. The number of those who received an excellent rating on their performance evaluations in 2016 reached 80%, which indicates that promotion is still based on seniority and years of service and not on performance results.

### 5. Licensing for Educational Leaders

There is currently no system for granting licenses to school leaders in Jordan. The current system of recruitment for

leadership positions is based largely on length of service and not on personal performance and potential. The work of school principals is primarily focused on managing the school environment and administrative procedures rather than on supporting teachers and enhancing their competencies. The career progression system does not identify or place the best or most experienced teachers in leadership positions, but rewards those who have spent more time in the field of education.

Therefore, it is important for the educational system to develop an integrated system to license teachers and educational leaders professionally and to develop a clear career path for teachers and educational leaders that links the performance with the incentives and developing the performance appraisal methodologies accordingly.

### **Ninth: Management of the Education System /Governance**

The Supreme Royal Directives highlight the importance of the commitment of all government departments and institutions to the rules of good governance that guarantee the integrity and efficiency of government regulations, enhance the efficiency of government performance, increase the trust of citizens in government services and contribute to the preservation of public money. The MoE has identified all rules, regulations, bases and instructions of the Ministry as well as the institutional objectives and the key tasks through Education Law No. 16(1964), the Temporary Education Law No. 27 (1988) and its amendments, followed by the Permanent Law No. 3 (1994). The Ministry follows the internal monitoring system to achieve institutional governance and the administrative quality system (ISO) which unifies the procedures, as well as human resources systems that are fair to both sexes and all employees. The Ministry applies a specific basis for educational supervision and accountability, in addition to the management of high-level financial resources for financial control and operations. The Ministry is constantly working on updating the law according to developments and changes. It was necessary for the Ministry to define a unified framework of institutional governance to control the laws and foundations that are measured periodically. As such, the Ministry worked to prepare the governance manual in 2017 that included the following principles of good governance: Rule of Law, Transparency, Accountability, Participation, Integrity, Efficiency, Efficiency and Sustainability. These principles are assessed through the following dimensions: Basic Legislation, Organizational Structure, Leadership, Strategy, Human Resource Management, Financial Management, Procurement Management, Partnerships and Resources, Service Delivery, Staff and Partner Results, Financial Results, General Services and Final Outputs, Overall Results and Impacts.

#### **1. Strategic Planning**

The Ministry has made tangible efforts in the field of policies and strategic planning, including the preparation of the previous strategic plan and the participation in the preparation of the National Strategy for Human Resource Development in the area of public education. The Ministry has also convened the Educational Development Conference (2015) that was held with wide participation of all sectors involved in the educational process. This Conference worked to develop various recommendations that aimed at improving the quality of education in Jordan as well as the performance of the educational system in general. Nevertheless, the Ministry is still working on building the capacities and the provision of qualified human resources as well as bridging the gaps in performance in these areas. The Ministry believes in the role of effective planning as a means to improve the performance of the educational system. In addition, the Ministry will diagnose the current situation of the education system, analyze its performance through adopting the current strategic planning track, and will work on developing the programs, the projects and operational plans to achieve its vision, mission and strategic objectives in cooperation with all the supporting parties.

#### **2. Institutional Performance**

In order to achieve quality and excellence in institutional performance as well as ensure high performance levels that meet the needs and expectations of all relevant stakeholders, the Ministry has applied the basic concepts of international quality systems and excellence in its main operations, services and basic practices. The Ministry has worked to build and implement the quality management system at the MoE's center, the directorates and 15 public schools according to the international standards ISO 9001 - 1994 and the ISO 9001 certification(2008) was renewed in 10/12/2011.The MoE is planning to move the Quality System, 2015. In addition, the Ministry has participated in the King Abdullah II Award for Government Performance and Transparency since its inception in 2004. MoE has achieved excellent results, and received the first position of the bronze stage in the seventh session 2014-2015. In addition, the

Ministry participated in the individual excellence awards, such as the distinguished employee and the ideal employee. The Ministry prepared supportive strategies such as: Innovation and Creativity Management Strategy, Knowledge Management and Risk and Crisis Management.

In spite of all these achievements, the Ministry is facing some challenges in its attempts to realize the highest levels of performance in quality, excellence and creativity, namely: lack of awareness of the concepts of global excellence, the need to develop an accredited quality system according to modern global systems, and weak adoption of the results of studies on satisfaction and recommendations in the development of institutional performance.

### 3. Information Systems

To continue the MoE's efforts to provide technological solutions that serve the decision-makers at the levels of school, directorate and central Ministry, the Education Management Information System (EMIS) was launched in cooperation with the UNESCO Office in Amman at the beginning of the academic year 2016/2017. The purpose of the EMIS is to unify the data sources for planning, monitoring and reporting in one database in order to provide accurate, timely and comprehensive data on students, teachers and schools as well as educational indicators to serve decision-makers at all administrative levels. In line with the national e-government project, the Ministry will: further develop EMIS to include digitization of the work of the field directorates; activate the role of the managing directorates at the central MoE in auditing and updating data; and integrate EMIS with other systems inside and outside the Ministry in order to support an informed, evidence-based decision-making process. The Ministry is also further developing its use of the Geographic Information System (WebGIS) to integrate educational data into the educational reality of the country. By overlaying data collected through EMIS with digital maps, educational information and indicators can be mapped and visualized to support decision-making. This includes for the identification of appropriate locations for the construction of new school buildings, for the expansion of education infrastructure, and for increasing the enrolment rate taking into account the distribution of students, the areas' needs, the population density and growth, and the availability of lands registered under the name of the public treasury.

### 4. Risk management

Risks are defined as internal or external threats that hinder the achievement of its institutional objectives. The Ministry has been working on the risk management strategy since 2012 and is periodically reviewing the risk and crisis management strategy in order to develop and update it based on the received feedback. The relevant managing directorates at the Ministry follow the risk management procedures according to the risk profile facing the MoE, which refers to the administrative and technical activities that aim to control the degree of risk and reduce them to lower levels, or control them. The Ministry worked with other national bodies on the National Plan for Crisis and Disaster Management and is being prepared in cooperation with the National Authority for Crisis and Disaster Management and the Plan for the Reduction of Violence and Extremism. The Ministry prepares and disseminates the emergency plan on the preparation for the winter annually. The multiplicity and diversity of risks facing the education sector at the national and regional levels, their regular and random occurrence, the geographical distribution of field directorates and schools across the country, and the diversity of risks facing the educational field and system call for more focus on identifying and forecasting risks facing the educational process. There is also a need to institutionalize risk management at the administrative structure levels within an institutional framework that ensures the follow-up and response to risks in modern methods that keep up with changes and threats at the level of the MoE and partners, the preparation of alternative scenarios and the provisions of necessary visualizations, mechanisms, budgets to encounter risks at the required pace and professionalism at all the educational system levels.

### Tenth: Government Education Expenditures

Government expenditures on education amounted to 1.09 JOD billion in 2016. In addition to the expenditures made from the budgets of the two ministries in charge of education and higher education, this amount includes the expenses made by the Ministries of Defense and the Vocational Training Corporation, and the capital projects funded by Development Partners through the Ministry of Planning and International Cooperation (MoPIC). It also includes administration and supervision costs of the education system, and expenditure to reprint text books.



The education sector received 13.46% of the total government expenditure in 2016. In comparison with the GDP, the government spending on education amounted to 4% of the wealth produced by the economy in 2016.

This level of government spending for education results from the macro-economic and fiscal policy which aims to limit public spending, and places some strong or increased constraints on government expenditure related to defense and security, the pension scheme and debt interests. The fiscal and budget policy followed by the government has stabilized total public spending, which represented a lower share of GDP in 2016, which amounted to 4% as compared with 4.24% in 2013.

## 1. The structure of Government Spending on Education

Government funding is largely directed to Basic Education (approximately 66% of total financing), as this cycle enrolls the largest number of students. Higher education receives the second largest share with approximately 11.7% of the total financing while secondary education receives 10.4% (see Table 1.10):

**Table 1.10. Government expenditure by education level, 2013-2016**

Programs and Financing	2013	2014	2015	2016	Proportion for (%) 2016
Management	57,885,000	58,784,000	59,269,500	55,531,500	5.2%
Vocational education	25,641,000	25,867,000	26,125,000	24,895,000	2.3%
Educational activities	3,122,000	3,050,000	2,425,000	2,325,000	0.2%
Special education	3,658,000	4,225,000	4,024,000	3,732,000	0.3%
Kindergartens	6,271,000	6,640,000	6,912,000	6,757,000	0.6%
Basic education	670,189,000	702,404,000	713,006,500	708,519,500	66.0%
Secondary education	99,562,000	101,941,000	97,912,000	111,844,000	10.4%
Literacy programs	554,000	618,000	697,000	682,000	0.1%
Ministry of Defense	19,000,000	19,000,000	19,000,000	19,000,000	1.8%
Higher education	94,450,000	100,145,000	104,684,000	125,796,000	11.7%
Vocational Training Institution	13,079,000	13,401,000	13,618,000	13,707,000	1.3%
Textbooks returns	6,872,750	8,152,466	8,594,410	9,675,989	*
Education tax	12,600,000	10,000,000	13,127,000	12,800,000	*
Ministry of Planning	11,300,000	10,000,000	9,000,000	8,000,000	*
Total Government budget	7,455,752,000	8,096,377,000	8,096,377,000	8,096,377,000	*
% of education of the Government budget	13.15%	12.63%	12.77%	13.25%	*
of education to GDP %	4.11%	4.07%	3.93%	3.94%	*

Source: The General Budget Law (2013-2016) and the Central Bank Newsletters.

The cost of teaching activities is concentrated on staff expenditures. At the basic education level, 83% of the cost is for salaries, of which 62% is for teachers and 21% is for other staff. This leaves little place for other types of expenditures. Operating costs represent 5.5% of the total cost.

The average spending per student amounts to 720JOD for MoE schools, of which 645JOD is for staff expenditure, 40JOD for operating expenses and 35JOD for capital expenditure.

## 2. Expenditure on Syrian Students

The enrolment of Syrian students in MoE schools during (2013-2016), as indicated by table 1.11, had a significant impact on the government expenditure as the schools accommodating Syrian students worked to provide them with a safe school environment as well as all other educational requirements.

**Table 1.11. Number of Syrian students in MoE schools, 2013/14 – 2016/17**

Description	Year			
	2013/2014	2014/2015	2015/2016	2016/2017
Numbers of students	120,557	129,058	145,458	126,127

Source: Ministry of Education report.

Table 1.12 shows the government expenditure for schools accommodating Syrian students (the camp schools, the second shift schools, and the single shift schools for Jordanian students) including off budget support.

**Table 1.12. Government expenditures on schools for Syrian students by year and by source of financing, 2013/14 – 2016/17**

Description	(Scholastic year- Financial support (in JOD			
	2013/2014	2014/2015	2015/2016	2016/2017
The German Grant (salaries of teachers in (the second shift schools	N/A	N/A	N/A	3,668,102
The Joint Financial Agreement	N/A	N/A	2,942,175	16,940,204
The German Loan (Construction)	1,327,176	1,397,730	713,490	813,134
The German Grant (Construction and equipment)	737,076	1,135,258	466,256	118,754
UNICEF	4,892,347	423,000	9,500,000	

Source: Ministry of Education report.

# Chapter 2

## Priority Domains





## Chapter 2: Priority Domains

This chapter presents the six priority domains of this ESP. These include Early Childhood Education and Development (ECED); Access and Equity; System Strengthening; Quality; Human Resources; and Vocational Education. Each domain describes the main challenges that are addressed therein and contains one strategic objective, together with a description of the relevant components and activities of the domain. Output indicators and targets are also presented herein.

### Domain 1: Early Childhood Education and Development (ECED)

This domain deals with the provision of the MoE's quality early childhood education and development programmes (KG2). The main components are:

1. Access and Expansion
2. Quality

The expansion and upgrading of preschool education are two key components in sound and active investment in education. Building on the Sustainable Development Goals and the National Strategy for Human Resources Development and in order to increase the access of children (both male and female) to quality education in early childhood to improve their readiness to learn for life, it is essential to provide the required infrastructure to reach a basic level of services for all children. In addition, the general frameworks for evaluating kindergarten students and curricula need to be developed and the quality of the workforce must be improved. This includes the strategies of children with developmental delay. Innovative approaches will contribute to positive changes in the early childhood education system through encouraging parents to intensify their efforts to support education, health, nutrition and social protection at home and school and by developing partnerships with the private sector, civil society and non-governmental organizations to play a greater role in providing early childhood services.

#### 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.**

The following is a summary of the ECED domain components that will be implemented in order to reach this objective.

#### Component 1: Access and Expansion

##### Challenges

- Low enrolment of males and females in preschool education.
- Limited availability of kindergartens in densely populated areas.
- Limited participation and investment of private sector and non-governmental actors in kindergartens.
- Limited availability of adequate financial resources.

The low enrolment rate in preschool education, particularly in the most densely populated areas, is a challenge to the MoE. In order to guarantee access and equity to quality services, the private and non-government sectors must be engaged in the provision of preschool education. The mandatory regulations must be amended to enroll students with disabilities in the kindergarten programs. The Ministry will revise the instructions to facilitate the opening of private KG2s and will pilot a program with 173 private preschools to assist with renovation of learning spaces and support to teacher salaries in order to encourage expansion of KG opportunities. The current situation should be analyzed through a quantitative analysis to identify coverage and gaps in service delivery and the management of early childhood education. In addition, the required financial resources should be allocated by determining the full cost of services, including the operational and capital costs. There is a need to build new kindergartens in the current government schools as well as in new buildings. In addition develop partnerships with the private sector and encourage investors to build kindergartens and communities to ensure that Jordan is able to respect international commitments to achieve universal access and equity to early childhood services. Once the system has been expanded, legislation also needs to be revised to include KG2 as compulsory.

Specific Objectives: Access and expansion

Increase in KG2 enrolment rate from 59% to 80% in 2022

Sub-component(s)	Activities	Indicators and targets		
		Indicator/ target	Baseline (2016/17)	Target (2022/23)
Access and expansion	Study and analyze the situation of kindergartens in Jordan	Study prepared by 2018	Study begun	Completed
	Renovate and equip existing MoE KG2 classrooms	Number of renovated and equipped classrooms	class- 1,459 rooms renovated & equipped	Newly renovated: 210
	Develop / construct and equip new KG2 classrooms at MoE schools	Number of new class rooms established and equipped in MoE schools		Newly constructed: 500
	Renovate private school classrooms (for private sector and charitable organizations)	Number of private class rooms renovated	Data from study	865
	Appoint new KG2 teachers in line with MoE standards for government and the targeted private KGs (173/ year)	Teacher student ratio  Number of private school teachers and principals paid by MoE	-	865
	Provide KGs with 50JOD for purchase of stationery & didactic materials	Number of KG provided with stationery & didactic materials	1,459	2,169
	Re-examine by-laws & regulations of public and private kindergartens (this will facilitate the opening of private KGs)	Revised by-laws for kindergartens	Being studied	Adopted & implemented in 2018

## Component 2: Quality of ECED

### Challenges

- Poor monitoring, follow-up, evaluation and accountability at the kindergarten stage.
- Insufficient technical follow-up of governmental and non-governmental kindergartens.
- Limited use of ICT in kindergarten education.
- Limited institutional competence of kindergarten staff in the Ministry of Education and different levels of training among them.
- Poor coordination between universities and colleges in the preparation, training and rehabilitation of kindergarten teachers.
- Need to develop curricula according to the education system accredited by the MoE that meets the national and global needs.

In order to improve the quality of services provided at the preschool level, it will be important to identify the quality assurance criteria. These standards cover interactions between adults and children, children's progress and learning attainments, the level of local community and family participation, the improvement of pre- and in-service training, the effectiveness of programs to identify and respond to the special educational needs of children and to improve knowledge and public awareness of children's development. Moreover, quality assurance procedures and standards reflect the reality of preschool education and the extent to which schools and the system are achieving the desired objectives. They contribute to guiding the educational and administrative decision-making process by revealing the weaknesses and strengths in the performance of preschool educational institutions. In addition, these standards reduce the costs, increase the quality and save time, resources and effort by supporting the strengths, addressing weaknesses and establishing reforms to improve decision-making processes following a clear scientific methodology. They identify the responsibilities of all partners in the teaching and learning process, such as the state, society, and the workers in preschool education in order to motivate them to cooperate effectively. These standards will also provide substantive provisions for parental involvement in preschool educational institutions.

Also during the ESP period, a new curriculum will need to be developed for ECD in cooperation with the Curriculum and Textbook Directorate and the new national Centre for Curriculum Development. This curriculum must be based on developmentally appropriate standards and practices. In addition, new learning resources will be prepared for the kindergarten stage, which will be age appropriate to stimulate children's curiosity, tactile abilities and readiness to learn.

#### Specific Objectives: Quality of ECED

- Adopt a quality assurance framework for kindergartens by the end of 2022
- Adopt standards for the excellence and creativity of kindergartens and launch and implement them starting from 2019
- Accreditation standards developed by 2019
- Raise awareness about health, nutrition and social protection at home and school by reaching 10,000 parents and children per year for the Parental Awareness Program, and 2000 parents and children to raise children readiness to learn.
- Increase the percentage of qualified KG2 teachers from 92% to 98% by 2022
- Adopt accountability system for kindergartens by end 2019

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
Quality assurance	Conduct evaluation study of quality assurance by-laws (instruction)	Evaluation study conducted	N/A	Completed in 2018
	Revise QA by-laws ((instructions	Amended bylaw for quality assurance system	Existing by-laws	Developed by end 2019 and adopted by 2020
	Distribute revised instructions (The Quality System) for targeted public and private kindergartens	Number of instructions distributed	per year 173	copies pro- 10,000 duced & distributed
	Revise technical tools for QA process	Revised technical tools	Existing tools	By 2020
	Conduct training on the manual and its applications	Number of staff trained on QA by-laws and system	N/A	1,556
	Conduct training on internal audit tool for KGs	Number of staff trained on internal audit tool	0	212
	Conduct internal audits of governmental and non-governmental kindergartens and produce audit reports with corrective measures (quality checks).	Number of internal audits conducted and reports issued	0	per KG per year 2
	Conduct training on Open EMIS tool	Number of staff trained on Open EMIS tool	0	232
	Appoint new supervisors to accommodate the increased number of kindergartens	Number of KG2 supervisors	26	86

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
Excellence and creativity	Prepare standards for excellence and creativity for kindergartens in partnership with the Queen Rania Award Society	Standards of excellence and creativity adopted	Currently working with Queen Rania Award Society	Prepared at the end of 2018
	Conduct yearly campaign to promote awareness of the standards at the level of government kindergartens and open opportunities for participation to receive the award	Number of annual campaigns for excellence and creativity awards	0	4
		Percentage of teachers applying for the Innovation and Excellence Award	0	10%
Accreditation criteria	Obtain approval for accreditation criteria in partnership with the National Council for Family Affairs	Accreditation criteria developed	Criteria drafted	Standards approved by 2020
	Develop and approve manual of guidelines	Manual drafted & approved	0	Guidelines manual approved by 2020
	Follow-up on implementation of criteria according to manual	Implementation	0	Implementation by 2022
	Identify the body authorized to take responsibility for accreditation	Accreditation authority identified	0	Accreditation authority identified
	Prepare and obtain approval for the accreditation manual based on approved criteria	Accreditation manual	N/A	2020

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
<b>Mindset</b>	Educate caregivers in health, nutrition and social protection at home and in the family by parental awareness program	Number of caregivers participating in parental awareness programs	40,000	90,000
	Conduct evaluation study of parental awareness programs	Evaluation study prepared	N/A	Evaluation begins in 2019
	Develop, print and publish a parental awareness guide	Number of parental awareness guides distributed	N/A	1,000 copies distributed
	Hold educational workshops for parents and children – “Raising children’s readiness to learn” (including topics such as encouraging parents to read with their children)	Number of caregivers and children attending readiness workshops	parents 4,450 enrolled	10,000
	Implement school feeding in all government KGs, including for refugees	Number of KG classes with school feeding	1,459	2,027 by the end of 2022
	Provide a computer corner in all MoE kindergartens	Number of KGs using technology	400	1,110 by 2022 (142 KGs per year)
<b>Innovation</b>	Implement training on “Kid Smart” program	Number of trained supervisors and teachers on the “Kid Smart” program	426	1,196
	Review and update the comprehensive training manual for kindergartens (CTP) in light of the review of the interactive national curriculum in order to improve the quality of in-service teacher training	Number of supervisors and teachers trained on the Comprehensive Training Manual	1,342 (in public sector)	3,879

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
Raise the competencies of the teachers	Train all kindergarten teachers on the updated guide	Percentage of teachers trained on the CTP	0	100%
	Train new teachers (includes planning, classroom views, assessment, configuration for classroom work)	Percentage of new teachers trained upon recruitment	0	100%
	Develop early detection tool to identify children with special educational needs	Early detection tool developed	0	By 2019
	Develop child individual assessment tool	Child individual assessment tool developed	N/A	By 2019
	Conduct training on the early detection and child's individual assessment tool	Number of teachers trained on early detection and individual assessment tools for the child	N/A	3,120
	Train teachers & supervisors on the Reading and Math (RAMP) initiative	Number of teachers & supervisors trained on RAMP	27,618	2,360
	Train teachers and coordinators on parental participation	Number of parental participation workshops conducted	1,613	2,349
	Prepare the general evaluation framework	General framework for evaluation of KG2 students approved	N/A	by 2019



Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
Accountability	Prepare overall plan for the evaluation process	The plan is prepared	N/A	Prepared plan by 2019
	Publish the monitoring and evaluation manual	Number of distributed manuals	0	distributed 10,000
	Conduct training on the evaluation framework	Number of workshops conducted	N/A	36
	Field visits to monitor implementation  Prepare technical evaluation reports in light of feedback from the implementation and field visits. Make necessary adjustments, if any	Number of field visits to KGs conducted and evaluation reports issued	N/A	visits 1,600

### Domain2: Access and Equity

This domain aims to ensure access and equality for all residents in the Hashemite Kingdom of Jordan. To this end, the domain has the following components:

1. Infrastructure
2. Inclusive education/special education
3. Lifelong learning and non-formal education

### Strategic Objective:

To ensure access and equality for both male and female sexes by absorbing all age groups in education for all residents in the Hashemite Kingdom of Jordan.

The following is a summary of the access and equity domain components that will be implemented in order to reach this objective.

### Component 1: Infrastructure

#### Challenges

- Schools are overcrowded.
- Too many rented/leased school buildings.
- Refugee students need to be accommodated.
- A large number of schools have urgent and comprehensive maintenance needs.
- The needs of people with disabilities have to be taken into account with the establishment of ramps and other facilities.
- A large number of schools do not receive preventive maintenance due to the lack of a special program for this purpose.

In order to reduce overcrowding and increase enrolment rates in primary and secondary schools for all children, including refugee students, this component focuses on the improvement of the educational environment by: (i) building new, accessible school buildings that take into account modern standards; (ii) working to reduce the proportion of rented school buildings; and (iii) reducing the proportion of rented schools.

In order to improve the safety and quality of the school infrastructure, it is expected that the Ministry will develop a preventive maintenance programs and air conditioning systems in the schools all over the country. Preventive maintenance will begin as of the date of receiving the building so as to keep the school facility safe and clean, and ensure their continuous use. During implementation of the plan, the directorate is expected to provide a specific amount of money to the school principals for funding maintenance costs and the maintenance committees will provide maintenance. In addition, MoE will install solar power systems and air conditioning in many selected schools.

### Specific Objectives: Infrastructure

- Establish 300 new, accessible male and female school buildings for Jordanian, refugees and special needs students over the next five years.
- Improve the school environment by carrying out the necessary maintenance work in 800 male and female schools annually in each of the next five years (from the current rate of 500 schools per year) and the activation of the preventive maintenance program in the public schools.
- Modify 420 schools (210 girls' schools and 210 boys' schools) to make them accessible to children with disabilities.

Sub-component(s)	Activities	Indicators & targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Providing safe, accessible, well-maintained schools for all	Establish 60 new schools per year (300 total) or expand existing schools to reduce overcrowding and the number of rented and double shift schools. These schools will accommodate Jordanians and provide increased access for Syrian and other refugees.	Percentage of rented school buildings	22%	17%
		Percentage of double shift schools	19%	10%
	Use GIS to identify needed sites for new schools. Acquire additional land in identified sites in the different governorates.	Number of land parcels acquired	sites 100	sites 300
	Renovate existing schools to provide access to children with special needs (ramps, toilets), based on GIS results and population (preliminary target is 1 boys' and 1 girls' basic school (including KG2) per directorate per year).	Number of schools renovated to be accessible	150	570
	Continuous integration of small schools (less than 100 students) into bigger schools.	Number of schools with less than 100 students	40	300
	Improve the school environment by carrying out the necessary comprehensive and corrective maintenance for 500 to 800 schools per year for 5 years duration.	Schools maintained yearly	80	4,000

Sub-component(s)	Activities	Indicators & targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Improve the physical environment of the schools through preventive maintenance and the provision of air conditioning.	<p>Develop the preventive maintenance program. .</p> <p>This will include activating the role of school maintenance committees that include membership of students &amp; community members in the schools where preventive maintenance programs are implemented.</p>	<p>Preventive maintenance is available.</p> <p>Percentage of schools that are part of the preventive maintenance program.</p>	0	75%
	<p>Develop the preventive maintenance program by Maintenance Directorate at School Buildings Directorate and international projects (see also access and equality domain).</p> <p>Activate the role of maintenance committees that includes membership of students at schools where the maintenance program is implemented.</p>	<p>Preventive maintenance program available.</p> <p>Percent of schools that consist as part of preventive maintenance program.</p>	0	50%
	Installation of solar system and air conditioning systems/ heating throughout all schools.	Number of schools with air conditioning/ heating (AC is priority for the schools in hot areas).	1.3%	50%

## Component 2: Inclusive Education and special Education

### Challenges

- Lack of educational diagnostic units.
- Lack of tools for the required educational diagnosis, measurement and evaluation.
- Lack of specialized technical staff.
- Inability to provide transportation for all children with disabilities.
- Lack of specialized curricula for children with mental (e.g. autism) and developmental difficulties.
- Lack of specialized cadres/staff to work with children in the inclusive schools.
- Lack of adequate consideration for special needs of Syrian refugee students.

The Ministry will seek to increase access to education for all children with special needs, including refugees. The legal reference for the education of persons with disability is Law 20 /2017. One of the issues related to special needs education is the lack of suitable diagnoses for children. Currently there are 5 diagnostic centers in the country which are operated by the Ministry of Health and the Ministry of Social Development. The MoE would like to establish its own educational diagnostic centers (3 regional and 2 mobile that would also operate in the refugee camps) in order to properly assess the special needs of students.

At present, the Ministry has about 150 basic education schools that are accessible to children with disabilities. The Department of Special Education will work with the School Mapping Unit and the General Education Directorate to renovate two schools per year (one girls' school and one boys' school) in each field directorate. These schools should also include kindergartens to ensure that young children with disabilities are not denied access. Renovations will primarily include ramps and toilets. These renovated schools will then be the main focus for the Department of Special Education's activities. They will use these schools as the basis for expanding awareness about inclusive education, including specialized teacher training, parental awareness programs and the creation of specialized support units that will provide services for students with motor, speech and learning difficulties from KG2 onwards. Each special support unit will be staffed with a speech therapist, a physical therapist and two teachers who will be trained to support children with learning difficulties and slow learners.

The Department of Special Education will also seek to increase awareness of the needs of students with disabilities by working with the Higher Council for Persons with Disabilities to promote inclusive education through the use of media, SMS, publications, etc. The MoE has signed an agreement with the Higher Council for Persons with Disabilities to rehabilitate four pioneer schools for inclusive education, during 2018.

Finally, the Department of Special Needs will seek to establish a special program for the care and education of refugee students with disabilities, taking into account the multiple impacts on these children due to war and disability. This program will provide them with educational services and access to support services such as occupational therapy and rehabilitation, speech therapy and any support equipment necessary to aid the successful integration of children into public schools.

### Specific Objectives: Inclusive Education and Special Education

- To increase the enrolment rate among students with disabilities from 5% in 2016/2017 to 20% in 2021/2022 through diagnosis and awareness raising activities.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
Development of capabilities to diagnosis disabilities	Create and operationalize educational diagnostic centers for the three regions of Jordan (North, Center, South) to assess children with physical and learning disabilities (males and females)	Diagnostic centers created	0	3
		Number of client visits to diagnostic centers (fixed and mobile)	0	Approx. 5,000
	Provide mobile diagnostic centers to conduct field visits to schools, including refugee camps and remote areas	Number of mobile diagnostic centers	0	2
	Recruit 20 specialists for each diagnostic center (fixed and mobile)	Number of specialists recruited	0	100
	Conduct training to improve the quality of the diagnosticians	Number of diagnosticians trained	0	75
	Purchase appropriate diagnostic tools and adapt them for use within the Kingdom of Jordan (e.g. Stanford-Binet, behavioral tests, Wechsler, etc)	Number of diagnostic tools acquired	0	75
	Develop/adapt additional diagnostic tools as needed (learning difficulties, autism, speech detection problems)	Diagnostic tools developed	0	3
Awareness	Develop an awareness campaign in cooperation with the Higher Council for Persons with Disabilities to promote inclusive education (through use of media, SMS, publications, etc.)	Awareness campaign developed	N/A	completed
	Conduct awareness workshops in all of the accessible schools and field directorates annually	Number of awareness workshops	N/A	570 schools +42 directorates

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
<b>Expanding access to inclusive education</b>	Conduct surveys to identify the educational needs and needs for assistive devices (wheelchairs, etc.) of students with disabilities (including refugees)	Number of surveys conducted	0	3
	Establish support units in each of the newly renovated schools to provide services to students with physical, speech and learning difficulties from KG2 onward	Number of schools with support units	0	420
	Provide transportation for all students with special needs	Percentage of students with special needs transported	1%	100%
	Establish a special program for the care and education of refugee students with disabilities taking into account the multiple impacts on children as a result of war and disability	Program set up and operating	N/A	Completed
<b>Programs &amp; Activities to promote development &amp; investment of the gifted abilities &amp; skills</b>	Establish a center to adopt students' innovative ideas	# of schools that includes gifted rooms	78	118
	Provide gifted rooms at schools with tools to develop student creativity & innovation	# students per gifted room	1,000	2,800

### Component 3: Lifelong learning and non-formal education

#### Challenges

- Students dropping-out from basic education and entering into the labor market (child labor).
- Low living circumstances for a number of families. Lack of financial incentives for children, especially refugees, to stay in school.
- Some communities prioritizing work over education, resulting in child labor.
- Economic and financial challenges for families, especially refugees.
- Lack of information about the number of out-of-school children and youth and illiterate adults (Jordanian, Syrian and others).
- Some out-of-school children, youth and illiterate adults unwilling to join non-formal education (Jordanian, Syrian and others).



There is a need to adapt the catch-up program for students with special needs. The program is designed for the children who are more than four years older than the prescribed age for the grade. These children would join an intensive compensation program of one or two years, depending on the need of each student individually and then be evaluated and re-registered in public schools; educational opportunities would also be provided for all of the categories in the community (children, youth and adults) who missed education or dropped out. Along with qualified Jordanians and refugee students, so that non-formal education programs will include students with disabilities. Students would be provided with appropriate non-formal education programs aimed at developing their skills.

This will be conducted through the following non-formal education programs:

1. Adult education and literacy program for the age group of 15 years and over.
2. The Dropout Program for the age group of 13-18 for males and 13-20 for females.
3. The Catch-Up Program for the age group of 9-12 years.
4. The Home Studies Program for the age group of 12 years and over.
5. Evening Class Centers programs.

#### Specific Objectives: Lifelong learning and non-formal education

- Reducing adult illiteracy from 9.5% to 7.4% for females and from 3.4% to 2.6% for males by 2022.
- Enrolling children who dropped out of school (ages 13-18 for males and ages 13-20 for females) over the next five years at an annual rate of 1,000 individuals, (700 males and 300 females), through the Dropout Program in cooperation with partners.
- Providing educational opportunities through the Home Studies Program for the out-of-school age group of 12 and above over the next five years at an annual rate of 2,500 enrolled (1,000 males and 1,500 females), based on the measurement of previous years.
- Providing educational opportunities for out-of-school children who are between 9-12 years old through the Catch-Up Program over the next five years at an annual rate of 1,500 children (750 males and 750 females).
- Providing regular education opportunities for those in the rehabilitation centers by increasing the number of educational centers to four by 2022.
- Providing opportunities for non-formal education to illiterate adults and those who have not completed their education, as well as all children outside the educational system.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
Providing non-formal education opportunities	Expanding the establishment of centers for non-formal education:	Number of students in literacy centers	1,330	2,000
	Reviewing the educational legislations concerning NFE	The reviewed legislations	NA	Legislation have been reviewed
	Integrate NFE data in Open EMIS	Integrated NFE data		
Dropout programs	Furnishing and equipping the Dropout program centers in cooperation with the partners (10 centers) annually.	Number of equipped centers	120	170
	Conducting training workshops for teachers in non-formal education centers at a rate of 3 workshops per year for males and females.	Number of training workshops	3	15
	Expanding the establishment of centers to promote the Dropout Program centers at a rate of 10 centers annually for males and females.	Number of individuals enrolled in centers	4,300	9,300
	Establishing the Catch-up Programs centers for males and females	Number of individuals enrolled in centers	2,500	10,000
Home studies programs, and study at rehabilitation (Prison centers)	Providing the opportunities for home studies for those who cannot attend formal education for males and females	Number of individuals enrolled in centers	2,717	2,600
	Conduct comprehensive survey study about NFE reality	The study	0	Completed survey study
	Entering data of non-formal education programs in EMIS	EMIS that is functional, with requisite data	Not done	Completed
	Providing e-learning and self-learning platforms	Number of self-learning platforms	0	5

### Domain 3: System Strengthening

Based on the MoE's mission and vision, this domain deals with the support of the educational system to enable it to achieve the objectives of education sector in Jordan and to serve decision makers at all administrative levels through the Ministry's practices and activities, including through the provision of the required data for all elements and partners of the educational system. This includes moving towards decentralization in order to support management of the education system, working to achieve excellence and creativity in institutional performance and sustainable follow-up for risk and crisis management.

#### 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.**

To achieve this strategic objective, the following is a summary on the core of this domain:

1. Institutional performance management
2. Management of educational information systems
3. Risk and crisis management

#### Component 1: Institutional Performance Management

##### Challenges

- Centralization of administrative and financial systems.
- Poor application of delegation of powers at management levels.
- Poor efficiency of human resources in the field of local planning based on priorities and needs.
- The need for adopting standards of excellence and creativity for the performance of institutions at the level of the system in full within the best international standards.
- Lack of funding to support programs of creativity, innovation and excellence.
- Lack of a culture (teachers, students, staff, communities) of providing constructive suggestions.
- The need for continuous and supportive partnerships for institutional and individual innovation.
- The need to automate services and participate in e-government programs.
- Existence of a capacity gap with regard to utilization of planning tools (e.g. Open EMIS, Web GIS, Financing Simulation Model and others).
- Leadership positions predominantly occupied by males at the Ministry.
- Generalization of the gender concept throughout the system.

#### Decentralization

The MoE oversees the directorates of education and their schools from KG to grade 12 through a centralized system according to the laws and regulations enforced in Jordan. The directorates and schools have only limited autonomy in planning and decision-making. Efforts have been made within the framework of the ERfKE II program to give the field directorates and schools broader responsibilities within the School and Directorate Development Program (SDDP), which fosters decentralization at directorates and schools, particularly with regard to the development and improvement of schools through active participation of the local community and supporters. However, management continues to be centralized at all stages of education and training without clear coordination, specific channels of communication, or a clear and comprehensive strategic path. This calls for more delegation of authority to the schools and field directorates to enable the MoE to focus on developing effective strategies and making effective improvements. This will include restructuring the MoE to focus on designing strategies and amending legislations that discriminate against persons with disabilities, whether in appointment or in reaching senior administrative posts, while field directorates manage operations on the ground and support school evaluations and school development.

## Strategic Planning

The Ministry believes in the role of effective planning as a response to change and to upgrade the performance of the educational system to achieve the desired objectives through a results-based approach. To develop and implement operational programs to achieve the vision, mission and strategic objectives of the Ministry, in cooperation with all external supportive parties, it is important for the Ministry to be able to diagnose the current situation, analyze, and report on the system's performance.

During the ESP period, the Ministry will work with the directorates to enhance their capacity to develop their own 3-year strategic plans that are aligned with this ESP, including relevant budgets. To do this, directorate planners also need to know how to use data to develop their plans. This includes understanding the importance of gender-disaggregated data to identify gaps and possible solutions to enhance gender equity. Accordingly, planners will need training in WebGIS, OpenEMIS, and data analysis.

The Ministry will need to regularly review and revise educational legislation to meet the needs and developments within the educational sector based on national and international commitments.

## Institutional Performance

The educational system is facing major challenges related to ensuring that the duties and tasks of the government sector are carried out following high standards of quality, excellence, efficiency and professionalism. Although Jordan ranked highest among the Arab countries in international assessment studies, the quality of education is still a challenge that must be addressed through new innovative approaches and strategies focusing on creating a learning society of outstanding quality. The MoE seeks to improve its performance through institutionalizing international standards of excellence and reflecting such standards within annual executive plans that are developed at all levels and through the processes for monitoring progress and follow-up of those plans as well as expanding the extent of technology utilization in the services provided and the key processes.

To this end, the Ministry will provide guidelines and standards to measure progress and follow best practices to improve institutional and individual performance through motivating the participation in the awards of excellence and innovation and utilizing those excelled with the supporting partnerships such as Queen Rania Award for Educational Excellence, document strategies and the methodologies followed, develop mechanisms and tools to evaluate programs, and motivate all stakeholders at the education sectors to provide the best suggestions and initiatives for upgrading all administrative and technical levels. The Ministry also seeks to monitor and evaluate the quality of outputs and to improve the performance of the educational system at its various levels (early childhood, basic and secondary) through the exchange of experiences with local and international partners to reach a high level of services provided to all concerned parties.

The MoE works on strengthening the role of women in accomplishing the main tasks and taking leadership and supervisory positions, as well as achieving justice through adopting the recommendations of the gender audit. This audit will highlight the gender issues in the education sector, including gender-based violence, the nature of gender regulations, and gender balance at the MoE with the goal of improving and increasing equity of gender as well as recruiting qualified staff who will build capacity at all managerial levels in the field of gender analysis and concepts.

### Specific Objectives: Institutional Performance Management

- Implement the organizational structure at all administrative levels in line with the decentralization of the Ministry by 100% by the end of 2022.
- Evidence-based strategic policy, planning and M&E functions take place at all levels (the Ministry's center, field directorates and schools) by the end of 2022.
- Raise the percentage of women in leadership positions at MoE from 14% to 25% by 2022



Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Decentralization	Review and develop the organizational structure of the Ministry based on the main functions of the administrative levels	Adopted organizational structure	Functional analysis completed (2015) Organizational structure approved	Full implementation of organizational structure
	Delegate and transfer more key decisions to schools and field directorates	Percent key decisions delegated to field directorates	To be determined	Delegation of key decisions fully implemented
	Develop legislation and laws governing education to further serve decentralization	Amendments to by-laws and regulations focused on decentralization	N/A	Amended legislation focuses on decentralization
	Link the monitoring system in the directorates of education to those at central level	Percentage of directorates of education that implement and are linked to the central monitoring system	Relevant decision taken	All directorates are fully linked to the central monitoring system
	Develop capacities of directorates and school communities to engage in local planning based on their priorities and needs (school and administration development program)	Percentage of adopted executive plans	0%	100%

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Developing Educational Policies, to cope up with the changes	Develop a communication strategy that identifies the communication and interaction channels among all stakeholder at the MoE such as students, teachers and external partners Enhance information sharing between partners and the concerned managing directorates to achieve sustainable benefit	No. of new and activated communication channels	New division for communication is operational	Modern means of communications fully activated and in use
	Develop and amend educational legislation, laws and regulations based on the Ministry's developed policies and national and international commitments	Number of adopted laws and regulations.	Current education law and regulations	New laws and regulations that are flexible appropriate for all
	Amend Education Law #20 (2017) to be in line with Jordan's obligations under the Convention on the Rights of Persons with Disabilities (CPRD)	Law that enables all disabled people to receive education	Externally supported programs for education for all (including disabilities, refugees, etc.)	Law established, with capacity to host all students with disabilities.
	Conduct an institutional & functional analysis that focuses on planning & management at the first & second leadership levels	Analysis conducted and validated	N/A	Analysis conducted and validated
	Follow up the preparation of annual action plans of all managing directorates, directorates and divisions at the Ministry's center as well as the field directorates Assess the progress level of the action plans. Train heads of divisions on preparing the action plans Train teams to assess plans according to the established quality system	Percent of action plans prepared according to the adopted model  Percent of action plans monitored to assess implementation	Action plans being elaborated, but are weak	Annual action plans completed for all sub-components and activities
	Comparative standard visits to countries having innovation & excellence practices	2 visits annually per course	0	4 visits
	Prepare the Ministry to participate in the programs and awards of excellence and innovation at the local and regional levels of the Ministry (materials, supplies, rewards and training)	Improve the ranking of the Ministry in King Abdullah II Award for Excellence and Innovation	Currently at first-level bronze for excellence  Participated once in Innovation award	Excellence: First-level silver  Innovation: First level silver



Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Raising the level of the Institutional Performance of the MoE	Implant the culture of excellence & innovation at all occupational levels, and invest excellent expertise		None	Reports on best practices with recommendations on implications for Jordan
		Number of winners of individual awards (e.g., Queen Rania; perfect employee; distinguished public employee)	Perfect employee = 1 in 2016  Queen Rania Award for Excellence (currently 279 teachers/ counselors/ principals)	3 per year  Number increased by 10% to 418 winners
		Number of prizes accorded by the Ministry	1 (employee of the month)	3 (excellent school; excellent teacher; innovative & talented employee)
	Simplify and improve services provided by the Ministry in terms of the procedures and steps (including service manuals on the required steps, time, cost and documents for those procedures)	Number of client services that are simplified procedures	32 client services improved	Increased number of improved client services
Improving service delivery to clients of education system	Engineering the process of service delivery in cooperation with Ministries of Public Sector Development and Telecommunications	Number of services operating on the e-government platform	Number of updated services on the e-government platform	Developed service manual
Move to online service delivery (as per national e-government program)	ISO standards circulated, associated training, internal & external auditing	Number of schools implementing the standards	All MoE departments, directorates & KGs attain standards	141 schools attain standards
Attaining ISO quality assurance standards for administrative services and processes at MoE, in directorates and schools/KG	Roll out the administrative control system at all administrative levels (the Ministry's center, directorates of education and schools)	Activation of quality control system  Percentage of complaints addressed	Control systems are in place  33% of complaints are addressed	Improvement of existing systems  100% complaints addressed





Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
<b>Adoption of advanced administrative, financial and technical control systems</b>	Conduct studies on the satisfaction of workers, service recipients, partners and suppliers.	Satisfaction rate	78% of service recipients of clients in 2017; 73.2% of service recipients of students in 2016-17; 52.6% of service recipients of workers	80%
	Conduct capacity assessment to determine needs for planning and management skills among ministry staff	Capacity analysis conducted and plan produced	N/A	Capacity analysis conducted and plan produced
<b>Acquiring the staff the needed skills in the field of Strategic Policy, Planning, M&amp;E and Donor Relations and Reporting</b>	Training the qualified staff in the areas of Planning, M&E reporting, and financing in the Ministry  Placement of skilled personnel for external relations (e.g. donor relations)	No. of trained staff	12	All staff working in the area of strategic planning.
	Providing the School Mapping Division with the latest developed GIS software and hardware	No. of software and hardware	The percentage of old software and hardware is 30%	The percentage of the developed software and hardware is 100%
	Train staff to be able to provide analytical reports utilizing planning tools such as OpenEMIS, WebGIS, and Financing Simulation Model, and M&E  Training of decision makers to use these reports	Number of staff trained	people received 5 training	All concerned staff trained
	Recruit gender expert to conduct a gender audit of the Ministry of Education with assistance from an internal Gender Audit Team appointed by the Minister	Gender audit with clear recommendations produced	N/A	Completed
	Recruiting employees with an MA in gender at the MoE's Gender Division	Validation and implementation of recommendations	N/A	Recommendations are validated and being implemented
		Number of staff in Gender Unit	1	3
	Conduct two-day workshops for senior and middle management on gender analysis and mainstreaming	Number of workshops conducted	0	5
	Conduct one-day workshops for field directorates on gender concepts	Number of workshops conducted	6	50
	Amend legislation that discriminates against advancement of women  Promote more women to leadership positions	Percentage of women in leadership positions	16%	25%

## Component 2: Management of Educational Information Systems

### Challenges

- Weak ICT infrastructure in schools.
- Loss of specialized trained technical staff competencies from the Ministry.
- Constant changes of data and information.
- Lack of funding and support for the development and maintenance of electronic systems and equipment.
- Lack of funding for the implementation of the capacity-building programs.

Given the importance of ICT in improving the educational process, the MoE seeks to provide and employ technological solutions to serve the decision-makers at the levels of the schools, field directorates and the Ministry's center in order to ensure the improvement of the educational and learning process. The Ministry has implemented many programs that guarantee comprehensive electronic readiness through providing the necessary computer equipment in schools and education directorates, ensuring proper communication through the internet and intranet service, and enabling the cadres at the different administrative levels to use technology and employ it optimally.

In light of the rapid progress and development in the field of ICT, the Ministry regularly reviews its policies and work plans and adopts modern technological tools and systems that provide inclusive, accurate and immediate data on the schools, students and teachers, such as OpenEMIS and GIS and other available systems. These systems are integrated in line with the e-Government national project to enable decision makers to take the appropriate decisions.

### Specific Objectives: Management of Educational Information Systems

- Ensuring the readiness of the necessary infrastructure to operate the systems optimally.
- Ensuring the electronic readiness for educational and geographic information management systems.
- Building the capacity of the staff concerned with activating and operating educational and geographic information management systems (technical and administrative staff) as well as the decision-makers at all administrative levels.
- Updating, auditing and providing data on systems to serve the decision makers at all managerial levels.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Infrastructure	Developing the infrastructure for the operating systems (networks, software, licensing, equipment, recruitment of skilled staff (e.g. web designer for Aegis)	School level connectivity to internet/intranet	3,030 schools connected	100%
		Infrastructure is established for OpenEMIS	In progress	Completed
		Infrastructure is established for WebGIS	In progress	Completed
		Skilled staff in place for OpenEMIS/WebGIS	3 staff for GIS, 14 for open EMIS	6 for GIS; 20 for EMIS
	Upgrade of software licenses for OpenEMIS	OpenEMIS software licenses upgraded in a timely manner	Current software with licenses	All licenses upgraded
	Upgrade of software licenses for standalone ArcGIS software to enable additional GIS functionality and capacity	GIS licenses upgraded in a timely manner	GIS under development	All licenses upgraded
Electronic readiness (IT System)	Complete the development of the Educational Information Management System (OpenEMIS) to include schools, directorates of education, the managing directorates at the Ministry's center according to the needs and based on feedback received from users	OpenEMIS functional and can be adjusted, modified, features deleted or new features added to meet the needs of all the stakeholders	Proprietary system being replaced with open-sourced system	OpenEMIS fully operational
	Complete the development of the Geographic Information System (GIS) to include schools, directorates of education, and the managing directorates at the Ministry's center according to the needs and based on feedback received from users	GIS functional and can be adjusted, modified, features deleted or new features added to meet the needs of all the stakeholders	Proprietary system being replaced with open-sourced system	GIS fully operational and integrated with OpenEMIS
	Establish agreements with concerned entities to have the OpenEMIS systems be interactive with external data sources (e.g. civil status bureau and passport to retrieve data on individuals, UNRWA, etc.)	OpenEMIS interactive with external data sources	external entity 1 integrated	All needed entities integrated
	Establish agreements with concerned entities to have the WebGIS systems be interactive with external data sources (e.g. Royal Jordanian Geographic Center, Department of Land and Survey. Etc.)	WebGIS interactive with external data sources	No external sources connected	All needed entities connected
	Carry out maintenance, troubleshooting and security management of OpenEMIS and its servers and supporting software	OpenEMIS servers and supporting software functional	Current environment is functional	Optimal operational performance
	Carry out maintenance, troubleshooting and security management of WebGIS and its servers and supporting software	WebGIS servers and supporting software functional	Current environment is functional	Optimal operational performance
	Complete the development of the supporting systems such as the archiving system to put in place the e-governance system within MoE	E-governance System functional	No integration	Full integration of all systems running in MoE

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Capacity building (IT System)	Strategy for training on maintenance, trouble-shooting and security management of OpenEMIS and its servers and supporting software	Strategy adopted and implemented	training conducted in 2016	MoE staff fully trained to sustain OpenEMIS system
	Strategy for training on maintenance, trouble-shooting and security management of WebGIS and its servers and supporting software	Strategy adopted and fully implemented	training session 1 early 2017	Relevant MoE staff fully trained
	Study and analyze all existing information management systems in the managing directorates of the Ministry to integrate into OpenEMIS.	Study and recommendations to consolidate information management system within MoE and within the OpenEMIS framework	N/A	Study completed; implementation underway
	Training strategy for the Ministry's staff at the central level on OpenEMIS and WebGIS in order to fully implement these systems for decision-making.	Strategy adopted and fully implemented	N/A	MoE staff at the central level equipped to utilize decision making tools (e.g. WebGIS tool, Dashboards of OpenEMIS, etc.) for policy, planning and monitoring/evaluation
	Training strategy for the Ministry's staff at the field level (teachers, school staff, and district staff) on OpenEMIS to use, employ and activate OpenEMIS at work.	Strategy adopted and fully implemented	N/A	MoE staff at the field level equipped to utilize information management database
	Training strategy for the Ministry's staff at the field directorate level to use, employ and activate WebGIS tool	Strategy adopted and fully implemented	N/A	MoE staff within the field directorate equipped to utilize WebGIS tool
	Training strategy for the Ministry's staff at the central level to be able to reflect/modify the educational indicators from ESP and other national plans in the OpenEMIS system via dashboards for monitoring and reporting	Strategy adopted and fully implemented	N/A	MoE staff equipped to reflect/modify the educational indicators
	Exposure visits to other countries in similar situations to learn the best practices in the field of Educational Management Information Systems and Geographic Information Systems	System in Jordan improved by employing the best practices from other countries	One field visit for an eight-member team	One visit per year (average of 12 participants) for each electronic system
	Conduct training for the Help Desk Staff to be able to mitigate trouble-shooting of the users (OpenEMIS, WebGIS, etc.)	MoE Help Desk equipped to trouble-shoot all the inquiries	N/A	Training completed

### Component 3: Risk and Crisis Management

#### Challenges

- Lack of awareness on the importance of risk management and lack of plans to prevent such risks.
- The need to adopt risk management approaches within the institution at the administrative and technical levels.
- Lack of readiness to deal with risks at all levels of the educational system.
- Lack of financial allocations to ensure that risks are addressed.
- Poor efficiency and effectiveness of the means of communication and links with external partners at the local and external levels in case of risks.
- The need to prepare alternative scenarios to address the risks facing the system.

Risks are defined as internal or external threats that face the achievement of the institutional objectives. The Ministry works in cooperation with national participation in crises and disasters that may face Jordan, and which may threaten our educational system. A committee was formed in the Ministry to conduct a periodic review of the Risk Management Strategy and crises in order to develop, update and amend the Strategy through the feedback received. The Internal Monitoring Unit is responsible for following up on the implementation of the risk management procedure in accordance with the risk profile facing the MoE. The risk management procedures include those administrative and technical activities aimed at controlling the level of risk and reducing them. This also includes the development of the Risks Management Strategy at the level of the managing directorate of the Ministry as well as the field directorates. This Unit is responsible for adopting the mechanisms of treatment and assessing the actions taken to address the risks to ensure the effectiveness of their application as well as updating the risk matrix. It is highly essential that risk management is institutionalized in the Ministry's administrative structure within an institutional framework due to the following reasons: The diversity of the risks facing the education sector at the national and regional levels, the frequency of their regular and random occurrence, the geographic distribution of directorates and schools on the national level and the diversity of risks facing the educational system that need to be foreseen and identified. Addressing such risks needs modern methods at the Ministry's and partners' levels, advanced alternative scenarios as well as mechanisms and budgets that meet the risks quickly and professionally at all levels of the educational system.

#### Specific Objectives: Risk and Crisis Management

- Institutionalization of risk and crisis management at the level of the Ministry's center, the directorates of education and schools.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
<b>Institutionalize the risk management system</b>	Establish the risk and crises management unit under the General Directorate of Control and Inspection with a concrete TOR and recruitment of skilled staff	The risk and crises management unit is established	No such unit; Committee has developed strategy	Unit established and functional
	Mobilization of internal and external stakeholders in risk management in MoE	Effective, participative risk management	Participatory process has identified risks throughout MoE units	Full participation of all stakeholders in risk management
	Develop risk management plans using methodologies documented in the risk management strategy and link these plans to the budget of the Ministry	Risk management plans developed along with risk & crisis matrix	7 plans that need to be revised	1 multi-hazard plan
<b>Awareness/ Partnership</b>	Raise awareness for risk management on national level (National Council for Crisis Management and other partners and through national response plans) through workshops, training, communication	Plan for the generalization of a risk management culture throughout MoE	N/A (some activities underway)	Unit and plan established and operational
<b>Capacity Building</b>	Training all Risk Management Unit staff along with other internal stakeholders & partners	No. of trainees	Unit not established On-going workshops in schools	Training for all relevant MoE staff at all levels plus internal stakeholders & partners



## Domain 4: Quality

This domain deals with quality aspects to enable the educational system to achieve the vision and mission of the MoE to provide quality education services through an integrated approach to follow up the quality of learning and education in the Ministry's schools. To this end, the domain has the following components:

1. Curriculum and assessment.
2. ICT in education.
3. School leadership and community participation.
4. Accountability (education quality and accountability unit).
5. Safe and stimulating school environment.

### Definitions:

**Quality:** The quality of education is the set of standards, procedures and decisions whose implementation aims to improve the educational environment. These standards include educational institutions along with their various frameworks and forms as well as their teaching and administrative staff and the conditions of employees who are directly or indirectly associated with the educational system.

### 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.**

The following is a summary of the quality domain components that will be implemented in order to reach this objective.

### Component 1: Curriculum and Assessment

#### Challenges

- Curricula needs modernization and is missing basic elements that provide students with life skills, professionalism, gender sensitivity and 21st century skills.
- The weak financing related to the authorship of textbooks and teachers' guides for all subjects.
- Objectives associated with the promotion of values have not been adequately reflected in the content of textbooks.
- The general secondary examination is still the only test for assessing the performance of students of both sexes in public education, despite the risks it involves.
- The actual assessment of performance is shallow and does not comprehensively measure the performance, skills and knowledge of students, especially the students with disabilities.

The curricula do not include any information on global issues such as human rights and gender issues.

The general and specific curriculum and evaluation frameworks were developed in 2013. Their development, improvement and evaluation are ongoing processes and usually occur every 4 to 5 years, as required, it is necessary to carry out more research and survey studies of the curriculum through cooperation with 3-5 experts to evaluate each subject. This team will be put in place in order to evaluate the curriculum and to identify opportunities to improve the curriculum so that it responds to national and global trends.

In addition, teams prepare the general framework for curricula, assessment, general frameworks of general and specific outputs for each subject, teachers' books and textbooks. They author, edit (linguistically and technically) and design textbooks and teachers' books. These teams also produce diverse learning resources that support the national curriculum in the basic and secondary stages of academic education as well as vocational education and kindergarten. In addition, the teams produce books and resources for learners with special needs.



The teams consist of 4-5 specialized academic personnel, educational supervisors and distinguished teachers, according to the needs of each subject and 3-4 local experts from universities (supervisory and steering committees) review the draft books. The development and printing of textbooks and teachers' books also requires the use of experts in the design of curricula, the construction of tests as well as specialized professional textbook designers. After study and evaluation, tenders for printing are issued based on needs. During the period of the ESP, the Directorate plans to develop specialized programs to increase the capacity within the departments of curricula, textbooks and examinations. A National Center for Curriculum and Assessment was established in 2017 through the HRD strategy; the Minister of Education sits on its board. The curriculum reform process will be undertaken in collaboration with this national center.

The Ministry is in the process of reforming the educational ladder to include mandatory early childhood education (KG2) and two tracks of secondary education: academic (scientific and literary branches); and vocational (industrial, agricultural, hotel and tourism, home economics). As part of this reform, local experts will establish performance indicators for each stage of education and student assessments will take place at the end of each stage in line with the established indicators.

The Ministry will work to strengthen its assessment system throughout the ESP period. A national assessment strategy will be developed and adopted. In addition, the Ministry will implement a Grade 3 diagnostic test on early grade reading and math and work to reform the Tawjihi. By the end of the Plan period, it is anticipated that a secondary education completion certificate will be established as the secondary school exit requirement and that the Tawjihi will be reformed to be used only for competitive university admission. Finally, an electronic assessment management system will be put in place during the Plan period. This system will be used to distribute exams to the 12 exam centers in each of the Governorates, and will facilitate compilation of exam results.

#### Specific Objectives: Curriculum and Assessment

- Review and revise curriculum for all school stages to include local and global concepts, such as human rights, social development, gender equality and sustainable development by 2022.
- Develop system for monitoring and evaluating educational out comes for each of the various stages of education.

Sub-component(s)	Activities	Indicators and targets		
		Indicator/Target	Baseline 2016/17	Target 2022/23
Review and revision of curricula.	Establish coordination mechanisms with the National Centre for Curriculum and Assessment	Coordination mechanisms established	N/A	By end 2018
	Conduct research studies and surveys to determine the strengths and opportunities for improvement in the current curricula, develop a general framework, and outcomes and curricula for kindergarten to 12th grade	Curriculum research studies conducted	1	2
	Write textbooks for kindergarten, basic and secondary levels, vocational subjects, and for people with special needs (mental disability, learning disability, autism, slow learners, hearing impaired, seeing impaired etc	School books and teachers' books for kindergarten, basic and secondary stages, vocational subjects, and special needs, revised and amended	0	100%
	Pilot testing all textbooks	No. of piloted textbooks	0	146 textbooks by the beginning of 2019
	Prepare and write teacher books for all subjects and stages of study including teaching and evaluation strategies	Number of teachers' guides that are revised	0	235 teachers' guides for all textbooks
	Develop a variety of learning resources that are supportive, enriching and consistent with the developed curricula	Number of supplementary learning resources developed	78 learning resources	120 learning resources
	Write supportive and meaningful stories for both phases of the kindergarten and the basic stage	Number of stories developed and printed	12 supportive stories for the lower basic cycle (1-3)	24 supportive stories for the lower and the upper basic cycle (1-6)
	Enlarge textbooks for students with severe sight impairments	Number of large print textbooks developed	70 textbooks	textbooks 120
	Appointment of a gender expert to review curricula	Appointment of gender expert	N/A	Appointed
	Mainstream gender and persons with disability into the curricula	Gender and persons with disability review of curriculum and books conducted	N/A	All textbooks
	Prepare specialized development programs to raise the efficiency of cadres in the management of curricula, textbooks and exams	Capacity development programs developed for curricula, textbook and exam management	One program	Complete the training of cadres in the MDs of Examinations and Tests and Curricula and Textbooks

Sub-component(s)	Activities	Indicators and targets		
		Indicator/Target	Baseline 2016/17	Target 2022/23
<b>Develop/ revise national assessment system to reach a comprehensive assessment of the skills, behaviors, abilities and knowledge of students and to match international standards.</b>	Develop and adopt national assessment strategy	National assessment strategy adopted	Strategy exists	developed & adopted
	Identify assessment stages in line with the structure of the new educational ladder (proposed: end of the lower primary stage, end of the upper primary stage, secondary school stage)	Assessment stages approved	A national sample based test to control the quality of education for grades 4, 8 and 10 in the basic education cycle	National tests covering basic education with three assessment benchmarks  Achievement tests for grades 3 and 9 (3rd 2017-2018, and 9th in 2018-2019)  The general secondary exam will be held only once, starting from the academic year 2018/2019.  Adoption of the certificate of general secondary education for university admission
	Adopt performance indicators for students at each stage	Performance indicators for each stage approved	Performance indicators for grades (4-10) and (12) since 2008	Performance indicators for the first three grades and grade 11 in 2018-2019 and reviewing the previous indicators
	Prepare standardized school exams for 3 <sup>rd</sup> and 9 <sup>th</sup> grades according to international standards and apply them at each school	Number of schools participating in 3 <sup>rd</sup> and 9 <sup>th</sup> grade exams	3 <sup>rd</sup> grade test is in development and will be implemented in 2018	All schools participating in 3 <sup>rd</sup> and 9 <sup>th</sup> grade exams by 2020
	Participate in Tawjihi reform with MoHE	General secondary education completion certificate adopted	Success in the high school and the students' average	In place by 2019 Accreditation of the general secondary education certificate for university admission
	Establish a central data exam center	Central data exam center established	N/A	By the end of the 2017/18 school year
	Prepare awareness programs for educational leaders on the importance of international tests and their main role in advancing the educational learning process	Number of awareness programs conducted	N/A	Four meetings (2 central meetings and 2 field meetings)

Sub-component(s)	Activities	Indicators and targets		
		Indicator/Target	Baseline 2016/17	Target 2022/23
Institutionalize the planning process for international tests (PISA, TIMMS) to improve Jordan's ranking in these tests and to expand participation in other international studies.	Prepare national tests according to international standards	Number of national tests revised to meet international standards	for 2015/16 grade 8	The end of 2017/18 for grades 4 & 8
	Conduct awareness programs for supervisors, principals & selected teachers on the importance of international tests and their main role in advancing educational learning process	Number of awareness programs conducted for the school community (principal, teachers, parents, students, local community)	programs 2 completed	10
	Set standards and foundations for follow-up and accountability for participants in the implementation of national assessments prepared and staff trained to use and apply them in schools	Improvement in Jordan's ranking in PISA and TIMMS	2015 PISA: Science: 409 Math: 380 Reading: 408 2015 TIMSS: Math: 386 Science: 426	2022 PISA: Science: 454 Math: 431 Reading: 444 2022 TIMSS: Math: 509 Science: 482

## Component 2: ICT in Education

### Challenges

- The need to keep up with the rapid development of ICTs.
- The need to develop and sustain e-learning resources and modern equipment for students, teachers and administrators.
- Weak technological infrastructure supporting learning process and management, and its need for periodic maintenance and modernization.
- Weak capacity and skills of school principals and teachers in the use of ICTs.

Despite considerable efforts made to integrate technology into education in Jordan, effective use remains limited. About 21% of schools do not have internet services, while the remaining 79% have low communication speeds. A program is needed to upgrade the internet services provided to schools and to connect the remaining 21% of schools. Although most schools are equipped with computer labs, the equipment is generally outdated or no longer usable, which requires the modernization of computers and related equipment in schools annually.

The institutionalization and activation of the partnership between the relevant authorities and the private sector in the field of education and communication technology during this plan period will help the MoE to develop an e-learning management system that meets the educational needs of the educational system as well as electronic content and learning resources.

Given the importance of using technology for further education and beyond, most school principals and teachers still do not consider it an effective tool to promote the educational process. They, therefore, have not integrated it into educational curricula, textbooks and teachers are not trained on using them. Teachers have not received sufficient encouragement from school principals. Therefore, it is necessary to put in place continuous professional development programs on the use of technology in education, which will aim to reach all teachers.

School principals also need continuous professional development programs to use technology to accomplish some administrative tasks electronically. Some managers assign teachers to these tasks. In order to meet these challenges, and to bring about positive changes in schools, two main things must be achieved:

- 1) Develop a plan of action to implement the ICT strategy in the educational process.
- 2) Improve the use of innovation to expand school services and to highlight the methods by which technology can be used to support the comprehensive vision of the learning process.

Finally, there is a need to continue to develop the learning management, content management, and assessment management systems (LMS, CMS and AMS) in cooperation with local and international competent authorities. This is a comprehensive virtual platform that is used to make e-learning resources, homework assignments, and other school-related information available to students, parents and teachers. By the end of the Plan period, it is also expected that an assessment management system will be in place.

#### Specific Objectives: ICT in Education

- Increase the number of schools connected to the internet from 90% in 2017 to 100% in 2022.
- Increase the percentage of primary schools with computer equipment to 100% in 2022.
- Increase the number of school principals and teachers trained in the use of ICTs from 3,000 in 2014 to cover all teachers in 2022.
- Develop and sustain ICT infrastructure to support education, learning and administrative operations.
- Develop a digital learning content to enhance curricula.
- Manage and activate education management systems and e-exams.
- Build human resource capacities in ICT field.

Sub-component(s)	Activities	Indicators and targets		
		Indicator /Target	Baseline 2016/17	Target 2022/23
Effective Technology Solution Provision	Complete electronic connection project	Percentage of schools connected to the internet networks	79%	100%
	Update computer equipment and devices in schools annually	Percentage of schools receiving updated or new computer equipment each year	40%	100%
	Increase partnerships with the private sector to increase technology resources and internet networks in schools	Number of SMART classrooms	0	1 SMART classroom in each school by 2022
Electronic content and improved learning resources	Develop & update electronic content and learning resources, including e-books for hearing impaired students, and videos with sign language	Electronic content and improved learning resources available for all subjects and grades	Available but not updated	By 2022
		E-resources available for learners with special needs	N/A	By 2022
		% of schools that report using e-content	Irregular reporting	100% by 2022
	Determine the number of school principals and teachers who need training in the use of ICTs.	ICT capacity assessment conducted	N/A	By 2018
	Train technical staff of the central level ICT team on how to develop electronic content	Number of technical staff trained	None	2019
	Train school principals and teachers on the use of ICTs through the Cambridge programme	Number/percent of school principals and teachers trained on the Cambridge Programme	3,400 (2014)	100%
Continue to develop the learning management, content management, and assessment management systems (LMS, CMS and AMS) in cooperation with local and international competent authorities	Selection and customization of an e-learning system that meets the needs of the education system	Learning management system is available	None	2018
		Content management system is available	N/A	2018
		Assessment management system is available	N/A	2019
	Train technical staff at central level on developing and supporting e-learning management, content management, and assessment management systems	Number of technical staff trained	N/A	100% of staff by 2022
	Train school principals and teachers on the use of learning management, content management, and assessment management systems	Number of school principals and teachers trained	N/A	100% of staff by 2022



### Component 3: School Leadership and Community Participation

#### Challenges

- Poor school leadership in many schools.
- Limited interest from employees to take on the general supervisor function.
- Decisions are focused on the development of infrastructure and routine procedures at the expense of upgrading and development of leadership and educational competencies for both sexes.
- Weakness in activating participatory educational leadership in the school through the marginalization of the roles of the development team and coordinators of subjects and excellent teachers.
- Community customs and traditions, including tribalism and nepotism sometimes impact the effectiveness of educational leadership.

The institutionalization of partnerships and sharing of responsibilities for the provision of quality education with communities promotes efficiency and effectiveness of institutions, and enhances school leadership and school management. It is therefore important to encourage the involvement of local communities, including young people and parents, in the management of schools.

Most Jordanians recognize the importance of formal education, but some groups in society do not view education and learning as a collective responsibility. A large number of teachers point out that a challenge facing them in their career is the lack of concern and involvement of students and their parents in the education process, and in building educational development plans and follow-up implementation of the technical aspects. During this Plan period, it will be important therefore to further develop community participation.

It is also necessary to study the common needs of network schools and determine priority areas, such as student achievement outcomes, student behavior, school violence, infrastructure problems, professional development, etc., and submit these to the development team of the Directorate. The Directorates will work to meet the needs of network schools, including through connections with the private sector and other institutions in the community to seek their support and assistance for the implementation of school development plans in accordance with applicable laws and regulations.

It will also be important to revise legal frameworks to make community involvement easier, as there are often restrictions to volunteering in schools. Developing a culture of cooperation and volunteerism in schools will be an important priority. One way to do this is through providing volunteer opportunities to community members. Other initiatives can also be launched to build stronger relationships between families and schools, such as holding meetings with parents, and organizing open days for parents. Additionally, campaigns can be promoted in the media and through government information centers to raise awareness among parents and the community about the importance of the parent-teacher committees.

#### Specific Objectives: School Leadership and Community Participation

- Raise the percentage of schools that actively engage teacher councils and parents to disseminate the culture of co-operation and voluntary work at school and local community.
- Raise the percentage of schools that support the local educational councils to follow-up school development plans.



Sub-component(s)	Activities	Indicators and targets		
		Indicator /Target	Baseline 2016/17	Target 2022/23
<b>Activate educational development teams to participate in the management of schools.</b>	Educational development teams participate in developing the educational development plan	Number of school development plans implemented	Plans are developed but are not implemented	100% implemented
	Assessors and advisors follow up on the implementation of school development plans	Number of reports, feedback and recommendations published	Approval obtained	100% published
	Promote a common understanding of community partnership and educational development processes by the exchange of experiences, lessons learned and success stories among school networks	Number of lessons learned and success stories shared between school networks on community partnership experiences	Only 1 or 2 stories shared currently	At least 1 in each directorate
		Percentage of schools that work actively in partnership with the local community to support school development	24% of the EQAU assessed schools	100%

Sub-component(s)	Activities	Indicators and targets		
		Indicator /Target	Baseline 2016/17	Target 2022/23
<b>Activate the role (recently created) of the general supervisor in the network schools.</b>	Set priorities for development based on educational development plans of the school network	Percentage of school network educational development plans implemented	20%	80%
	Study and analyze school development plans and identify the common needs of the school cluster and follow up on their implementation according to priorities	List of common needs of the cluster schools provided to the Director of Education	List available for 2016	Work is underway: Every two years a new educational development plan is developed based on the self-assessment of every school
	Provide support and follow-up to facilitate implementation of school development plans	Percentage of school clusters receiving support from governmental and private institutions	20%	100%
<b>Stimulate community participation in schools.</b>	Revise legal and financial frameworks for community participation	Legal and financial frameworks are re-vised	Current legal framework : 1994	By the end of 2019
	Spreading the culture of cooperation and volunteer work at the school and the local community level by opening the door to volunteering to help the school	Number of schools with volunteers	N/A	By the end of 2019
	Develop a media-based awareness raising gender-sensitive campaign (with radio, television, social media and print media) to engage with local government bodies, and civil organizations to share information about schools	Number of announcements/ media coverage published on schools	0	36 annually

#### Component 4: Accountability (Education and Quality Accountability Unit)

##### Challenges

- Male assessors exceed the number of female assessors in the Education Quality and Accountability Unit.
- Weak physical and logistical environment and material resources inhibit assessors from performing their roles to the fullest.
- Lack of awareness of the importance of the role of the Education Quality and Accountability Unit and the nature of its work.

### Education Quality and Accountability Unit

To date, the MoE has exercised its supervisory authority over public schools through a very centralized system. Efforts towards decentralization have been made within the framework of the ERfKE II program, focused on giving the field directorates and schools broader responsibilities within the decentralized program, especially regarding the development and improvement of schools. This has resulted in the creation of EQAU, a new quality assurance unit at the Ministry of Education. It is expected that this unit will be able to gradually decentralize the existing system, allowing the MoE to focus on planning, strategy development and policy-making from its headquarters. It aims to expand the responsibilities of the local directorates and schools, improve the accountability mechanism of the MoE to improve the quality of public and private schools, and improve the data accuracy and methods used for decision-making processes. By increasing the number of assessors to 160 and by providing a dedicated means of transportation during the Plan period, the Unit will be able to conduct more evaluation visits in order to reach all public schools.

#### Specific Objectives: Accountability (Education and Quality Accountability Unit)

- Improvement in school performance by 50% based on initial and final reports of assessors.
- An independent EQAU by 2022, upon completion of the first accountability cycle.
- Percentage of schools that are granted partial autonomy reaches 5% by 2022.

Sub-component(s)	Activities	Indicators and targets		
		Indicator /Target	Baseline 2016/17	Target 2022/23
<b>Implement a system of accountability at all administrative levels in the Ministry of Education.</b>	Review criteria for recruitment of assessors to promote female recruitment	Number of assessors	94 (30 female /64 male)	160 (70 females /90males) Those passing the training course and the acceptance exam of the Unit
	Prepare manual for accountability assessment of directorates of education and departments at central level	Number of accountability manuals prepared	0	2
	Develop training course for assessors	Number of assessors trained	94	160
	Implement accountability process (visit schools, prepare draft assessment reports, share findings with staff during follow-up meetings, disseminate reports to communities, report to Minister of Education)	Number of schools visited for annual assessment	14	1,300
		Number of reports by EQAU	140	1,300
		Number of schools visited at least one time (scouting visits)	60%	100% by 2018
	Prepare policy-oriented reports and submit them to the Minister of Education	Number of policy briefs submitted to the Minister	2	4 per year
	Activate cloud-based file sharing (Office 365) for EQAU reports	System developed	94 assessors	By the first quarter of 2018 160 assessors
		Number of EQAU staff members sharing and accessing information via the cloud		
	Provide transportation for assessors (at least 25 mini-buses and cars)	Number of vehicles dedicated for EQAU	4	25
Provide office accommodations for the Education Quality and Accountability Unit	Number of equipped offices and training/meeting spaces	7 offices and training halls	21 offices and 2 training halls	

## Component 5: Safe and Stimulating School Environment

### Challenges

- Scarcity of programs and activities that foster, develop and enhance the abilities and skills of gifted students.
- Weakness in activating the educational and guidance role, which is concerned with supporting the behavioral and psychological aspects of students in schools.
- Lack of an attractive, stimulating, and safe educational environment.
- Lack of air conditioning systems in all schools in the Kingdom.

### Safe and Stimulating School Environment

In order to help students with the development of all aspects of their personality, across their various developmental and educational age stages, to ensure that they have adequate levels of mental health and adaptation and are productive citizens able to meet their needs and the needs of society in the future, it is imperative to put in place educational policies that provide a school environment that is safe and stimulating and meets the health, emotional, social, educational and academic needs of students. To this end, the Ministry will provide a range of programs aimed at providing students with a range of life skills that help to enhance the student's personality and help them to discover their abilities, potential, talents and future directions and to be productive in the community. This will include, for example, the "Together for a Safer Environment" campaign, life skills programs, and a number of awareness programs to combat drug abuse, violence and other negative practices that may appear in the school community. Such as smoking and the use of narcotics and psychotropic substances, bullying and other undesirable behaviors. During the Plan period, the provision of extra-curricular activities (sports, arts and music) will also be increased and the "Bas'ma Program" will be implemented to develop the abilities and polish the personality of students.

Furthermore, this component includes programs and activities that promote, develop and invest in the abilities and skills of talented students in all areas through the establishment of a center to adopt creative and innovative student ideas. "Talented classes" will be further developed in this plan.

Additionally, it is expected that the anti-bullying program that is currently being piloted in 10 schools in Jordan will reach 100% of the country's schools hosting Grades 7, 8 and 9.

The EQAU will follow up on the school's performance and implementation of the Code of Conduct, and review the legislation of student parliamentary councils to prepare a leadership generation able to take responsibility, have the ability to communicate effectively and plan and manage different situations.

During the plan period, it is also anticipated that the MoE will increase the number of schools participating in the school feeding program to include all pockets of poverty in the directorates of education. Presently, 69% of the poverty-stricken directorates receive school feeding in the northern region, 67% in the central region, and 91% in the southern region. In addition to increasing the number of directorates benefiting from school feeding, there are programs that include production kitchens in cooperation with the World Food Program and the Royal Health Awareness Society that will continue to be implemented.

### Specific Objectives: Safe and Stimulating School Environment

- Increase in percentage of schools reported as being safe to 100% by 2022
- Increase in percentage of schools implementing life skills program to 100% by 2022
- Increase in number of schools participating in school feeding programs to include all poverty-stricken areas within directorates of MoE.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
<b>Implement life skills in all schools that have educational counsellor</b>	Provision of life skills program for the educational counselors.	Number of trained educational counselors participating on life skills program	N/A	100% of the educational counselors
	Training students in schools with an educational counselor on the life skills program	Number of schools whose students were trained on life skills		100% of schools with educational counselors
<b>Increase in number of schools participating in school feeding programs to include all poverty-stricken areas within directorates of MoE.</b>	Diversify the meal for students (change the flavor of biscuits), and add a kind of fruit	Number of students benefiting from school feeding programs	355,000 students in 32 directorates and 1,760 schools	755,000 students throughout all directorates and schools
	Increase the number of directorates benefiting from production kitchens	Number of productive kitchens	11 productive kitchens	13 productive kitchens
<b>Implement a remedial program for vulnerable primary and secondary students.</b>	Awareness programs for teachers on child development and difference	Dropout rate	Student drop out: 0.24% males. 0.27% females. (2015/16 statistics)	Students' drop out: 0 males, 0 females
	Conduct continuous studies of the causes of dropout, especially in areas and classrooms where there is an increase in dropout rates.	Number of studies on dropouts	0	2
<b>Employ the "Bas'ma Program" and extracurricular activities (sports, arts and music) to develop the abilities of students and enhance their personalities in all public schools.</b>	<p>Circulate the "Bas'ma Program" to all students of the target group.</p> <p>Offer sports and art programs for students at the level of directorates and the Kingdom.</p> <p>Arrange field visits and extracurricular activities during the day (weekly class).</p> <p>Activate the Code of Conduct in the school through EQAU.</p> <p>Conduct behavior modification programs adopt alternative positive methods of punishment</p>	Number of students participating in creative programs and activities.	10,000 boys; 12,000 girls in 9 <sup>th</sup> and 10 <sup>th</sup> grade	50,000 boys and girls in grades 7-10.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
<b>Guidance program to combat drug abuse, violence, and bullying.</b>	Conducting awareness programs for students on combating drugs	Number/percent of Students participating in drug abuse awareness programs in grades 7-8.	10%	100%
	Conduct awareness programs on bullying.	Percentage of schools with awareness programs on bullying	0%	25%
	Implementing the activities of the campaign “Towards a Safe School Environment” with its new components	Percentage of schools participating in the campaign	80%	100%
	Implementing the activities of the program “My Activities” to eliminate violence in schools	The percentage of schools participating in the program	10%	100%
	Deliver lectures about gender-based violence with the participation of local NGOs	Number of lectures about gender-based violence	0	workshops at 50 schools
<b>Develop the legislations of the Student Parliamentary Councils and their working mechanisms.</b>	Review the legislation for Student Parliamentary Councils and amend MoE law	Legislation amended	N/A	The beginning of 2018
	Activate student parliamentary councils	Percentage of schools with active Student Parliamentary Councils	60%	100%



**Specific Objectives: Selection, Recruitment and Pre-service Qualification of Teachers**

- Increase the percentage of qualified new teachers (male / female) in the public sector from 13% (2016) to 70% at the end of 2022.

**Domain 5: Human Resources**

This domain addresses the pillars related to the qualified human resources needed to enable the educational system to achieve the vision and mission of the MoE. This mission is to provide quality education services through the provision of qualified human resources and their professional development in a sustainable manner within an integrated policy that promotes staff retention. To support the MoE with the provision of qualified human resources and ensure their professional development, this domain includes the following components:

1. Selection and recruitment of teachers.
2. Development and licensing of educational leaders.
3. In-service professional development and licensing for teachers.
4. Teacher rewards and incentives.
5. Gender-sensitive monitoring, Evaluation and Quality Control of Teacher Policies.

**Strategic Objective:**

To provide, develop and sustain qualified human resources for the educational system.

**Component 1: Selection, Recruitment and Pre-service Qualification of Teachers**
**Challenges**

- The prevailing culture considers education as a job rather than a profession.
- The quality of graduates from universities is poor.
- Quality of teacher professional development programs provided is sometimes poor.
- Lack of males that are interested in the education profession.
- Lack of some specialties required for education, especially by males.

**Selection and recruitment of teachers**

During the Plan period, the Ministry seeks to further the view of education as a profession and not only a job. The Ministry plans to do this by reforming the mechanism for the selection and appointment of teachers through the establishment of specific criteria and processes. The Ministry seeks to have the authority to select teachers by opening a recruitment office in the Ministry and then moving towards decentralization by creating employment offices in the field directorates. Through such a process, the Ministry will be better able to select qualified competent teachers to enter the classroom.

**Pre-service qualification**

As the Hashemite Kingdom of Jordan approaches the transformation and reform of education towards the knowledge economy, the Ministry has prepared a comprehensive program to prepare new teachers, taking into consideration the gap caused by the absence of pre-service teacher training programs. Over the next five years, the Ministry seeks to create an integrated system for pre-service teacher training in cooperation with Jordanian universities and the Queen Rania Al Abdullah Academy for Teacher Training. This pre-service program will contribute to the appointment of qualified teachers who are skilled and motivated and will be able to advance in the profession.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Improve teacher selection and recruitment	Raise the basic admission criteria required to practice the profession of education in order to improve the level of applicants and raise the social status of the profession	Developed bases for selection of teachers (male/female)	Current base document (2016)	Document developed (2020)
	Develop selection criteria to ensure qualifications, efficiency and motivation, knowledge and experience of the applicant	Average secondary education GPA for new teachers (male / female)	Obtain a minimum average of 55% in the General Secondary certificate	Obtain a minimum average of 75% in the General Secondary certificate
	Work to change the legislation to ensure that the Ministry of Education has the authority to employ teachers (male / female)	Legislation is changed	N/A	Legislation developed by 2022
		Percentage of qualified new teachers (male / female)	13% in the Private sector	70% in the public sector; 20% in the private sector

**Specific Objectives: Selection and development of leadership at all administrative levels**

- To develop the mechanism of selecting, developing and licensing the educational leadership at all administrative levels by 2022.
- By 2022, 65% of leaders (public) and 30% (private) will be licensed according to the new system.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Pre - Service Teacher Education Program	Develop and adopt professional standards and competencies for teachers (male / female) and teacher training programs (male / female)	Standards and certified professional competencies developed	Document for teachers' standards (2003)	Document developed (2018)
	Develop a pre-service teacher-training program (male / female) and expand it in cooperation with the Queen Rania Academy and Jordanian universities	Number of programs for the qualification of teachers (male / female)	1	3
		Number of specializations covered by teacher path (male / female)	2	10
	Develop the career path of teachers (male / female) with the Jordanian universities by changing legislation and in collaboration with the MoHE and the accreditation commission	The teachers' career path is adopted at universities	Only for KG and early grades	Adopting the teachers' career path by 2021

**Component 2: Selection and Development of Leadership at all Administrative Levels**
**Challenges**

- Lack of effective leadership in all aspects of the system.
- The absence of any system granting licenses to school leaders, where the system of recruitment in leadership positions is currently based largely on the duration of service and not on personal performance and potential.

**Professional development of educational leaders**

The Ministry of Education continuously seeks to develop its staff professionally to be educational leaders able to meet Jordan's need to prepare students for the future. Jordan relies on educational leaders to inspire, motivate and empower the school community to prepare good citizens. Principals are the inspiring leaders who motivate and encourage stakeholders and beneficiaries around the school to make a positive difference. Positive change is expected to lead to a better learning environment (physical, social and academic) that will lead to the preparation of healthy students who are capable of achievement. Consequently, it is necessary to review and develop the criteria and competencies for the selection of educational leaders, and to build a professional development curriculum for educational leaders to work as leaders of change, leaders in education and leaders of people and communities. The Ministry seeks to create a system in which educational leaders remain steadfast and unshakeable for the students to benefit and develop their overall

personality and academic achievement. The Ministry also seeks to raise the gender-awareness and responsiveness of leaders through providing training on main gender concepts and on gender analysis and mainstreaming, as mentioned in the system strengthening domain.

### Licensing for educational leaders

The Ministry has started to institutionalize the selection of educational leaders. The Ministry developed leadership standards in 2014, together with the curriculum framework for the professional development of educational leaders. In addition, the Ministry has developed the methodology for selecting and appointing candidates for leadership positions in the Ministry according to specific executive mechanisms and procedures in the Managing Directorates of Human Resources and Educational Supervision and Training. These mechanisms include the implementation of several programs for continuing professional development of educational leaders.

However, because these processes are not yet functioning well, there is a need to review the leadership standards, competencies and development approaches in the broader context of the career path. This should be based on a review of the selection processes and job descriptions at all levels of educational leadership. Based on this review, the Ministry plans to establish an educational leadership licensing system. It is expected that the licensing system will be developed and implemented during this plan period. This licensing system combined with a system of professional development for school leaders will contribute to an increased capacity to focus on the technical aspects of educational development in order to improve the performance of students.

#### Specific Objectives: In-service Professional Development and Teacher Licensing

- 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.
- Number of teachers (males/females) trained on gender concepts reaches 1,500 by 2022.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Professional development of educational leaders	Review and develop the criteria and competencies for the selection of educational leaders	Standards and professional competencies for in-service leaders (males / females) adopted	Standards and Qualifications Document (2015)	Advanced Standards and Competencies Document (2020)
	Build a sustainable professional development framework (CPD) for educational leaders	CPD framework for educational leaders adopted	Currently none	2019
	Develop a comprehensive program to train educational leaders, which includes gender training	Percentage of educational leaders (male / female) achieving at least 15 credit hours in-service training per year	0	25% of female leaders 15% of male leaders
Professional licensing for educational leaders	Develop accreditation system for educational leaders Develop policy and evaluation tools for educational leaders Licensing of new and current leaders (males / females)	Percentage of new leaders with a professional license	No licensing system	65% in the public sector 30% in the private sector 50% in the public sector 20% in the private sector

### Component 3: In-service Professional Development and Teacher Licensing

#### Challenges

- Limited availability of financial allocations for in-service and pre-service training.
- Opposition of current teachers (male and female) to the implementation of the program and licensing system because it poses a threat to their jobs.
- The existing process of selecting new teachers (male and female) differs from the regular employment procedures in the public sector, requiring more government support.
- Opposition of school leaders of both sexes to licensing systems and new evaluation criteria.
- Limited capacities and authority to outsource professional development to multiple service providers.
- Limited provision of technical support for developing the standards.
- Teachers' and teachers' representatives' opposition to changes in the assessment and classification process.
- Lack of capacity of principals to conduct reliable and useful assessments of teachers.
- The lack of data related to teacher performance, which limits the system's ability to monitor performance effectively.
- Lack of gender awareness among teachers and supervisors.

### In-service professional development

During the plan period, the Ministry seeks to adopt professional standards for teacher development and competencies, which will help in building a curriculum for continuous professional development (CPD) and a comprehensive training program for teachers. The Ministry seeks to adopt specialized professional standards for special education teachers to raise their ability to meet the specific needs of students with disabilities.

The Ministry plans to transform a multi-service provider system so that training services in the three regions will be provided in cooperation with the universities. These services will take place in training centers set up for this purpose. In parallel, a system of accreditation and quality control will be built by strengthening the role of the ETC (Managing directorate of supervision and training) and building its capacity.

### Teacher's professional license, promotion and evaluation

During this Plan period, the Ministry seeks to build an integrated system that deals with the professional licensing, evaluation and promotion of teachers within a sustainable career path that links their performance to a clear evaluation policy.

#### Specific Objectives: Teacher Rewards and Incentives

- Increase the percentage of teachers (male / female) who benefit from the performance-related incentive system to reach 5% annually.
- Expand the social welfare package to increase job satisfaction from 69% to reach 80% by 2022.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
In-service professional development of teachers	Draft standards and competencies for each subject for teachers' professional development during service, including specific for special needs teachers	In-service standards and professional qualifications for teachers developed and approved	No standards	Document of Standards and Competencies (2019)
	Build a sustainable framework for the continuous professional development (CPD) of teachers	Framework Document for the Policy and CPD	Currently none	Document of Standards and Competencies (2019)
		Percentage of teachers (males/females) who received at least 15 credit hours of in-service professional training	50%	80%
	Develop a comprehensive in-service program to train teachers, which includes gender training.	Percentage of teachers (males/females) who apply new educational methods based on accountability reports and educational supervision	10%	50%

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Enhancing the status of the Managing Directorate of Educational Training and Supervision	Recruit professional staff at the Managing Directorate of Educational Training and Supervision to play a strategic and coordinating role to monitor the quality of all training courses	The vacancy rate	50%	0%
	Develop capacity of newly hired and existing staff at central level and in field directorates	Number of training courses targeting the employees at the Ministry's center and directorates of education	N/A	One current demand-driven training course
	Develop training centers in the three regions in cooperation with universities	Number of centers that are operational	0	3
	License training center staff to become trainers of trainees	Percentage of training center staff that are certified as trainers	0%	80%
Quality and efficiency of vocational education teachers	Provide in-service quality training to vocational education teachers	Percentage of vocational training teachers participating in in-service training	25%	100%
	Conduct pre-service practical and theoretical tests for vocational education teachers	Percentage of school teachers and principals recruited based on these tests.	NA	100%

#### Component 4: Teacher Rewards and Incentives

##### Challenges

- Limited availability of financial allocations for teacher incentives.
- Need for studies and technical expertise.

During this Plan period, the Ministry seeks to build an integrated system that deals with the professional licensing, evaluation and promotion of teachers within a sustainable career path that links their performance to a clear evaluation policy.

##### Incentives

Despite the fact that Jordanians consider education a priority, the education profession does not attract Jordanian talent, and thus it can be said that teaching is not an attractive profession. The Ministry hopes to change that view through applying a professional system and additional incentives.

The Ministry has several social welfare systems to motivate teachers and employees based on their years of service. However, there are shortcomings to this incentive system because of limited financial resources. The amount of incentives per teacher is considered too low, and incentives are distributed based on the number of years of service rather than the qualifications or performance of teachers. Because there is no relationship between performance and rewards, the system has not effectively contributed to the process of motivating teachers to achieve outstanding performance. No allowances or privileges are awarded to teachers who have more responsibilities or who carry out



educational tasks that are not covered by their basic job description. During the Plan period, the Ministry aims to ensure that bonuses will be allocated according to a systematic mechanism included in the professional track so that incentives are linked to the teacher's professional performance.

In the ESP, the Ministry will adopt a set of programs that support employees to strive for excellence by applying clear and specific methodologies to be granted rewards and incentives. In order to achieve objectivity, justice and transparency, a set of regulations, instructions and principles of excellence that are consistent with the Ministry's objectives will be adopted. The Queen Rania Al-Abdullah Award for Educational Excellence, Royal Scholarships for Teachers' Children, Teachers and Administrators Ranking System, Scholarships for Higher Academic Qualifications, Internal and External Courses, Scientific Scholarships for Bachelor's Degree to work at the Ministry of Education, Social Security Fund for workers in the Ministry of Education, Housing Fund, disbursement of emergency advances and housing and education advances will also continue to be granted. The Ministry also hopes to add more incentives to strengthen the social welfare umbrella.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Incentives	Designing a career path linked to performance	Percentage of teachers receiving promotions linked with teacher licensing	0	15%
	Conduct an actuarial study on the impact of the application of the proposed incentives	Actual study conducted	0%	100% by 2018
	Secure budget for social welfare package (nurseries, transportation etc.)	Percentage of teachers benefiting from welfare services provided to teachers by the Ministry	N/A	50% of teachers receive incentives and 30% receive promotion

### Component 5: Monitoring, Evaluation and Quality Control of Teacher Policies

#### Challenges

- Quality of professional development programs is limited.
- Need for capacity development and funding for teacher professional development.

Due to the importance of the components of the teacher policy, the rapid change in best practices globally and teachers' impacts on improving the educational process, it is important to focus on monitoring, evaluation and quality control of teacher policies throughout the Plan period. This is because the Ministry needs to focus on pursuing continuous professional development, transferring its impact and measuring the investment in training. This component will address the building of a general framework for monitoring and evaluation using gender-sensitive indicators, conducting various studies, and learning from global best practices related to teacher policies. The continuous development of teacher policy components will benefit from the results of these studies and practices. This implies the provision of technical expertise, financial support and the capacity building of staff.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Improving the mechanisms of Monitoring, Evaluation and Quality Control of Teacher Policies	Build a general framework and tools for monitoring, evaluation	Number of follow - up and evaluation studies carried out	No studies	At least one study per year, at least one at the level of return on investment (annually starting from 2018)
	Develop frameworks, standards and tools based on the results of monitoring and evaluation studies	Frameworks, standards and tools developed in the teacher's policy document	0	Develop frameworks, standards and tools by 2019
	Develop the mechanisms for accrediting and certifying professional development offerings and expertise locally and internationally	Number of certificates issued	0	30 thousand professional licenses by 2022

### Domain 6: Vocational Education

This domain deals with the Ministry of Education's VE stream in Grades 11 and 12 of the secondary cycle. During the ESP period, the Ministry seeks to improve the perception of VE among students and parents by improving its quality, increasing the number of specializations that are taught and developing partnerships with the private sector. To this end, the domain has the following components:

1. Management
2. Access
3. Quality

#### Strategic Objective:

To increase access to vocational education and improve its quality.

#### Component 1: Improving Management

##### Challenges

- Weak financial incentives for workers in the vocational education area.
- Suspension of allowances for vocational education teachers who deal with equipment and dangerous tools.
- Difficulty finding buildings and the financial costs of re-structuring.
- Outstanding students are reluctant to join VE.
- No partnerships with private sector

The aim of this component is to restructure and improve the management of the VE system. The main priority will be to conduct a thorough study and policy review of the existing MoE VE system, including a review of the structure (central and directorate level), vocational streams for both boys and girls, curriculum, standards for VE, incentives and rewards for workers and the overall planning and management of the VE system. In line with the *National Human Resource Development Strategy 2016-2025*, the MoE, through the National TVET Council, will advocate for a labor market survey to be conducted by the GoJ Department of Statistics to assess labor market needs and to identify new vocational training streams to be included in the VE curriculum, with an emphasis on identifying new or non-traditional streams for both boys and girls.

Vocational education trainers teach both theoretical and practical materials. Vocational trainers have more safety-related concerns than purely academic teachers and in some instances use dangerous tools in the training workshops. Therefore, the Ministry aims to approve allowances for VE trainers to compensate for their difficult work in order to attract qualified teachers to this type of education. This will positively reflect on teachers and students and establish future learning environments that motivate and encourage teachers to develop students' skills.

#### Specific Objectives: Improving Management

- Revised vocational education policy and structure by 2022.
- A revised performance and incentive system for vocational education teachers by 2022.

Sub- component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Restructuring/ modernization of Vocational Education system	Recruit short-term and long-term technical expertise to assist with policy review of the vocational education system	Number of technical experts recruited	0	2
	Conduct workshops with experts to discuss policy proposals (including structure (central and directorate level), curriculum, standards for VE and the VE plan)	Number of workshops conducted	0	4
	Draft revised vocational education policy in coordination with National TVET Council	Revised policy document produced and adopted	0	1
	Work with the National TVET Council and relevant parties to produce a labor market survey to identify new subject areas for VE for both males and females	4 surveys	0	4
Incentives and allowances system for Vocational Education specialization	Re-establish a system of allowances for vocational education teachers to compensate for hazardous conditions and increased practical work	Percentage of VE teachers receiving special allowances	0%	100%
	Establish incentives and bonuses for administrators working in management of vocational education to attract qualified principals/ administrators	Percent of administrators receiving incentives and/or bonuses	0%	100%

### Component 2: Increasing Access

#### Challenges

- The transition rate from Grade 10 to vocational education is too low: about 14% in 2016.
- Negative perception by society.
- Lack of suitable school buildings.
- The high costs of this type of education.
- Why was the gender-related challenge removed?

One of the specific objectives in this domain is to increase the number of students entering the vocational education stream. Doing this will require increasing the demand by students and parents for vocational education as well as increasing the number of vocational education schools and specializations.

The Ministry will conduct studies about the labor market needs of new vocational specializations, and the preparation of plans necessary to be included within vocational specializations upon priority and demand.

The required information on VE is provided for parents and educational counselors through a comprehensive methodology conducted by the Division of Career Guidance and Graduates Follow-up. Preparing professional guidance plans that include all the basic information on VE specializations is part of their work. This information is provided to the heads of VE divisions in the field directorates as well as the Division of Career Guidance in the Managing Directorate of General Education. In turn, this information is used to develop a comprehensive plan to orient educational counselors, students and parents.

In addition, the Managing Directorate of Vocational Education aims to conduct studies on employment rates and wages of graduates of the various VE branches so that students, parents and counselors are provided with the results of those studies, including information about specializations that are in high-demand by the labor market. This too will help develop awareness of parents and students to guide them towards future choices in this field.

The Managing Directorate of Vocational Education also conducts field visits to the basic schools to deliver awareness lectures for grade ten students and their parents on the importance of vocational education. During the plan period, the Managing Directorate aims to increase its awareness activities through the distribution of leaflets, media campaigns, and conferences and meetings with the aim of attracting more students to this type of education, changing the stereotypical views of VE and also changing the preference for academic education compared to vocational education.

Therefore, the Ministry seeks to establish 15 additional specialized vocational schools during the demand period. The specializations for these new schools will be established based on market studies, and demands from parents, children and the labor market. To meet the anticipated expansion in girls' enrolment, at least seven of the new schools will be for girls (two specifically for agriculture). In addition, the Directorate will consult with the school mapping division to identify suitable locations for the new schools. The schools will focus on one (or possibly more) specializations and the Ministry will seek to improve the potential for strategic partnerships and relationships of the vocational schools with the labor market.

#### Specific Objectives: Increasing Access

- Increase the percentage 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 schools for females).

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/2023)
<b>Awareness activities and vocational counseling programs for 10th grade students.</b>	Conduct annual market studies to determine employment rates and wages of the graduates of the various vocational education branches	Number of market studies conducted by VE Directorate	1 survey, 10 years ago	5
	Hold various awareness raising events for professional guidance for both boys and girls and invite various stakeholders from the local community	Number of annual awareness and vocational counseling programs	10	60
	Conduct gender training for career counselors to provide better advice for both boys and girls	Percentage of counselors trained	0	50%
	Provide career guidance and counseling opportunities for grade 10 students (boys and girls) incorporating gender training	Percentage of grade 9 and 10 students receiving career guidance	50%	100%
<b>Increase number and specializations of vocational schools</b>	Conduct a feasibility study to determine vocational education preferences and streams for both boys and girls	Number of new vocational streams for girls	N/A	3
	Use results of studies to establish 15 new specialized vocational education schools (at least 7 of the new schools will be for girls). This will be done based on results of the feasibility study and with the use of information provided by the division of school mapping to identify locations for schools.	Number of specialized vocational schools	13	28
	Conduct studies of employment rates and wages of graduates of the various vocational education branches	Number of follow-up studies with graduates	0	5

### Component 3: Improving Quality

#### Challenges

- Constant development of vocational educational fields and the necessity of keeping up to date.
- Low participation of the private sector in supporting VE and not being involved in training or the development of curriculum.
- The high cost of updating the vocational education workshops.

This component aims to improve quality through raising the efficiency of teachers of VE to use modern equipment through quality training in order to reach 100% of the trainees in 2022; and through building effective partnerships with the private sector. Additional vocational streams will be added for both girls and boys. These new streams will improve access and demand for VE and they will also improve quality.

Improving the quality of VE will also require updating and maintaining equipment and buildings. The Ministry will inventory existing equipment in its vocational training workshops, prepare lists of the needed equipment and required maintenance needs, and purchase new and required equipment. The Ministry will also identify the school buildings that need maintenance, including rehabilitation to accommodate students with disabilities, and prepare and implement a timeframe plan to provide a safe school environment for students and staff and the implementation of this plan.

To further develop a safe and inclusive learning environment, the Directorate of Vocational Education will continue to cooperate with the MoE General Safety Division, which is responsible for implementing, monitoring and enforcing safety standards in VE schools.

#### Specific Objectives: Improving Quality

- Increase the percentage of trained teachers from 25% to 100% in 2022.
- Develop an active partnership with the private sector to serve Vocational Education.

Sub-component(s)	Activities	Indicators and targets		
		Indicator /Target	Baseline (2016/17)	Target (2022/2023)
<b>Improve machinery, equipment and raw materials usage.</b>	Upgrade and maintain the equipment and machines used in the workshops of vocational education schools	Percentage of professional workshops equipped with modern, well-maintained equipment	50%	100%
<b>Safe and inclusive school environment</b>	Conduct gender workshops (led by the MoE Gender Unit) for vocational education students	Number of gender workshops conducted	0	100 (20 per year)
	Develop renovation plan for specialized vocational education schools, including renovations for students with disabilities, according to the disability and being fit for enrolment.	Percentage of students with disability enrolled in the concerned schools	0	10%

### Mainstreaming Gender Equality in Education

The Strategy for Mainstreaming Gender Equality in Education aims to guide and support the MoE's efforts to ensure that gender inequalities in education are identified and appropriate interventions to address them are implemented. The Strategy was developed alongside and is fully aligned with the MoE's Education Strategic Plan (ESP) 2018-2022, aiming to reinforce its objectives and mainstream gender in its implementation. The full Strategy is included as Annex 5.





# Chapter 3

## Monitoring and Evaluation



## Chapter 3: Monitoring and Evaluation

Monitoring and evaluation (M&E) is a cornerstone in managing and implementing the ESP domain programme and activities. Sound and reliable monitoring and evaluation mechanisms underpin the optimum use of resources to achieve ESP goals and objectives, and improve credibility and accountability. This M&E chapter intends to chart key principles to approaching M&E activities and outlines institutionally structural responsibilities in management and coordination of M&E activities. The focus of the M&E system will be a data driven evidence-based decision making process that uses accurate, reliable and relevant information generated from various sources.

### First: Key principles of the M&E system

A Results Based Framework will be used as an overarching framework to strengthen and recalibrate the current monitoring and evaluation system in the MoE to monitor and evaluate programme and management performance of the ESP. Some of the key principles that will be used in the development of the M&E system are:

1. **Results Based Monitoring:** a demand driven monitoring system where key results will set an outline of data and monitoring systems. The system will consider, which results are to be monitored, how results will be monitored, by whom, how/when results will be used and how much it will cost to monitor results.
2. **Accountability:** in results hierarchy, ownership of the results is key to accountability. Each managing directorate of the MoE will be held accountable for the output results (implementation monitoring) and outcome results (performance monitoring) and factors affecting progress. At each level of results, an accountability mechanism will be ensured to achieve results.
3. **Equity and gender equality:** gender inequality and discrimination in education will be addressed while targeting efforts towards reaching the most excluded. Data is disaggregated by sex, age and other salient socio-economic characteristics, including income/wealth, location, class, ethnicity, age, disability status and other relevant characteristics being a means to achieve equity and gender quality.
4. **Transparency:** The M&E process including the procedures and timeline, will be developed and shared with all education sector stakeholders. Which data will be collected, how data could be potentially analyzed, who will carry out the data analysis and draft the analysis of results will be decided upon transparently and known to all key partners. The M&E system will take into account indicators defined in the HRD strategy, SDG monitoring framework and MoE's response to the Syria crisis to monitor and report on Jordan's commitment to the international community. The MoE will map and update all major indicators used in different monitoring frameworks, refer to Annex ME 1 on a regular basis to encourage development partners to harmonize indicators.
5. **Objectivity:** Policy researchers and data interpretations will be objective and policy relevant. Factual analytical report that shows not only the good progress indicators, but also the slow pace or deteriorating indicators analytical reports will be presented in a format that is well understood by stakeholders and follow up plans will be developed to achieve planned results.
6. **Science:** M&E will follow a scientific approach to design work, tool development, field data collection, methods of statistical analysis and interpretation for policy and programme relevance.
7. **Production of M&E reports:** The M&E system will produce several analytical reports that will be shared, presented, discussed and disseminated. Approved or adopted analytical reports will facilitate policy, planning and programme improvements for the relevant stakeholders. Moreover, a data sharing policy will be developed for internal and external stakeholders and to support research and other purposes.

### Second: Management and Accountability Framework

The Managing Director, Strategic Planning and Research (MD SPR) will play a pivotal role in spearheading a sustainable planning, monitoring, reporting and review process. MD SPR will facilitate all other managing directorates to develop an M&E operational plan. Within the M&E operational plan, MD SPR will support key stakeholders to track program activities or performance (output and activity) indicators, identified in individual domain groups, and expected to

contribute to the outcome indicators year over year. The contributory relationships, Inputs→Activities→Outputs→Outcomes will be monitored and evaluated annually and the analysis of the results will be reflected in annual M&E reporting. Annex ME 2 for individual domain specific results chain. Where data is missing, the MD SPR will continue to facilitate data collection in the first year of ESP implementation. MD SPR, with support from DCU, will also coordinate monitoring and reporting of programme and projects supported by the development partners.

The M&E steering committee, chaired by MD-SPR, will be reconstituted with membership drawn from key Managing Directorates and DCU. The Director of Planning will serve as the secretariat of the M&E steering committee. MD SPR will develop processes and tools to collect accurate and timely data and information, such as progress towards expected outcomes and outputs, utilization of educational services, utilization of budgetary provisions to report in M&E steering committee meetings. The M&E steering committee will meet quarterly to review progress against targets. The MoE will conduct an annual review inviting all relevant key partners and ministries. The annual review meeting will evaluate the ESP and education sector progress and performance against a set of key performance indicators (KPIs) listed in the results framework attached as Annex ME 2. The annual review will also provide a financial and equity analysis to identify gaps to ensure timely interventions to reduce inequities in education. The MoE will prepare various other background papers such as public financial and expenditure management for education sector, strategic analysis to identify the most effective strategies to accelerate progress towards ESP goals linked to SDG4 goals and HRD strategy.

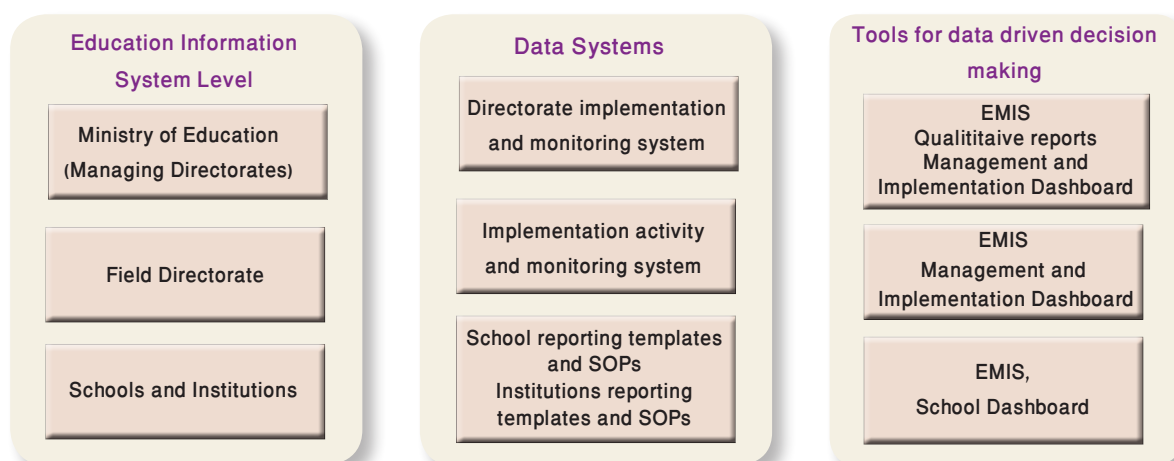
Based on several reviews, data and information from various sources, and background papers, MoE will produce products such as: an Education Statistics Yearbook; Student Assessment Results Yearbook; an International Learning Assessment (Jordan National) Report; an M&E report on the ESP implementation progress; a National Education Indicators (NEI) Report; a School Report Card; a Field Directorate Report Card; other M&E Reports; Policy Briefs; and a Data Release. At the decentralized level, MoE will institute a periodic review mechanism at field directorate level, and school and associated institutes will feed into the quarterly steering committee meetings and national annual reviews.

### Third: Reporting Responsibility Structure

To ensure that data is used for better planning, reporting and decision-making, MD SPR and the Queen Rania Centre (QRC) along with the National Centre for Human Resources Development (NCHRD) will support a comprehensive data and information system by investing in the regular and systematic collection of disaggregated data. MD SPR, with support from QRC and NCHRD will continue to conduct on-going assessments of various M&E capacity levels in other directorates and field directorates in order to: a) improve systems; and b) ensure professional development of MoE staff. The annual school census report will be used to track most of the school level indicators to track quantitative indicators such as net enrolment rate, gross enrolment rate, transition rate, dropout rate, teacher-pupils ratio, pupils-classroom ratio, availability of infrastructure, equipment, tracking =by age, class, sex, disability etc.

Figure 3.1 is a schematic diagram of a demand driven information system, which will evolve continuously along with the OpenEMIS system.

Figure 3.1: Demand-driven Information System



## Fourth: Key Roles and Responsibilities for Monitoring and Reporting

### 1. Central level

- A. MD SPR will prepare a calendar of major M&E activities, and shall share this with all stakeholders, the way and timeline of using results and the cost of following them
- B. MD SPR will map and update all major indicators used in different monitoring frameworks from different donors. Annex ME 1 contains a list of the different indicators required by partners, and it will be important to consult this list on a regular basis to encourage development partners to harmonize indicators.
- C. The MD SPR will conduct an annual school census, which will provide most of the quantitative indicators needed to monitor the progress of the ESP.
- D. MD SPR will collect baseline indicators, where missing, during the first year of ESP implementation.
- E. A well-organized reporting, feedback and response mechanism from the central ministry to field directorate and vice versa will be established in the MD SPR with inputs from QRC, DCU and NCHRD.
- F. summary of overall outcome indicators and other important relevant information will be collected and analysed by MD SPR with support from all relative departments. The summary will be presented in the M&E committee and also in other review forums as needed. MD SPR will also produce M&E products which will be shared for further dissemination and appropriate follow-up.
- G. MD SPR with support from DCU, NCHRD and QRC will prepare periodic analytical reports detailing both routine ESP indicators and survey information.
- H. MD SPR will identify and coordinate all evaluations, research activities, coordinate them and organize the dissemination of evaluation and research results.

### 2. Central Level - All Managing Directorates:

- A. Collect and report on activity implementation and other quantitative and qualitative data such as quality and training related indicators and report to MD SPR
- B. Organize monthly review meetings within their own respective managing directorates to review progress towards the target, examine the problem areas for under achievements, identify good practices and develop and implement follow-up actions

### 3. Field Directorate level (MoE structure at Governorate):

- A. Collect and report on process, implementation and other quantitative and qualitative data such as quality and training related indicators and report to Education Planning Department
- B. Organize monthly review meetings of relevant managing directorates to review progress towards the target, examine the problem areas for under achievements, identify good practices and develop and implement follow-up actions.
- C. Provide monthly feedback to educational institutes on the quality of data and identifying any discrepancies in the reported data, examine the problem areas for under achievements of planned results and develop and implement remedial actions.
- D. Analyse EMIS data every quarter to identify unusual trends and discuss with relevant MoE managing directorates and educational institutes.

### 4. School and educational institution level:

- A. Work with field directorates to improve the M&E system at both the school and institute levels.
- B. Collect and enter data at both the school and institutional levels.
- C. Organize a monthly review within schools and institutions and provide feedback to relevant staff
- D. Analyse EMIS data every month to identify problem areas and develop and implement remedial actions

## Fifth: Evaluation and Research

MD-SPR along with NCHRD will prepare a coasted evaluation and research plan. QRF can help in conducting evaluating studies of qualitative performance indicators as a neutral party to support the Ministry efforts in Follow up, evaluation, monitoring progress and periodic reports using the data available during the educational excellence courses of various awards, or through consultations provided in the areas desired by the Ministry.

### Sixth: Required institutional capacity and resources

The MoE is committed to investing in institutionalizing the M&E system and building sustainable M&E capacity to effectively manage and conduct M&E activities during implementation of the ESP. For more specific details on institutional capacity needs and the overall M&E development framework, please refer to the document entitled, *M&E Framework (Updated) and Development at Ministry of Education, Jordan 2018*.

### Seventh: Key Performance Indicators

The KPIs are outcome and intermediate outcome level indicators that have been agreed upon with the domain groups. KPIs will be monitored and evaluated annually and the analysis of results will be reflected in the annual M&E reporting. For the list of the KPIs, please refer to Annex ME 3. Output and activity level indicators (implementation level indicators) will be part of the individual implementation plan of each Managing Directorate. The annual school census report will be used to track most of the school level indicators to track quantitative indicators.

# Chapter 4

## Quantitative Scenario, Cost and Financing of the Strategy





## Chapter 4: Quantitative Scenario, Cost and Financing of the Strategy

This chapter presents the quantitative scenario for the strategy, starting with the demographic perspective and the anticipated enrolments resulting from the MOE’s schooling objectives. These projections determine the human and physical resources required to accommodate the expected enrolments at the various levels.

Together with the programs foreseen in the operational plan, the resources required are then translated into financial needs. The projected costs include all recurrent and development expenditures to be funded from MOE Budget or with the support of its partners.

The financial resources required for the strategy are then compared against an estimate of the MOE budget resulting from the macro-economic and Government budget frameworks, providing insight on how to fund the strategy.

### First :The Jordan Education Simulation Model

The Jordan Education Simulation model is a simulation tool (using Excel) aiming at creating quantitative scenarios for the development of education and assessing the financial and human resource consequences of education objectives. The model covers the education sub-sectors supervised by the MoE. includes:

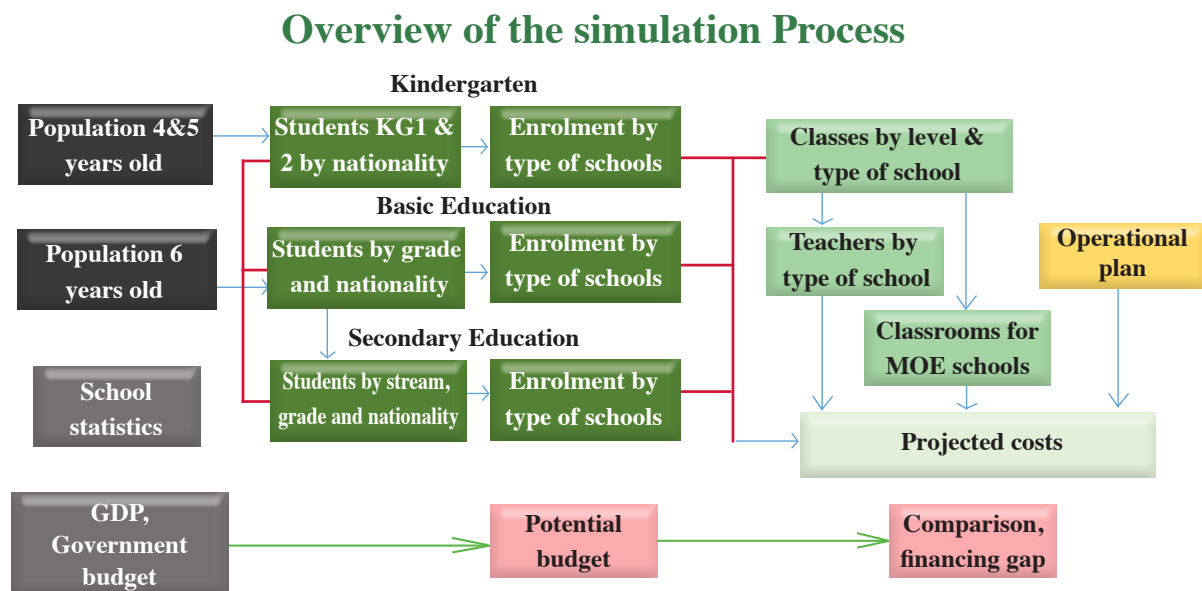
- projections of enrolment, based on demographic projections and on specific objectives on access;
- projections of staff and resources required to accommodate the number of students;
- projections of the financial resources required per level;
- projections of an estimated budget based on macro-economic perspectives to help assess financial feasibility.

The model was initially developed in 2016 at the request of the MoE as part of the technical support provided under the EU funded, OpenEMIS project implemented by the UNESCO Amman office. UNESCO contracted the French consultancy firm SOFRECO to provide technical assistance in various areas, including setting up a simulation model.

For the purpose of the preparation of the ESP(2018-2022), the model was updated to take into account the last available statistics and budget data. It was further developed by the IIEP/UNESCO to integrate the operational plan of the strategy.

Tables and graphs presented in this chapter are directly issued from the Jordan Education Simulation Model (JESM) model.

Figure 4.1 Overview of the simulation process



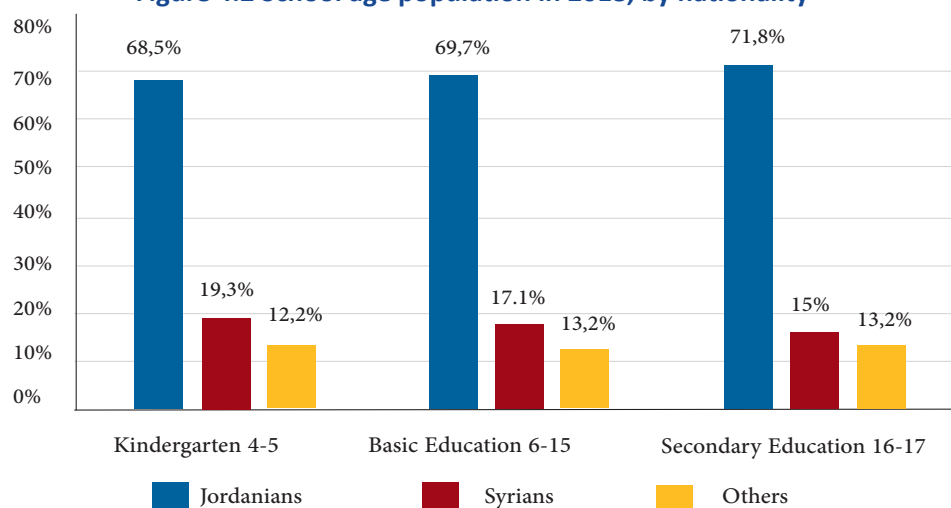
### Second: The Demographic Context

The recent population census, implemented in 2015 by the Department of Statistics, provides a statistical picture of the population living in Jordan. The demographic framework for the ESP (2018-2022) is derived from this structure. Population projections are not yet officially available, and a provisional projection was made as a temporary population framework until official projections are released by the Department of Statistics (DoS).

The demographic perspectives were estimated based on an assumption of a small annual decrease of 0.5% in the number of births and an annual survival rate of 0.992 (applied to the population age 0-24). Those assumptions were made from the analysis of the 2015 age structure with a lower population age of 0-4 than the 5-9 population. The uncertainties derived from those assumptions on the school age population up to 2022 are limited and impact only the kindergarten level and the first two grades of basic education as children aged zero at the time of the 2015 census will start to enroll in grade 1 only in 2021, when they reach the age of 6.

The main uncertainties are attached to the non-Jordanian population and more specifically to the Syrian component of the overall population. The influx of population resulting from the Syria conflict includes a larger proportion of women and young children than the average Jordan population. The Syria school age population represents 18.2% of the children at KG ages, and only 14.1% at the ages of 16 to 17; the reference ages for secondary education.

**Figure 4.2 School age population in 2018, by nationality**



Source: Jordan Education simulation model - projections based on 2015 population census data.

School age population for the successive education cycles were estimated by disaggregating population data by single ages, using Sprague multipliers (see Table 4.1).

**Table 4.1 School Age Population Estimates**

Reference age groups	2015	2018	2019	2020	2021	2022	2030
<b>Kindergarten 4-5</b>	<b>470,892</b>	<b>420,137</b>	<b>407,579</b>	<b>401,558</b>	<b>399,550</b>	<b>397,552</b>	<b>381,926</b>
Jordanians	323,602	287,621	279,691	276,300	274,918	273,544	262,792
Syrians	85,568	81,151	78,712	76,936	76,552	76,169	73,175
Others	61,722	51,364	49,177	48,322	48,080	47,840	45,959
<b>Basic Education 6-15</b>	<b>2,131,639</b>	<b>2,192,428</b>	<b>2,193,508</b>	<b>2,181,501</b>	<b>2,157,182</b>	<b>2,126,138</b>	<b>1,875,411</b>
Jordanians	1,505,045	1,527,074	1,522,259	1,509,085	1,488,853	1,464,711	1,290,414
Syrians	343,066	375,456	383,074	388,207	389,821	389,595	359,318
Others	283,529	289,897	288,175	284,209	278,508	271,832	225,679
<b>Secondary Education 16-17</b>	<b>377,629</b>	<b>379,849</b>	<b>381,698</b>	<b>389,430</b>	<b>402,454</b>	<b>415,757</b>	<b>381,532</b>
Jordanians	273,725	272,745	272,701	276,691	284,382	292,222	261,193
Syrians	53,268	57,064	58,584	61,124	64,605	68,136	73,695
Others	50,637	50,040	50,413	51,614	53,467	55,399	46,645

Source: Jordan Education simulation model - projections based on 2015 population census data.

Globally, the school age population is not expected to change much during the 2018-2022 period. However, it should be noted that the 2015 census led to an upward revision of the resident population in the box attached.

<p><b>Change in population data introduced by the 2015 population census</b></p> <p>The population census has re-evaluated the size of the population (3<sup>rd</sup> column of the table).</p> <p>It should be noted that the Ministry of Education, up until 2015-16, used another set of population data for the calculation of enrolment indicators. Population data are provided by DOS every year upon request (2<sup>nd</sup> column of the table). Those estimates are not yet based on the 2015 population census.</p>	Age and reference age groups	Estimates from population census	Used for enrolment indicators
		Age 4	198,325
	Age 5	153,030	240,140
	<b>Kindergarten, age 4-5</b>	<b>351,355</b>	<b>470,892</b>
	Age 6	179,288	239,159
	Age 7	191,505	235,773
	Age 8	194,540	230,513
	Age 9	171,440	223,906
	Age 10	167,508	215,897
	Age 11	162,165	206,427
	Age 12	155,414	198,961
	Age 13	148,339	195,200
	Age 14	141,332	193,914
	Age 15	131,123	191,890
	<b>Basic Education 6-15</b>	<b>1,642,654</b>	<b>2,131,639</b>
	Age 16	123,443	189,437
	Age 17	127,354	188,192
	<b>Secondary Education 16-17</b>	<b>250,797</b>	<b>377,629</b>

### Third: Expected Enrolment at the Various Levels

Enrolment perspectives at the various levels result mainly from three strategic objectives:

- The generalization of KG2 schooling at age 5
- The provision of the basic education cycle to all children
- The development of secondary education with increased access to vocational studies

#### Objective: at Kindergarten level, 80% children age 5 are enrolled in KG2 by 2022

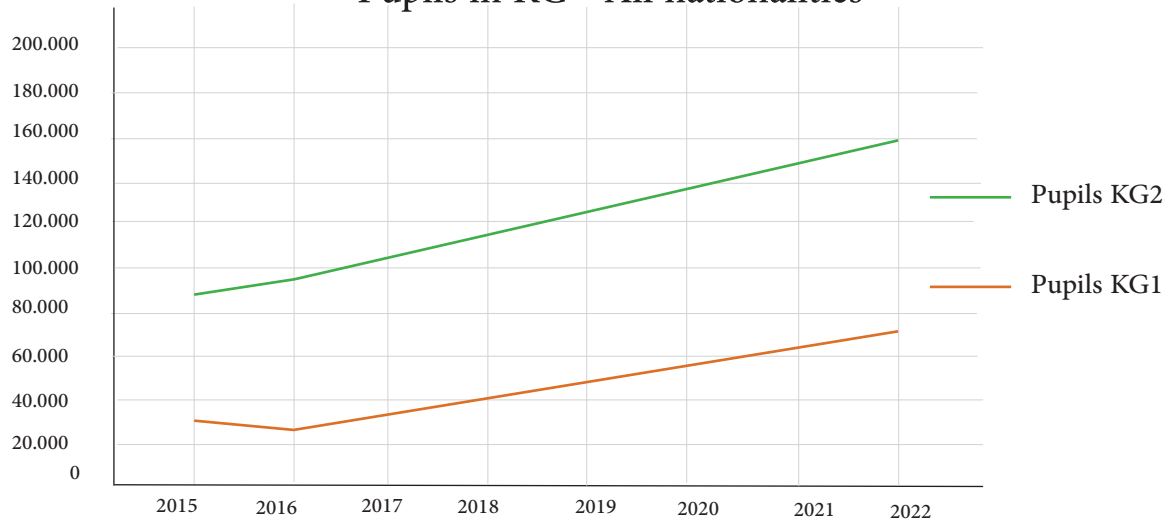
In 2015-16, 90,306 children were enrolled at the KG2 level, representing 59% of the age 5 population.

The long-term objective of the Ministry is to offer KG2 education to all children living in Jordan. The Strategy for 2022 is to increase the capacity of schools in order to enroll 80% of children aged 6.

KG1 classes are offered by private schools and the Ministry does not intend to develop this level in MoE schools. The strategy dictates that 35% of children aged 4 be enrolled in private schools by 2022.

Government schools are expected to enroll an increased share of KG2 pupils. This scenario assumes a 45% share for MoE schools and 55% for private schools, with an enrolment level in MoE schools of around 71,000 pupils in 2022, as compared with 25,000 in 2015.

**Figure 4.3 Projected Number of Students at the Kindergarten level**  
**Pupils in KG - All nationalities**



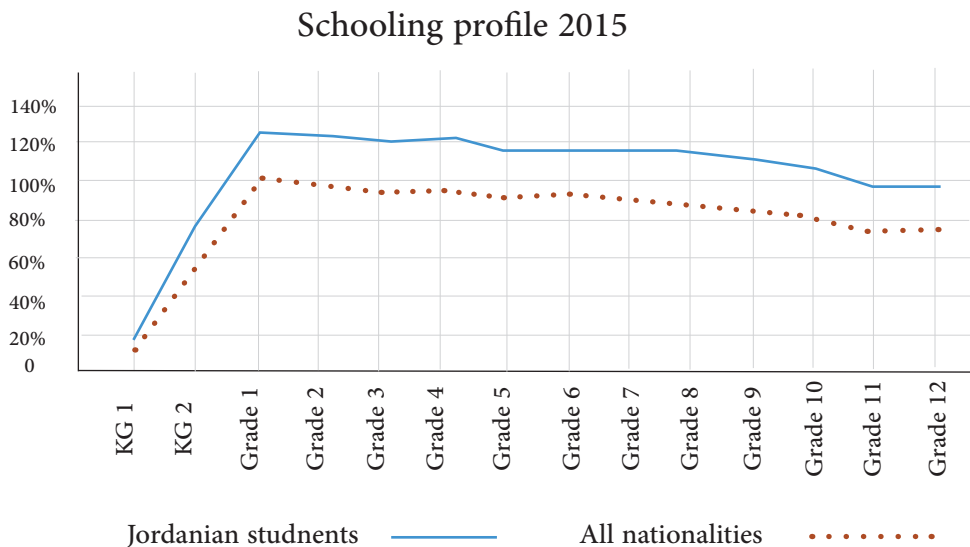
Source: Jordan Education simulation model.

#### Fourth: Providing Basic Education

The main issues faced by the system are dropouts before grade 10 and the need to provide schooling to children of all nationalities.

Currently, enrolment ratios and access rates are high for Jordanian students but approximately 16,000 students dropout before grade 10. Schooling indicators are lower when considering the overall population.

**Figure 4.4 Access Rates by Grade, 2015-2016**



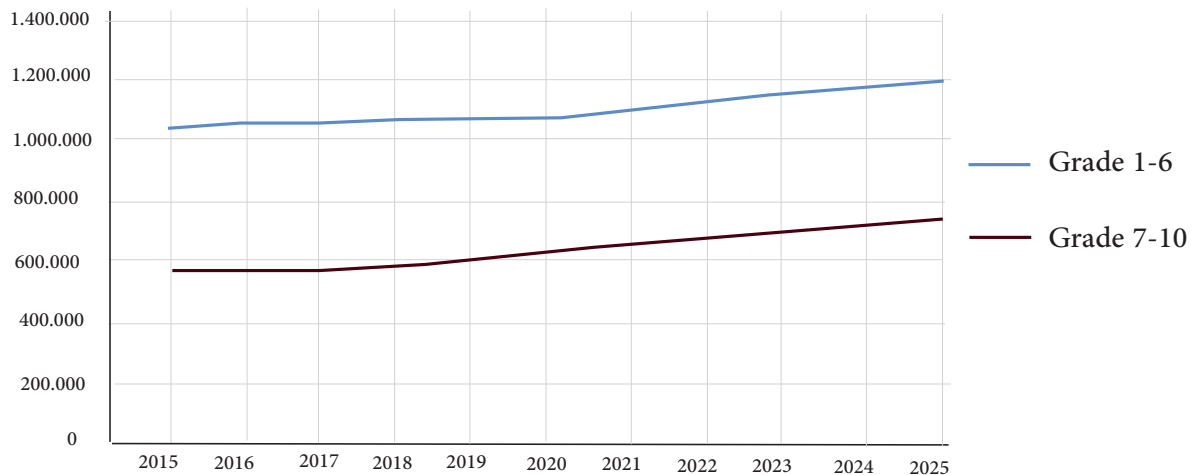
Source: Jordan Education simulation model.

The ESP (2018-2022) aims at improving access indicators by providing access to basic education to all children and by eliminating dropouts at all levels of basic education by 2022.

The number of students to enroll at the Basic Education stage would be around 1.8 million students in 2022, compared to 1.6 million in 2015. The increase would be higher for grades 7 to 10, due to the improvements in the retention of students. Those levels are also the levels where the proportion of enrolment in MoE schools is higher. MoE schools will need to accommodate 190,000 more students in 2022 than currently.

Figure 4.5 Projected Number of Students at Basic Education Level

Enrolment in Basic Education - All nationalities students



Source: Jordan Education simulation model.

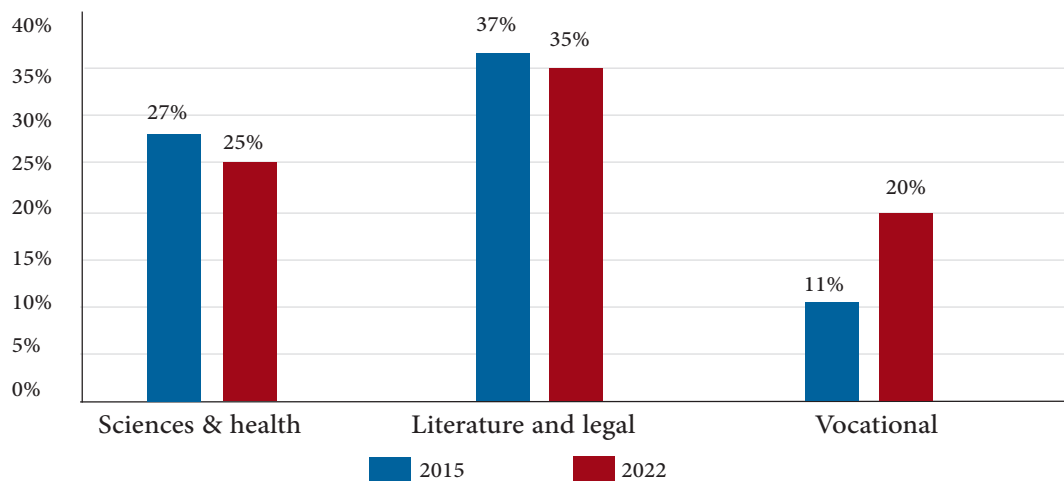
**Fifth: Student flows after grade 10: developing the stream**

The policy to develop vocational streams implies an increase in the percentages of grade 10 students continuing in the various streams at the grade 11 level. In 2014-15, 66% of grade 10 students were promoted to academic streams the following year, mainly to the literature stream (37%). The vocational stream accommodates for just 11% of grade 10 students.

The strategy aims at developing the vocational stream in order to accommodate 20% of grade 10 students in 2022. The percentages of grade 10 students opting for academic streams are targeted to be reduced to 25% for sciences and 35% literature.

Figure 4.6 Expected number of students at the primary stage of all nationalities

Transition rates from grade 10 to secondary



Source: Jordan Education simulation model.

The long-term objectives of improved schooling indicators would result into almost all children reaching grade 10 by 2030. This objective could be reached earlier for Jordanian students.

The number of students would increase at every education level. Relative growth would be higher for Kindergarten level or at vocational secondary where enrolment in 2022 would almost double the figures of 2015. However, the absolute increase would be for the basic education cycle with the effect of the improved retention of students.

MoE schools would have to accommodate the higher share of the increased number of students.

**Table 4.2 Projected Enrolments**

All categories of schools	2015	2018	2019	2020	2021	2022	2030
Students Kindergarten	115,562	154,646	171,007	188,855	208,758	228,458	219,478
Students Basic education	1,594,545	1,649,327	1,677,328	1,712,104	1,758,951	1,820,119	2,005,339
Students secondary academic	163,787	170,026	168,357	168,946	168,900	168,814	229,960
Students Secondary vocational	25,386	27,461	31,972	37,223	42,585	48,520	68,322
<b>Total all levels</b>	<b>1,899,280</b>	<b>2,001,459</b>	<b>2,048,664</b>	<b>2,107,128</b>	<b>2,179,194</b>	<b>2,265,910</b>	<b>2,523,099</b>
MOE schools only	2015	2018	2019	2020	2021	2022	2030
Students Kindergarten	25,284	43,147	49,224	55,701	63,308	71,117	68,322
Students Basic education	1,080,346	1,171,037	1,193,774	1,221,584	1,258,183	1,305,087	1,449,644
Students secondary academic	135,608	140,113	138,809	139,368	139,403	139,423	189,992
Students Secondary vocational	23,978	26,295	30,615	35,641	40,780	46,458	65,436
<b>Total all levels</b>	<b>1,265,216</b>	<b>1,380,591</b>	<b>1,412,422</b>	<b>1,452,294</b>	<b>1,501,674</b>	<b>1,562,094</b>	<b>1,773,394</b>

Source: Jordan Education simulation model.

### Sixth: Classes, teachers and schools

The scenario is built on the assumptions of unchanged class size, teachers per class ratio and students per teacher at all levels of the system, as they stand in 2016-2017.

The expected increase of 15% of enrolment in MoE schools leads to an anticipation of an increase of 15% in the number of classes. The number of additional classes to form within the five-year period stands at 7,600, of which 5,400 would be at the basic education level, 1,100 would be at the kindergarten level and 1,100 would be at the secondary level.

The number of teachers would have to be increased by 19% to meet this demand. Higher increases in enrolment would happen at the higher grades of basic education and secondary education where teaching is delivered by subject teachers, leading to a higher teacher-per-class ratio.

It should be noted that the number of teachers corresponds to the sum of the teachers within schools and includes teachers working in evening shift schools for refugees; either temporary teachers or those receiving a specific allowance.

**Table 4.3 Projected Number of Classes and Teachers for MOE Schools**

	2015	2018	2019	2020	2021	2022	2030
Students Kindergarten	25,284	43,147	49,224	55,701	63,308	71,117	68,322
Students Basic	1,080,346	1,171,037	1,193,774	1,221,584	1,258,183	1,305,087	1,449,644
Students Secondary	159,586	166,407	169,424	175,009	180,183	185,880	255,428
<b>Students Total</b>	<b>1,265,216</b>	<b>1,380,591</b>	<b>1,412,422</b>	<b>1,452,294</b>	<b>1,501,674</b>	<b>1,562,094</b>	<b>1,773,394</b>
Classes Kindergarten	1,282	1,960	2,163	2,372	2,613	2,845	2,733
Classes Basic	39,739	42,246	43,054	44,053	45,382	47,093	52,114
Classes Secondary	6,599	6,666	6,815	7,070	7,310	7,577	10,413
<b>Classes Total</b>	<b>47,620</b>	<b>50,872</b>	<b>52,032</b>	<b>53,495</b>	<b>55,305</b>	<b>57,515</b>	<b>65,315</b>
<b>Teachers Total</b>	<b>79,079</b>	<b>84,465</b>	<b>86,892</b>	<b>89,914</b>	<b>93,611</b>	<b>98,087</b>	<b>114,620</b>
<b>Classrooms</b>	<b>43,801</b>	<b>50,132</b>	<b>51,358</b>	<b>52,952</b>	<b>54,966</b>	<b>57,468</b>	<b>65,262</b>

Source: Jordan Education simulation model.



Regarding infrastructure, this scenario foresees the building of 300 additional large schools during the ESP period (2018-2022). Each school would be able to receive 1,000 students with 28 classrooms. These important infrastructure efforts aim at reducing the number of rented schools and limiting the use of the double shift system.

In 2015-16, out of the 3,683 schools managed by the MoE, 852 were using rented facilities. Those rented schools are smaller than the owned schools, with an average of 8 classes and 164 students, as compared to 14 classes and 397 students in an average MoE owned school.

The same year, 450 schools were operating in double shifts, either sharing facilities with an evening shift for refugees or with another ordinary school. Those schools operating in double shifts are generally large schools with an average of 16 classes and 524 students. The morning shift schools make use of 3,925 classrooms and the evening shifts utilize 3,255 classrooms.

Due to the shift system, the total number of classrooms recorded in the school censuses as utilized by the schools was 47,056 and includes a double counting; the real number of available, physical classrooms is estimated at 43,801 by subtracting the 3,255 rooms used by the evening shift schools.

### Seventh: The Cost of the Operational Plan

The operational plan includes activities that MoE intends to develop in order to accompany the development of 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. However, it includes the cost of infrastructure and equipment as well as other development expenditures.

The total cost of the operational plan amounts to 2.1 JOD billion over the 5 years and is fairly evenly dispatched over that period.

The domain of Access and Equity represents the highest expenditure as it includes the infrastructure costs.

The 254 activities of the operational plan are grouped into 6 main domains and 22 components. The costing was done at the activity level; however, the costs are presented here at the domain and component levels. Some activities may not require a specific budget and are funded through the regular allocations.

**Table 4.4 Projected Cost of the Operational Plan (2018-2022) (Thousand JOD)**

	2018	2019	2020	2021	2022	Total
<b>1. ECED</b>	<b>12,853</b>	<b>13,665</b>	<b>13,128</b>	<b>13,565</b>	<b>13,830</b>	<b>67,042</b>
1.1. Access and expansion	9,811	9,858	10,106	10,431	10,571	50,776
1.2. Quality of ECED	3,042	3,806	3,022	3,135	3,260	16,266
<b>2. Access and Equity</b>	<b>276,918</b>	<b>280,932</b>	<b>275,262</b>	<b>275,527</b>	<b>268,671</b>	<b>1,377,310</b>
2.1. Infrastructure	256,252	256,252	256,252	256,252	256,252	1,281,260
2.2. Inclusive education/Special Needs	10,406	15,143	10,316	11,800	6,559	54,223
2.3. Lifelong learning	2,824	3,121	3,382	3,520	3,635	16,482
2.4. Refugees	7,436	6,416	5,312	3,955	2,225	25,345
<b>3. System strengthening</b>	<b>7,765</b>	<b>7,916</b>	<b>7,763</b>	<b>7,791</b>	<b>7,825</b>	<b>39,058</b>
3.1. Institutional Performance Management	2,247	2,328	2,245	2,273	2,307	11,398
3.2. Educational management information systems	5,500	5,500	5,500	5,500	5,500	27,500
3.3. Risk and crisis management	18	88	18	18	18	160
<b>4. Quality</b>	<b>90,848</b>	<b>87,164</b>	<b>85,080</b>	<b>68,047</b>	<b>68,142</b>	<b>399,279</b>
4.1 Curriculum and assessment	16,324	16,186	16,150	18,400	18,400	85,460
4.2. ICT in education	25,405	23,875	21,825	2,492	2,492	76,090
4.3. School leadership and community participation	0	0	0	0	0	0

4.4. Accountability, audit, EQAU, general supervision	6,426	5,255	5,316	5,393	5,488	27,877
4.5. Safe and stimulating school environment	42,693	41,847	41,789	41,762	41,762	209,853
<b>5. Human Resources</b>	<b>40,128</b>	<b>12,659</b>	<b>13,532</b>	<b>13,382</b>	<b>12,398</b>	<b>92,099</b>
5.1. Selection, recruitment and pre-service qualification	39,550	12,030	12,030	12,000	12,000	87,610
5.2. Selection and development of leadership at	200	209	452	392	200	1,453
5.3. In-service professional development and licensing	330	360	990	990	90	2,760
5.4. Teacher Rewards and Incentives	18	0	0	0	18	36
5.5. Monitoring, Evaluation and Quality Control	30	60	60	0	90	240
<b>6. Vocational Education</b>	<b>19,009</b>	<b>18,924</b>	<b>18,904</b>	<b>17,904</b>	<b>17,904</b>	<b>92,645</b>
6.1. Improving management	1,569	1,494	1,474	474	474	5,485
6.2. Increasing access	15,080	15,070	15,070	15,070	15,070	75,360
6.3. Improving quality	2,360	2,360	2,360	2,360	2,360	11,800
<b>Total operational plan</b>	<b>447,520</b>	<b>421,259</b>	<b>413,668</b>	<b>396,215</b>	<b>388,770</b>	<b>2,067,432</b>

Source: Jordan Education simulation model.

Two activities, the construction of new MoE schools (1.2JOD billion) and the equipment required to equip schools with solar power (200JOD million) represent 66% of the total cost.

Sixteen other activities amount to more than 10JOD million each; they represent a total of 533JOD million and 26% of the total cost of the Plan.

The cost of the operational plan is mainly concentrated on the 18 activities mentioned above, which are listed in table 4.5.

**Table 4.5 List of the 18 activities over five years with costs exceeding 10JOD Million (Thousand JOD)**

Domains and activities	2018	2019	2020	2021	2022	Total 2018-2022
<b>Domain 1. ECED</b>						
1.1.1.3. Construction of MoE KG2 classrooms*	4,500	4,500	4,500	4,500	4,500	22,500
1.1.1.4. Renovate private school classrooms to receive students with disabilities	2,240	2,240	2,240	2,240	2,240	11,200
<b>Domain 2. Access and Equity</b>						
2.1.1.1. 300 new schools for Jordanian and refugees*	<b>240,000</b>	<b>240,000</b>	<b>240,000</b>	<b>240,000</b>	<b>240,000</b>	<b>1,200,000</b>
2.1.1.6. Improve school environment / maintenance	16,000	16,000	16,000	16,000	16,000	80,000
2.2.1.1 Diagnostic centers (Special needs)	0	5,000	5,000	5,000	0	15,000
2.2.2.1. Awareness Staff (Special needs)	0	1,300	2,600	3,900	3,900	11,700
2.2.3.3. Transportation for special needs children	6,300	6,300	0	0	0	12,600
2.4.1.2. School feeding	7,436	6,416	5,312	3,955	2,225	25,345
<b>Domain 3. System strengthening</b>						
3.2.1.1. Infrastructure for the operating systems including skilled staff	5,000	5,000	5,000	5,000	5,000	25,000
<b>Domain 4. Quality</b>						
4.1.1.3. Printing textbooks for all levels (present version)	16,000	16,000	16,000	0	0	48,000
4.1.1.3. Printing textbooks for all levels (new series)	0	0	0	18,400	18,400	36,800
4.2.1.2. Raising current computer labs capacity and performance ( 1-6 grades )	10,000	10,000	10,000	0	0	30,000
4.2.1.2. Raising current computer labs capacity and performance (7-12 grades)	6,333	6,333	6,333	0	0	19,000
4.2.3.1. Adopting a framework of all training programs that effectively employ ICT based	2,000	2,000	2,000	2,000	2,000	10,000

4.4.1.5. Assessment visits to schools	4,927	4,976	5,037	5,114	5,209	25,262
4.5.4.1. Equip schools in solar power	<b>40,000</b>	<b>40,000</b>	<b>40,000</b>	<b>40,000</b>	<b>40,000</b>	<b>200,000</b>
<b>Domain 5. HR develop</b>						
5.1.2.2. Development of pre-service training & expansion to 2 universities	36,000	12,000	12,000	12,000	12,000	84,000
<b>Domain 6. Vocational Education</b>						
6.2.2.2. Increase the number of vocational schools	15,000	15,000	15,000	15,000	15,000	75,000
<b>Total for the 18 activities</b>	<b>412,091</b>	<b>393,421</b>	<b>387,377</b>	<b>373,464</b>	<b>366,829</b>	<b>1,933,181</b>

\* These activities are also included with the core budget costs

### Eighth: The total cost of the strategy

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

Projected costs are aligned with the MoE 2017 budget. The costs required for a scenario are projected by education level and object of expenditure. They include an assumption on the increase of prices as per the macroeconomic perspective of Government. Average salary costs are adjusted by the increase in prices.

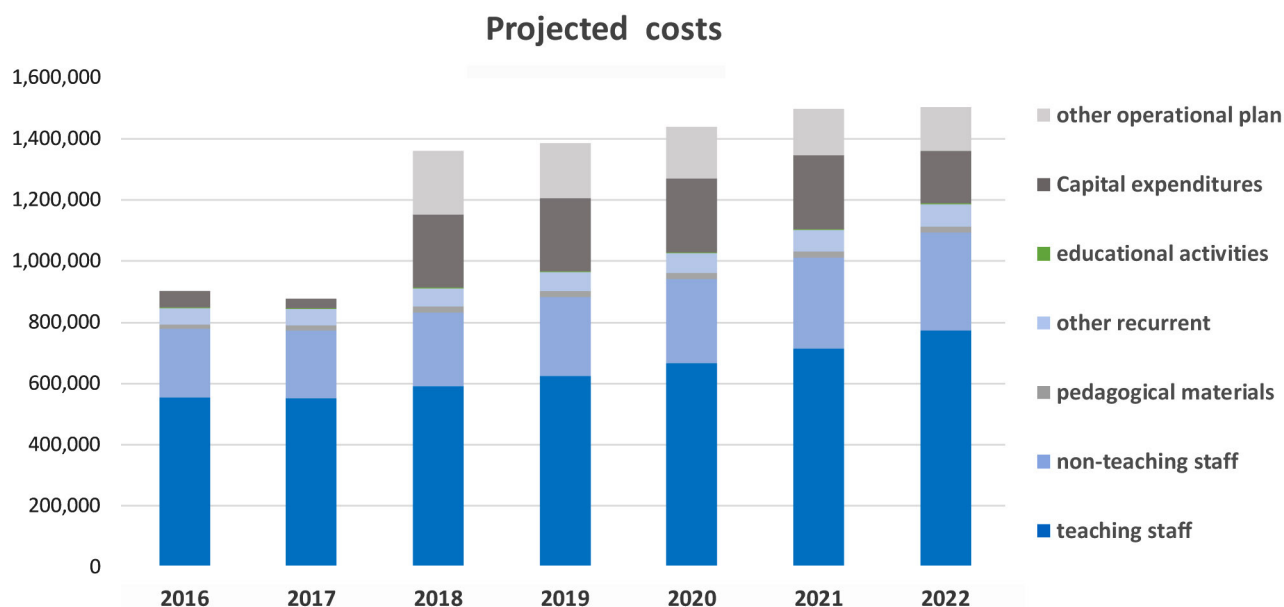
Some expenditures are common to the core budget costs and the operational plan. The consolidated costs are displayed at the end of table\*(4.6).

**Table 4.6: Total Cost of the Strategy (Thousand JOD)**

	2016 actual	bud- 2017 get	2018	2019	2020	2021	2022
Core costs	907,366	882,738	1,154,827	1,208,429	1,271,507	1,346,905	1,436,976
By level							
Kindergarten	16,194	15,784	46,998	48,306	51,173	51,126	30,377
Basic Education	649,829	633,516	828,823	859,890	910,109	969,063	1,001,359
Secondary education	183,368	180,481	209,253	226,611	232,170	243,491	315,974
Adult & non-formal	665	571	719	874	1,033	1,198	1,368
Administration	57,311	52,385	69,034	72,748	77,022	82,026	87,899
By object of expenditure							
teaching staff	556,073	550,968	590,586	625,591	666,899	715,825	773,965
non-teaching staff	223,883	222,183	242,126	257,072	274,494	295,735	321,413
pedagogical materials	13,133	18,911	19,290	19,758	20,344	21,066	21,942
other recurrent	57,379	55,943	59,968	62,504	65,601	69,421	74,081
educational activities	1,654	2,093	2,150	2,221	2,311	2,424	2,565
Total recurrent expenditures	852,122	850,098	914,120	967,146	1,029,649	1,104,471	1,193,966
Capital expenditures	55,244	32,640	240,707	241,283	241,859	242,434	243,010
Operational Plan			447,520	421,259	413,668	396,215	388,770
Of which included with core costs			245,562	245,675	245,911	246,222	246,345
Consolidated total cost	907,366	882,738	1,356,785	1,384,013	1,439,265	1,496,898	1,579,401

Source: Processing of 2016 actual and 2017 provisional MOE budgets; projections from Jordan Education simulation model.

Figure 4.7 Total Cost of the Strategy (2018-2022)



Source: Jordan Education simulation model.

### Ninth: Financing the Strategy

The expenditures foreseen for the implementation of the strategy would have to be covered by the GoJ or through financial support provided by cooperation partners. The planned costs for education are largely affected by the influx of refugees in the country that amplify the size of the school age population and require an increase in the capacity of the school system. Education is an important component of the JRP and in the current 2018-2020 version, Education amounts to 1.1US\$ billion over 3 years, (15% of the total JRP), to be funded by the donor community.

In order to analyze the financing of the strategy, it is important to discuss the prospective budget of the Government as well as the potential support from its external partners.

### Tenth: GoJ Prospective Budget

The following estimates are 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 sets 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.

Government income, including domestic resources and budget or program support from partners, amounts to 8,004JOD million in 2017 and could represent 10,389JOD million by 2022; an increase of 30% in 5 years.

Government expenditures are projected to be 11,240JOD million in 2022 (+29%) with 9,373JOD million for the recurrent budget (+24%) and 1,867JOD million for the development budget (+61%).

Given those estimates, a possible budget for the MoE was projected using a conservative outlook.

- For 2018 and 2019, the MoE budget corresponds to the provisional target values set in the 2017 budget document.
- For the other years, the estimated MoE budget derives from the projected Government expenditure with a share of 55.1% of Government staff costs and 3.9% of other recurrent costs. The projection is more optimistic for the development budget, staying at 6% of Government budget, the highest level of the past 5 years.

Using those assumptions, in 2022 MoE could be allocated a total of 1.1 JOD billion, with a recurrent budget at the level of 999 JOD million and a development budget of 115 JOD million.

In this framework, the share of MoE within the Government budget will remain low compared to other upper-middle-income countries. It should be noted that the constraints on the Government budget are very high with high levels of expenditures for security, debt service, and pensions; those 3 items currently represent 60% of the Government's recurrent expenditures and would represent up to 63.9% in 2022, according to the MoF macroeconomic outlook. In this context, it is difficult to expect a high share of Government budget for education. However, the current allocations could be improved and the projected budget estimates here have to be regarded as conservative.

Those budget projections include the support provided by development partners when the support is managed through the MoE or MOPIC budget. Both budget support and program support are included. However, those figures do not include off-budget support. In 2015, actual expenditures for education from development partners were estimated at 36JODmillion for budget support and 8JOD million for loans managed through MOPIC. This represents a total of 44JOD million recorded with budget figures. In addition, partners are spending for off-budget projects, which will be discussed later on.

**Table 4.7 Estimated budget for the Ministry of Education** (Thousand JOD)

	2016 actual	2017 budget	2018	2019	2020	2021	2022
<b>Macro-economic framework</b>							
Economic growth	2.8%	2.3%	2.5%	2.7%	2.9%	3.0%	3.0%
GDP prices	2.2%	0.3%	2.5%	2.5%	2.5%	2.5%	2.5%
Gvt domestic income as % of GDP	22.6%	25.0%	25.0%	25.0%	25.0%	25.1%	25.1%
Budget/program support, % Domestic income	14.2%	11.6%	15.3%	10.8%	10.8%	10.8%	10.7%
<b>Total Government income</b>	<b>7,227,500</b>	<b>8,004,000</b>	<b>8,685,000</b>	<b>8,788,000</b>	<b>9,285,000</b>	<b>9,834,000</b>	<b>10,389,000</b>
Government recurrent expenditures	7,102,000	7,557,000	7,890,000	8,220,000	8,505,000	8,963,000	9,373,000
Government development expenditures	1,189,000	1,161,000	1,358,000	1,588,000	1,675,000	1,768,000	1,867,000
<b>Total Government expenditures</b>	<b>8,291,000</b>	<b>8,718,000</b>	<b>9,248,000</b>	<b>9,808,000</b>	<b>10,180,000</b>	<b>10,731,000</b>	<b>11,240,000</b>
* Education as % of Gvt regular budget	13.5%	12.6%	12.5%	12.2%	12.5%	12.4%	12.4%
Education as % of Gvt development budget	6.0%	4.4%	4.6%	4.3%	6.2%	6.2%	6.2%
<b>Estimated MOE budget</b>	<b>907,366</b>	<b>882,738</b>	<b>937,379</b>	<b>980,759</b>	<b>1,006,615</b>	<b>1,055,772</b>	<b>1,114,342</b>
Staff costs	776,578	769,232	786,994	804,592	844,777	885,030	934,107
Other recurrent	59,133	62,098	62,587	63,060	58,399	61,635	65,063
Development budget	71,656	51,408	87,798	113,107	103,439	109,107	115,173

\*Excluding debt interests

Source: Jordan Education simulation model.

## Eleventh: External Support to Education

Currently, the external financial support to Jordan's education system is largely attached to the influx of Syrian refugees that Jordan has been enduring.

Actual expenditures from external sources are difficult to track. Various financial channels and type of support can be used. Funds may be managed through the Government Budget as budget support and not immediately identified within the budget; program loans may be managed through MOPIC; and other programs may be managed outside of the Government's financial management system.

The budget required for the implementation of the JRP (2018-2020) for the Syria Crisis amounts to 7.5US\$ billion of which 1.1JODbillion is dedicated to the education sector (15%). Annually, this represents an average of 270JOD million per year. However, the actual commitments by partners do not reach the requirement level. The JRP document for 2017-19 was reporting that in 2016, donors had committed a total of 1.02US\$ billion to the JRP for 2016, representing 37.5% of the total requirements. As education is a component of the programmatic response, this percentage could be higher for the sector.

**Table 4.8 Jordan Response Plan for the Syria Crisis (2018 -2020), budget requirements per year**

		2018	2019	2020	Total 2018-2020
<b>All sectors</b>	<i>Thousand USD</i>	2,549,516	2,603,873	2,391,819	7,545,207
<b>of which for programs</b>	<i>Thousand USD</i>	1,575,887	1,606,812	1,364,085	4,546,784
<b>Education</b>	<i>Thousand USD</i>	328,790	434,759	385,784	1,149,333
	<i>Thousand JOD</i>	<b>233,184</b>	<b>308,340</b>	<b>273,606</b>	<b>815,130</b>

Source: Jordan Response Plan for the Syria Crisis, 2018-2020.

The donors' group has implemented a mapping of the on-going commitments for the education sector within the JRP plan. Programs and projects with an implementation period including 2017, 2018 or 2019 are listed in the Table 4.11. Every program has its own timeframe. The last three columns in that table represent annual estimates based on the total amount of partnership agreements and the planned implementation period, on a prorata basis. Those estimates do not represent an official disbursement schedule.

**Table 4.9 Summary of Donor Commitments for JRP(Thousand JOD)**

	2017	2018	2019	2020	2021	2022
Budget support	30,191	30,681	29,733	4,220	0	0
Loan	23,641	23,641	23,641	23,641	23,641	23,641
Financial Assistance	148,206	88,878	53,103	45,775	2,728	0
Technical Assistance	16,279	10,020	9,204	0	0	0
Grant Aid	12,946	12,024	10,057	5,824	0	0
delegated agreement	11,253	11,253	5,064	5,064	5,064	0
<b>Total for Education</b>	<b>242,517</b>	<b>176,496</b>	<b>130,802</b>	<b>84,523</b>	<b>31,432</b>	<b>23,641</b>

Source: Donors' Group – calculations from the mapping of on-going commitments.

From those calculations, the expenditures committed for 2017 could be estimated at 341.9US\$ million or 242.5JOD million, of which 188.7JODmillion could be accounted for outside of the GoJ budget. The figures for 2017 may be thought of as comprehensive and similar funding could be expected for the other years.

## Twelfth: Financing gap

The difference between the projected cost of the strategy and the potential budget for education amounts to 400JOD million, which is significant. The support from external partners helps in reducing the gap down to an average of 250JOD million per year.

The financing of the strategy would need to support an increase in the number of teachers and staff costs. The gap in staff costs would increase to 160JOD million in 2022. Filling the gap would require a higher allocation of GoJ budget for staff costs, even if contributions from donors are possible for the provision of refugee schooling.

The strategy foresees an important role for infrastructure and various activities aiming at improving equity and quality are included in the operational plan. Funding those expenditures could be discussed with external partners.

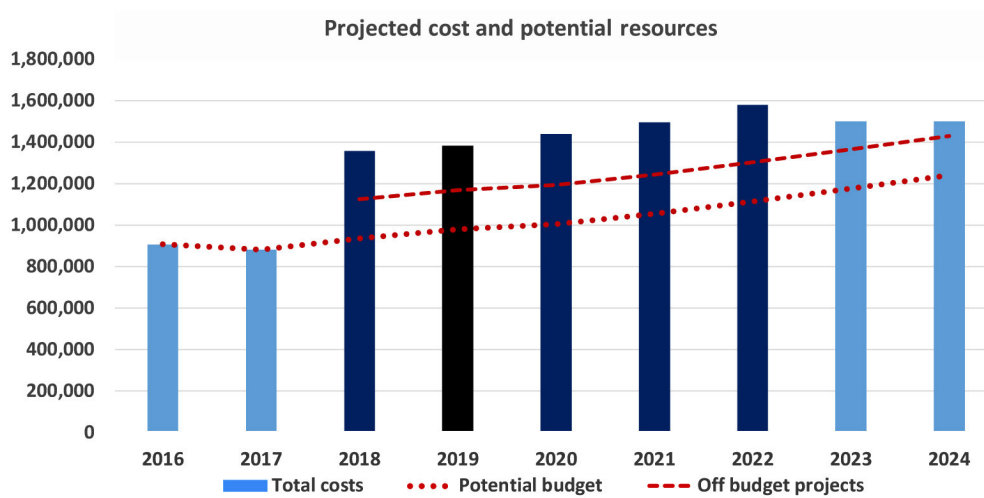


**Table 4.10 Projected Costs and Estimated Resources; Financing Gap(Thousand JOD)**

	2018	2019	2020	2021	2022
<b>Estimated budget</b>	<b>937,379</b>	<b>980,759</b>	<b>1,006,615</b>	<b>1,055,772</b>	<b>1,114,342</b>
of which staff costs	786,994	804,592	844,777	885,030	934,107
<b>Total costs</b>	<b>1,356,785</b>	<b>1,384,013</b>	<b>1,439,265</b>	<b>1,496,898</b>	<b>1,579,401</b>
of which for staff costs	832,712	882,663	941,393	1,011,560	1,095,378
<b>Estimated budget - Projected costs</b>	<b>-419,406</b>	<b>-403,254</b>	<b>-432,650</b>	<b>-441,126</b>	<b>-465,059</b>
<i>of estimated budget %</i>	<i>-44.7%</i>	<i>-41.1%</i>	<i>-43.0%</i>	<i>-41.8%</i>	<i>-41.7%</i>
Off budget projects	188,685	188,685	188,685	188,685	188,685
<b>Remaining gap</b>	<b>-230,721</b>	<b>-214,569</b>	<b>-243,965</b>	<b>-252,442</b>	<b>-276,374</b>
<i>of estimated budget %</i>	<i>-24.6%</i>	<i>-21.9%</i>	<i>-24.2%</i>	<i>-23.9%</i>	<i>-24.8%</i>

Source: Jordan Education simulation model.

**Figure 4.8 Projected Cost and Estimated Resources**



Source: Jordan Education simulation model.



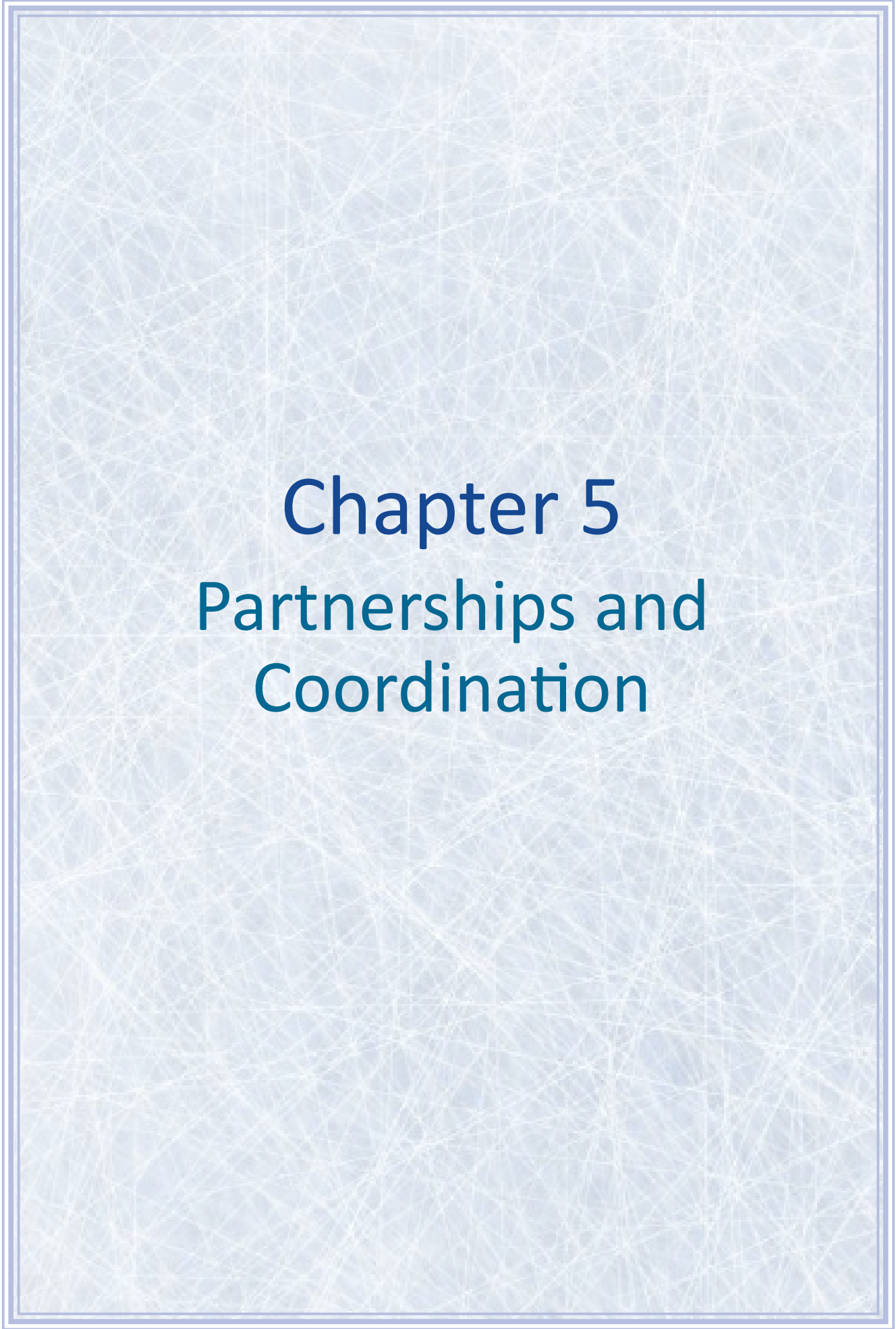
Table 4.11 Mapping of development partners' support to The Jordan Response Plan

Donor	Program Name	Type of Support	\$Volume US	Time frame	Annual estimates		
					2017	2018	2019
Australia	Support for UNICEF's education prog.	Financial Assistance	10,210,000	2017-2018	5,105,000	5,105,000	
Australia	Support for Caritas Education Prog.	Financial Assistance	2,750,000	2016-2019	687,500	687,500	687,500
Canada	Education for Jordan's Prosperity	Financial and Technical Assistance	TBD	2018-2022		-	-
Canada	Support for Jordan's Education Sector	Financial and Technical Assistance	16,030,000	2015-2017	5,343,333		
Canada	Scaling up Teacher Profes. Dvpm	Financial and Technical Assistance	15,920,000	2015-2019	3,184,000	3,184,000	3,184,000
Canada	Improved Learning Environment	Financial Assistance	5,130,000	2016-2019	1,282,500	1,282,500	1,282,500
Canada	Learning, Empowerment and Play	Financial Assistance	4,010,000	2015-2018	1,145,714	1,145,714	
Canada	Protection, Renewable Energy Prog.	Financial Assistance	1,760,000	2016-2019	440,000	440,000	440,000
Canada	Access to Education - Syrian Refugees	Financial Assistance	8,020,000	2017/19	1,336,667	4,010,000	2,673,333
Canada	Multi-year support to UNICEF for NLG	Financial Assistance	24,850,000	2016-2018	8,283,333	8,283,333	
EU	QUDRA project	delegated agreement	26,180,000	2016-2018	8,726,667	8,726,667	
EU	Back to the future	Grant Aid	2,856,000	2016-2019	714,000	714,000	714,000
EU	Leaders for tomorrow	Grant Aid	6,000,000	2016-2019	1,500,000	1,500,000	1,500,000
EU	Regional Partnership		4,165,001	2016-2017	2,082,501		
EU	Acting now for their future	Grant Aid	120,000	2016-2018	40,000	40,000	
EU	Quality in 200 double shift schools	Grant Aid	1,666,000	2017-2019	555,333	555,333	555,333
EU	Budget Support Education	budget support	23,800,000	2017-2020	5,950,000	5,950,000	5,950,000
EU	School construction	delegated agreement	35,700,000	2017-2021	7,140,000	7,140,000	7,140,000
EU	EU Support 2nd phase of ed reform	budget support	11,900,000	2012-2017	1,983,333		
France	TVET and Education	Financial Assistance	293,819	2017	293,819		
Germany	Learning Environments in Schools	Technical Assistance	8,230,000	2015-2019	1,646,000	1,646,000	1,646,000
Germany	Accelerating Access Initiative	Financial Assistance	47,010,000	2017-2018	23,505,000	23,505,000	
Germany	School Construction	Financial Assistance	4,080,000	starting 2017	3,408,000	3,408,000	3,408,000
Germany	School Construction	Financial Assistance	38,510,000	2007-2017	3,500,909		
Germany	WFP Support to Healthy Kitchen Prog	Financial Assistance	15,280,000	2017-2019	5,093,333	5,093,333	5,093,333
Germany	Support No Lost Generation UNICEF	Financial Assistance	52,890,000	2015-2017	17,630,000		
Germany	Integrated Family Centers	Technical Assistance	587,637	2016-2019	146,909.25	146,909.25	146,909.25
Germany	Empowerment of Children and Youth	Technical Assistance	1,180,000	2016-2018	393,333.33	393,333.33	
Italy	Early childhood education/TVET	(budget support (soft loan	99,900,000	2017-2019	33,300,000	33,300,000	33,300,000
Korea	Special School for Hearing Impaired	Grant Aid	5,200,000	2014-2017	1,300,000		
Korea	Schools for Disadvantaged Students 3	Grant Aid	11,100,000	2017-2020	2,775,000	2,775,000	2,775,000
Korea	Specialized Industrial School in Zarqa	Grant Aid	9,880,000	2017-2020	2,470,000	2,470,000	2,470,000
Korea	.Rights to Health, Protection and Ed	Grant Aid	6,000,000	2017-2020	1,500,000	1,500,000	1,500,000
Korea	Establishment of a Public School	Grant Aid	2,000,000	2015-2018	500,000	500,000	
Nether-lands	Energy in Gvtes affected Syrian Crisis	Financial Assistance	8,490,000	2017-2019	2,830,000	2,830,000	2,830,000
Nether-lands	Compact Commitments on Education	Financial Assistance	8,230,000	2016-2018	2,743,333	2,743,333	
Nether-lands	Education for Palestine Refugees	Financial Assistance	2,470,000	2016-2017	1,235,000		
Norway	Accelerating Access to Quality Educ	Financial Assistance	3,170,000	2016-2017	1,585,000		
Norway	School Expansion and Maintenance	Financial Assistance	3,170,000	2017-2018	1,585,000	1,585,000	
Norway	Learning Support Services in Camps	Financial Assistance	357,142	2017	357,142		
Norway	Learning Support Services in Host Cty	Financial Assistance	238,095	2017	238,095		
Norway	Learning Support Services for Youth i	Financial Assistance	119,047	2017	119,047		
Norway	Learning Support in Camps Host Cty	Financial Assistance	4,790,000	2017	4,790,000		
Switzer-land	Rehabilitation of public schools	Technical Assistance	2,270,000	2016-2018	756,667	756,667	
UK	Accelerated Access for Syrians	Financial Assistance	93,410,000	2016-2020	18,682,000	18,682,000	18,682,000
<b>Donor</b>	<b>Program Name</b>	<b>Type of Support</b>	<b>\$Volume US</b>	<b>Time frame</b>	<b>Annual estimates</b>		

Donor	Program Name	Type of Support	\$Volume US	Time frame	Annual estimates		
					2017	2018	2019
UK	Support to No Lost Generation Init	Financial Assistance	6,500,000	2016-2020	<b>2017</b>	<b>2018</b>	<b>2019</b>
UK	M&E, Research and Technical Assist	Financial Assistance	2,190,000	2017-2021	438,000	438,000	438,000
USA	Support to MOE (To Be Determined)	Financial Assistance	TBD	2017-2018			
USA	Support to MOE (JFA)	Financial Assistance	20,000,000	2016-2018	6,666,667	6,666,667	
USA	NonFormal Education	Technical Assistance	4,200,000	2015-2017	1,400,000		
USA	Reading and Math Initiative (RAMP)	Technical Assistance	48,000,000	2014-2019	8,000,000	8,000,000	8,000,000
USA	Inclusive and Supportive Learning	Technical Assistance	6,565	2013-2019	938	938	938
USA/ PRM	Support for UNICEF under JRP	Financial Assistance	53,200,000	2017	53,200,000		
USA/ PRM	Education and Protection for Syrian	Financial Assistance	4,400,000	2016-2018	2,112,000	1,408,000	
USA	Preservice teacher education	Technical assistance	TBD	2018-2022			
USA	School construction, renovation	Financial Assistance	285,000,000	2014-2020	40,714,286	40,714,286	40,714,286
WB/ CFF	Jordan Education Reform Program	Loan	200,000,000	2017-2022	33,333,333	33,333,333	33,333,333
Kuwait	Support education /Syrian Refugees	Grant Aid	6,700,000	2016-2018	2,233,333	2,233,333	
Saudi Arabia	Support education /Syrian Refugees	Grant Aid	8,800,000	2015-2020	1,466,667	1,466,667	1,466,667
Saudi Arabia	Support education /Syrian Refugees	Grant Aid	9,600,000	2017-2019	3,200,000	3,200,000	3,200,000
<b>All</b>			<b>10,210,000</b>		<b>341,948,693</b>	<b>248,859,847</b>	<b>184,431,133</b>

Source: Donors' group – annual estimates made from the total amount and the duration of the project.





# Chapter 5

## Partnerships and Coordination



## Chapter 5: Partnerships and Coordination

### First: Introduction

The first key principle of the ESP is that it is nationally owned and led. Being a national strategic plan, the ESP is first and foremost the responsibility of GoJ, which will make the final decision on committing resources for its implementation. The ESP is also a key resource to guide the MoE's strategic and policy engagement with Development Partners.<sup>16</sup> The purpose of this chapter is to outline a structure for efficient partnerships and coordination between the GoJ and its Development Partners to ensure effective ESP implementation, monitoring and evaluation.

Total foreign assistance to Jordan in 2016 totaled 3.15US\$ billion.<sup>17</sup> Development Partner support to the Jordanian education sector is longstanding and diverse, comprising support at the central, field directorate and school levels in strengthening systems for planning and implementation, capacity development, coordination, advocacy and resource mobilization, information management, monitoring and evaluation, and inclusive practices that take into account gender, children with disabilities, child protection, among other areas.<sup>18</sup> The process for developing the ESP was tailored to the Jordanian education sector and institutional context, based on a combination of experience and lessons learned in other countries and the Global Partnership for Education's principles for the effective preparation of gender-responsive education sector plans.<sup>19</sup> It was country-led and included clear mechanisms for Development Partners to have input to the planning process endorse the ESP and commit to contributing funds to its implementation.

### Second: ESP Partnerships and Coordination

ESP implementation, monitoring and evaluation will harness Development Partners' broad and deep engagement with the Jordanian education system and be underpinned by solid partnerships and clear coordination mechanisms. The support of Development Partners for the preparation of the ESP was coordinated primarily through the Education Donor Working Group (EDWG) as well as bilateral discussions between partners. Implementation, monitoring and evaluation of the ESP will build on, expand and systematize the partnership and coordination structures established during the preparation phase. The partnership and coordination structures take into account lessons learned from coordination under the ERfKE program over the last decade. They also strive to support partnership and mutual accountability, without creating overly onerous structures, which are difficult to manage.

### Third: Overview of ESP Partnerships and Coordination Structure

Partnerships and coordination structure will be the backbone for ESP implementation, monitoring and evaluation.

- **Executive committee level:** A High-level Steering Committee will provide executive leadership for ESP implementation, monitoring and evaluation and report on relevant progress, outputs and outcomes up to the Royal Court's Results and Evidence Body that oversees the implementation of the National Human Resources Development Strategy 2016-2025 and the SDG 4 roadmap. The High-level Steering Committee will meet at least bi-annually to review ESP outputs and progress towards outcomes and set the strategic agenda for ESP implementation going forward. A three-day Annual Review, made up of a two-day technical meeting followed by a one-day high-level policy meeting, will facilitate this process, and will be the key forum for informing top-level decision-makers on ESP progress and engaging them on next steps.
- **Policy, planning and coordination level:** A Policy, Planning and Coordination (PPC) body will maintain primary responsibility for the five core functions required to drive ESP implementation Planning and Budgeting; Monitoring and feedback; Research and Evaluation; Data and Information Management; and Coordination<sup>20</sup>.

<sup>16</sup> 'Development Partners' is used to refer to the breadth of national and international donors, stakeholders, agencies, bodies, institutions and organizations partnering with the Ministry of Education to support the Jordanian education sector.

<sup>17</sup> Summary of Foreign Assistance Contracted in 2016, Ministry of Planning and International Cooperation, 2017

<sup>18</sup> Jordan Education Sector Working Group Work plan 2017

<sup>19</sup> Guidelines for Education Sector Plan Preparation, Global Partnership for Education / International Institute for Educational Planning, 2015.

Note that Jordan's ESP has intentionally been titled an Education Strategic Plan – rather than an Education Sector Plan – because higher education is not included in the plan. As such, some elements of Global Partnership for Education's principles for the effective preparation of an education sector plan were not relevant.

<sup>20</sup> Various donor initiatives and technical assistance will support the PPC body's five core functions, including the Evidence-driven Research in Learning (EDRiL) program.

- The PPC body will coordinate and track the activities of the Technical Working Groups (TWGs) chaired by the MoE and report to the High-level Steering Committee on ESP activities, outputs and outcomes. This will include producing a comprehensive annual narrative and financial report on ESP implementation based on the ESP Monitoring and Evaluation framework (Chapter Three).
- **Technical working group level:** Six TWGs (one for each of the domains) will be responsible for coordinating all ESP activities related to their domain and reporting to the PPC body. TWGs must be uniform but may follow different structures and procedures based on the unique characteristics and requirements of the individual domains.
- In January 2018, UNESCO conducted an assessment of MoE's current institutional capacity in the five core areas of Planning and Budgeting, Monitoring and Feedback, Research and Evaluation, Data and Information Management and Coordination<sup>21</sup> The assessment identifies strengths and weaknesses related to the current institutional structure and makes specific recommendations to support the MoE to align its structure for effective ESP implementation and to develop its long-term capacity in these five core areas. The Development Partners will coordinate short- and long-term technical assistance to the MoE to support the PPC body and strengthen capacity in the MoE across the five core areas. Terms of Reference (ToR) for technical assistance will be developed and agreed upon by the MoE and Development Partners.

#### Fourth: Terms of Reference for Partnership and Coordination Structures

The development partners work on coordinating technical assistance (short-term and long-term) for the MoE to support the PPC Body and strengthen capacity in the MoE across the five core areas. ToR for technical assistance will be developed and agreed upon by the MoE and Development Partners.

ToR will be drawn up to provide a common point of reference for MoE and the Development Partners on ESP implementation, monitoring and evaluation. The ToR will not serve as a legal document but would reflect a common line of action. It is anticipated that the ToR would:

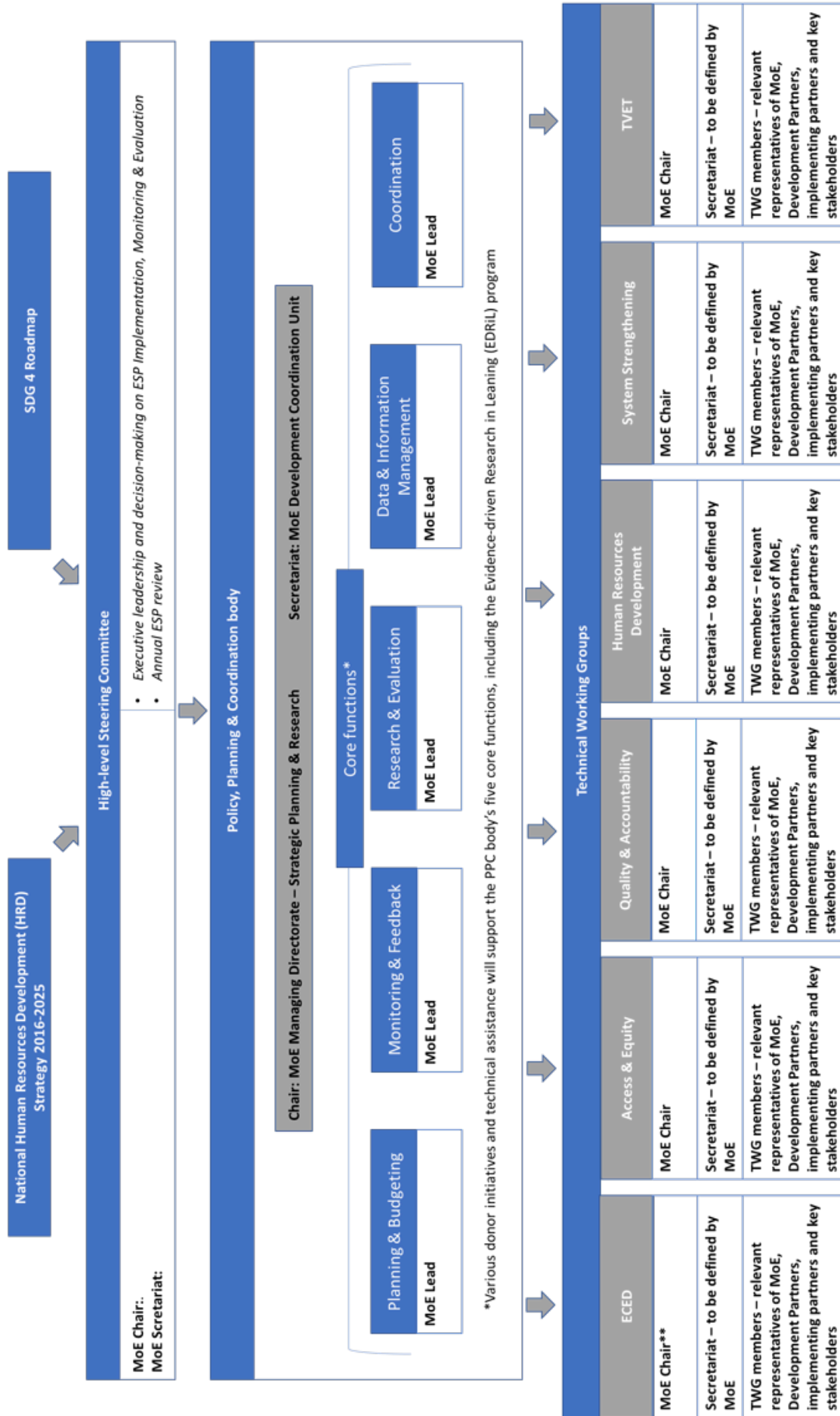
- Set out the individual ToRs of the High-level Steering Committee; the PPC; and the TTWGs, as well as dictate the interactions of these bodies.
- Underline MoE and the Development Partners' commitment to a common program of work in which strategy, policy, development, planning and M&E are carried out as a joint effort and through mutual consultation.
- State that MoE and the Development Partners share the common goal of achieving the goals identified for the education sector in the HRD Strategy 2016-2025 and global goals such as SDG 4, and that they intend to coordinate their efforts to support ESP implementation in accordance with these goals.
- State that the aim to increase transparency and accountability on all sides, improve the predictability and allocation of financing, and better coordinate the multiple inputs and activities which support Jordan's education sector through the ESP.
- Outline a series of commitments of the MoE, which could include:
  - Assuming overall leadership in the implementation, monitoring and evaluation of the ESP, and ensuring it is aligned with the HRD Strategy and SDG 4;
  - Ensuring that all resources for ESP implementation, monitoring and evaluation are available and reflected in MoE budgeting and planning and, to this end, consider revising the structure of the budget of the MoE to reflect ESP implementation, in coordination with the MoF;
  - Ensuring consistency between the ESP and other education sector initiatives and projects that fall under the responsibility of other Ministries or Departments;
  - The PPC body ensuring that a high-level annual review takes place each year, and any major events that could have a detrimental effect on ESP implementation are communicated in a timely and transparent manner to its Development Partners;

<sup>21</sup> Team Work Plan of the Education Sector in Jordan.



- Consulting with Development Partners on any major changes to education policy;
- Consulting with Development Partners on any major changes in budget allocations and internal and external controls related to sound public financial management and procurement.
- Outline a series of commitments of the Development Partners, which could include:
  - Aligning and harmonizing their own planning, implementation and M&E activities as much as possible with the processes established in the ESP;
  - Agreeing to develop and use, to the maximum extent possible, common reporting procedures and formats for narrative and financial reporting, so as not to burden the MoE with overly administrative, complicated, and donor-specific requirements;
  - Avoiding distortion of existing government education sector plans, policies and strategies;
  - Harmonizing policy dialogue, consultation and information-sharing through active and constructive participation in TWGs relevant to their support and annual reviews;
  - Supporting an aligned approach to technical assistance and capacity building with the aim of building MoE capacity over the long-term.
- Outline a series of collective responsibilities of MoE and the Development Partners, which could include:
  - Funding the activities identified in the ESP;
  - Disbursing funds as agreed upon in a timely manner;
  - The PPC body ensuring information on all relevant interventions in the education sector (including consultancies, project and program initiatives, requests for assistance made by MoE, project appraisals, implementation and progress reports, technical assistance reports, project evaluation reports, reports on budgets and expenditures, etc.) is freely available to all partners;
  - Striving for an increasing number of joint and harmonized activities (e.g. joint planning, monitoring and evaluation/verification missions; strategic and joint technical assistance).

Figure 5.1: Overview of ESP Partnerships and Coordination Structure



## Fifth: Terms of Reference for Proposed ESP Partnership and Coordination Mechanisms

### High-level Steering Committee

**Chair:** H.E. the Minister for Education or the Secretary General

**Secretariat:** Executive leadership of PPC body

**Participating members:** Representatives from other relevant ministries (e.g. Ministry of Finance, Ministry of Planning and International Cooperation), national committees and organizations, as appointed by H.E. the Minister of Education.

**Schedule:** Meets at the request of the Chair and as regularly as needed to discuss progress on ESP implementation.<sup>24</sup> Three days should be dedicated to the annual review.

**Terms of reference:** Likely to include:

- Coordinating with the Policy, Planning and Coordination body to draw up ToRs to provide a common point of reference for MoE, Development Partners, and education stakeholders on ESP implementation, monitoring and evaluation.
- Ensuring ESP implementation is aligned with the aims and priorities of HRD and SDG 4, and reporting on relevant ESP activities, outputs and outcomes.
- Providing oversight and strategic direction for ESP implementation, monitoring and evaluation including leading a half-day high-level policy dialogue with all Development Partners and education stakeholders as part of the Annual Review. This half-day session would include: presentations from the PPC body and TWG Chairs highlighting progress, challenges and including policy recommendations; high-level policy dialogue with Development Partners and education stakeholders; decisions and way forward from the High-level Steering Committee.

## Sixth: Policy, Planning and Coordination Body

**Chair:** MoE Managing Directorate – Strategic Planning & Research

**Secretariat:** Development Coordination Unit

**Participating members:** MoE leads five core functions(Planning and Budgeting, Monitoring and Feedback, Research and Evaluation, Data and Information Management and Coordination)

**Decision making mechanism:** Decision-making will be based on consultation and consensus by the PPC body team members. Decisions of the PPC body will be presented to the High-level Steering Committee for consultation and agreement.

**Reporting mechanism:** Meeting minutes will be recorded and shared with TWG members in a timely manner.

**Schedule:** At least monthly or more frequently as needed

**Terms of reference:** Likely to include:

- Reporting to the High-level Steering Committee
- Coordinating the work of the six TWGs
- Preparation of broad Terms of Reference and a Roadmap for the implementation of the ESP, as well as consolidation of annual work plans in support of ESP implementation
- Preparation of Terms of Reference for technical assistance, external consultants, assessments, studies, etc., where needed and in consultation with relevant TWGs
- Identification of funding resources for technical assistance, assessments, studies and recruitment and selection of experts and consulting firms

<sup>24</sup> Depending on the MoE's preference, participating members of the High-level Steering Committee may also include representatives of governorates, directorates, schools, education development councils at the Field Directorate level, and education councils at the school level.

- Collaboration and support to MoE for the oversight of all steps leading to complete implementation of the ESP
- Updating and communicating the progress of the ESP at donor and Ministry coordination for a preparation of a comprehensive annual narrative and financial report based on the agreed M&E Framework (see Chapter 3) in coordination with the TWGs
- Preparation and delivery of the Annual Review, which is likely to include:
  - Presentation of progress, successes and challenges in the previous year as measured against the agreed M&E framework and identified in assessments, studies, research etc.
  - Consolidation and presentation of policy recommendations to the High-level Steering Committee

## Seventh: Technical Working Groups

**Chair(s):** Relevant MoE department head(s) <sup>25</sup>

**Secretariat:** Supports the Chair and TWG to perform its function; nominated by the PPC body and TWG Chair(s) on a rotating basis (mechanism to be determined)

**Participating members:** representatives of relevant MoE units, FDs and schools; Development Partners, and education stakeholders, as appropriate

**Schedule:** at least quarterly or more frequently as needed

**Terms of reference:** Likely to include:

- Responsibility for calling meetings, setting the agenda, taking meetings, and sharing information with the PPC body
- Setting the minimum frequency of meetings
- Reporting up to the PPC body
- Developing an annual work plan for the domain in support of implementation of the ESP
- Coordinating the technical and financial implementation of the ESP within the relevant domain
- Identifying requirements for technical assistance, external consultants, assessments, studies, research, etc., to the PPC body
- Working with the PPC body to draft the domain chapter for the annual narrative and financial report based on EMIS data, MoE, FD and school monitoring and accountability activities, and relevant assessments, reports, studies.

<sup>25</sup> MoE Chairs of the Technical Working Groups will be decided at the ESP launch during the technical workshop



# Annexes

**Annex 1: Indicator Matrix by domain and project**

**Annex 2: Results Chain - by Domain**

**Annex 3: Results Framework: Key Performance Indicators for ESP**

**Annex 4: Additional Indicators to be reported as part of CRF M&E framework under the ESP**

**Annex 5: Strategy for Mainstreaming Gender Equality in Education**



## Annexes

### Annex 1: Indicator Matrix by domain and project

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
ECCD	KG2 enrolment (public and private)	Enrolment rate in KG2	Gross enrolment ratio in KG	PDO Indicator #1: # of Jordanian children ,Syrian refugee children and children with disabilities enrolled in KG2, disaggregated by nationality, gender and type of school	7: # of Syrian children enrolled in kindergarten  <i>See also below - CRF indicator captures both KG1 and KG2</i>	# children (boys and girls) enrolled in ECCE (early childhood care/education) or pre-primary education - KG2 (certified)	# children (boys and girls) enrolled in ECCE (early childhood care/education) or pre-primary education - KG2 (certified)	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
		% of children aged five to six years who can access quality KG2	Net enrolment ratio in KG	DLR#1.2 # of Syrian refugee children enrolled in target schools at KG2 level in the targeted schools		# children (boys and girls) enrolled in ECCE (early childhood care/education) or pre-primary education (non-certified)	# children (boys and girls) enrolled in ECCE (early childhood care/education) or pre-primary education (non-certified)	Participation rate in organized learning (one year before the official primary entry age), by sex
		GPI in Education		DLR#2 # of additional children enrolled in public and private KG2				Percentage of children under 5 years experiencing positive and stimulating home learning environments
ECCD	% of KG2, KG1 and nursery caregiver completion of pre-service training	% of KG teachers successfully apply new child-centered knowledge and skills in teaching		Indicator 1.1: In-service training modules developed for KG teachers				Gross early childhood education enrolment ratio in (a) pre-primary education and (b) and early childhood educational development
		% of public KG teachers and targeted private KG teachers that have completed the in-service training modules		Indicator 1.2: % of public KG teachers that have completed the in-service training modules				Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks
				DLR#3.3 % of public KG2 teachers that have completed the KG in-service training modules				Indicator 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available)





DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
ECCD	% of KGs and nurseries rated 'good' or 'outstanding'	% of public and targeted private KG2 achieve the administrative quality criteria and the technical quality criteria	% of KG applying quality standards	Indicator 1.3: # of public and private KGs that have developed and implemented quality improvement plans				
		% of public and private KG2 accredited		DLR#3.1 Comprehensive and harmonized quality assurance system adopted for public and private KG2 schools				
				DLR#3.2 % of KG2 schools assessed through the newly established quality assurance system				
				DLR#3.4 % of KG2 schools that have improved quality as per the quality assessment system				
ECCD	Early Grade Math's Assessment (EGMA) and Early Grade Reading Assessment (EGRA). Subcomponent mean scores and % students with zero scores				10: Improved learning outcomes for Syrian students in international tests for the first three grades  (referring to EGRA and EGMA results in a given school year for the first three grades)			
ECCD	KG1 enrolment (public and private)				7: # of Syrian children enrolled in kindergarten			
ECCD	Nursery enrolment (public and private)							
ECCD	Scores on the Early Development Instrument (EDI) assessment	% of children who enjoy learning readiness based on early development instrument (EDI) results	Children's readiness for learning					
ECCD	Proportion of parents and other primary caregivers who demonstrate relevant knowledge, attitudes and practices towards early childhood learning, health, nutrition and social protection	% of parents and caregivers who demonstrate relevant knowledge, attitudes and practices towards early childhood learning, health, nutrition and social protection						



DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
ECCD				Indicator 1.4 Public-private partnership (PPP) setup designed and implementation plan for PPP rollout Developed				
Access, Equity (Basic NFE)	Number of new schools opened that meet national construction codes and adheres to EQAU inspection criteria.	Equipment usage index	Percentage of schools offering all grades in basic cycle		4: Number of Type II schools open for Syrian pupils to improve access to education			Indicator 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available)
Access, Equity (Basic NFE)	Percentage of Grade 1-10 aged children enrolled in schools.	Safe School index	Percentage distribution of schools by gender categories: boys, girls, mixed		2: Quality education provided to Syrian pupils in Type I, II and III schools comparable to the Jordanian standards and advocated in the country  Part 2a: Absolute number of pupils in Type I, II and III schools (excluding kindergarten)	% increase of number of schools that qualify as safe learning environment	% of violence that has decreased in schools	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
Access, Equity (Basic NFE)		Physical Infrastructure School index(includes space for children with disabilities)	Average class size by level of Education	Indicator 2.1: Improved maintenance system adopted	5: Improved access to education to provide and utilize additional services in Type I and Type II schools for library, computer and science education	# of new schools constructed	# of schools constructed, furnished and equipped	Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education
Access, Equity (Basic NFE)		Percentage of rented and double shift public schools	Percentage of schools with average class size above standard by level of education	Indicator 4.2: Percentage of bids for goods and works that needed to be rebid		# of schools with additional classrooms and WASH facilities (and made accessible for children with disabilities) constructed	# of additional inclusive classrooms newly constructed (including furniture, playground)	Gross intake ratio to the last grade (primary education, lower secondary education)
Access, Equity (Basic NFE)		Number and Percentage of students with disabilities enrolled in schools	Percentage of rented school accommodation (educational and no educational rooms)	Indicator 4.3: Percentage of goods and works contracts that needed to be extended			# of additional inclusive WASH facilities newly constructed	Completion rate (primary education, lower secondary education, upper secondary education)
Access, Equity (Basic NFE)		Number and Percentage of students enrolled in Non-Formal-Education program	Percentage of 2-shift schools				# expanded schools benefitting from additional minor rehabilitation/maintenance works (including facilities for CWD)	Out-of-school rate (primary education, lower secondary education, upper secondary education)
Access, Equity (Basic NFE)		Number of new constructed schools opened that meet construction specifications	Percentage distribution of schools by classroom area-by-student categories	DLR#6.2 Legal framework approved for allowing transfer of school-level maintenance and upkeep budget to schools			# of expanded schools supported with maintenance support	Percentage of children over-age for grade (primary education, lower secondary education)

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Access, Equity (Basic NFE)		Percentage of basic-education schools that include resource rooms for students with learning disabilities	Percentage of non- utilized classrooms	DLR#6.3 Number of schools that are using a maintenance and upkeep budget			# of children enrolled in the expanded school and benefitting from the school expansion works	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks
Access, Equity (Basic NFE)		Net Enrolment rate	Gross enrolment ratio in basic education				# Syrian and Jordanian children accessing formal education via newly constructed classrooms	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
Access, Equity (Basic NFE)		Gross Enrolment rate	Net enrolment ratio in basic education			# of schools including classrooms, WASH facilities and playgrounds rehabilitated and maintained	# of schools including classrooms, WASH facilities and playgrounds rehabilitated and maintained	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
Access, Equity (Basic NFE)		Gender Parity in Education	Percentage of female students in basic education				# of rehabilitated schools supported with maintenance support (training, classroom activities, awareness and creation of school maintenance committee)	Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes (d) adapted infrastructure and materials for students with disabilities(e) basic drinking water; (f ) single-sex basic sanitation facilities; and (g) basic hand washing facilities (as per the WASH indicator definitions)
Access, Equity (Basic NFE)			Promotion rate by grade				# of children enrolled in the rehabilitated school and benefitting from the school rehabilitation works	
Access, Equity (Basic NFE)			Repetition rate by grade	PDO Indicator #2: Percentage point reduction in the dropout rate of Syrian refugees, disaggregated by Gender	8a: Number of Syrian students enrolled in Catch-Up classes	# of children (Boys and girls) enrolled in formal general education	# of children (Boys and girls) enrolled in formal general education	
Access, Equity (Basic NFE)			Dropout rate by grade	DLR#1.1 Number of Syrian refugee children enrolled in target schools at the basic and secondary education levels	8b: Percentage of Catch-Up graduates who enrol in formal education	% increase in completion rate at grade 6		
Access, Equity (Basic NFE)			Gross enrolment ratio in secondary education					
					9.Success average of Syrian students by grade			



DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Access, Equity (Basic NFE)			Net enrolment ration in secondary education including vocational					
Access, Equity (Basic NFE)			Gross graduation ratio at grades 10 and 12		Total number of workers and teachers at I,II,III schools of Syrians			
Access, Equity (Basic NFE)			Increase in the number of refugee children enrolled by semester		Increase in the number of refugee children enrolled by semester			
Access, Equity (Basic NFE)			Proportion of school-age refugee children enrolled		Proportion of school-age refugee children enrolled			
Access, Equity (Basic NFE)			Change in number of students with special education needs enrolled in school		Change in number of students with special education needs enrolled in school			
Access, Equity (Basic NFE)	Percentage of students with disabilities who are enrolled in inclusive versus integrated public schools (disaggregated by location, gender, age)	of teachers trained in % disability appropriate pedagogy	Percentage of students with special needs enrolled in main stream schools					
Access, Equity (Basic NFE)	Number of new and existing teachers trained on inclusive teaching practices and teaching students with disabilities (disaggregated by gender).		Number of students identified as 'gifted' in adapted structures					
Access, Equity (Basic NFE)	Parental satisfaction ratings of the support their children with disabilities receive at school (by survey).		Number of students identified as 'with disabilities' in adapted structures					
Access, Equity (Basic NFE)	Number of schools that are able to accommodate students with disabilities (disaggregated by gender, location, type i.e. basic/secondary etc.)		Percentage of students by authority (MoE, MoD , UNRWA, Private)					
Access, Equity (Basic NFE)	Literacy and Mathematics performance for students with disabilities and learning needs e.g. EGRA, EGMA, TIMSS, PISA (disaggregated data by disability or special needs)		Percentage of students in rented classrooms					

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Access, Equity (Basic NFE)			Percentage of students in 2- shift schools					
Access, Equity (Basic NFE)			Percentage of students in multi-grade classes					
Access, Equity (Basic NFE)		Adult literacy						
Access, Equity (Basic NFE)	Percentage of out-of-school children enrolled in IFE and NFE programmes (disaggregate by gender, age, location etc.)	Completion rate for NFE programmes				# of children and youth benefiting from alternative education service such as non-formal education (drop out programme)	# of children (girls/boys) enrolled in accredited non-formal education (Drop-Out Programme)age group ( 13-18 ) boys and (13-20 ) Girls	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
Access, Equity (Basic NFE)	Enrolment rate for Syrian refugees for Basic and Secondary Education	% of dropout centers fully equipped and functional					# of teachers and education personnel trained (female/male)- Non Formal Drop Out Programme	Youth/adult literacy rate
Access, Equity (Basic NFE)	Percentage of school principals, educational counsellors and teachers who have received training in providing appropriate psychological and educational support to Syrian refugees	% of teachers and facilitators trained in NFE					# of children (5-17 years, girls/boys) provided with school transportation support- Non Formal Drop Out Programme	Participation rate of illiterate youth/adults in literacy programmes
Access, Equity (Basic NFE)		On line courses and platforms created for NFE				# of children (9-12, girls/boys) enrolled in accredited non-formal education (Catch-Up Programme)	# of teachers and education personnel trained (female/male)	
Access, Equity (Basic NFE)						# of children (9-12, girls/boys) who graduate from accredited non-formal education (Catch-Up Programme) who enroll in formal education	# of children (9-12, girls/ boys) who graduate from accredited non-formal education (Catch-Up Programme) who enroll in formal education	
Access, Equity (Basic NFE)						# of children (6-18 boys and girls) enrolled in informal non-accredited education who are in school	# of children (9-12 years, girls/boys) provided with transportation support	



DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Access, Equity (Basic NFE)						# of children (6-18 boys and girls) enrolled in informal non-accredited education who are out of school	# of catch up centres established and equipped	
Access, Equity (Basic NFE)							# of children (6-18 boys and girls) enrolled in informal non-accredited education who are in school	
Access, Equity (Basic NFE)							# of children (6-18 boys and girls) enrolled in informal non-accredited education who are out of school	
Access, Equity (Basic NFE)							# of teachers/education personnel trained (female/male)	
Access, Equity (Basic NFE)							# of eligible children and adolescents referred to formal and non-formal certified education programmes (Basic education, Catchup and Dropout)	
Access, Equity (Basic NFE)							# of children 6-18 (boys and girls) who have benefitted from Remedial Education classes in Camp schools	
Human Resource	Average Tawjihi score for new teachers.	% of teachers rated good as per the national teachers standards	Pupil(student)-teacher ratio	Indicator 2.2: Number of K-12 teachers trained and certified	6a: Percentage of newly appointed teachers in Type I and II schools who have completed post-recruitment initial training [Teacher Induction Programme, TIP]	# of teachers and admin staff recruited and assigned to support formal education in DS and camp schools	# of teachers and education personnel trained (female/male)- remedial (number for camp schools)	Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex
Human Resource	Percentage of teachers who are licensed.	% of teachers' applying new methods in classrooms and education		DLR# 4.1 New national teacher professional standards (NTPS) adopted and disseminated	6b: Improved quality of Teacher Induction Programme (TIP)			Pupil-trained teacher ratio by teacher level

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Human Resource	Percentage of teachers who attend 80 hours of training each year.	Percentage of leaders (public and private) licensed according to the new system		DLR# 4.2 Teacher evaluation framework adopted and Disseminated				Proportion of teachers qualified according to national standards by education level and type of institution
Human Resource	Percentage of new teachers in grades 4-10 who complete pre-service training of at least 8 months duration.	Percentage of teachers and advisors (males / females) who have a license to practice the profession		DLR #4.3 Number of newly appointed teachers evaluated against the National Teacher Professional Standards (NTPS) using the teacher evaluation Framework				Pupil-qualified teacher ratio by education level
Human Resource	Percentage of school leaders who are licensed	Percentage of teachers received performance based incentives		DLR#4.4. Number of K-12 teachers trained and certified	1: Total number of staff (teaching and non-teaching) serving Syrian students (Type I, II and III schools)			Average teacher salary relative to other professions requiring a comparable level of qualification
Human Resource		Percentage of qualified new teachers (male / female) in the public sector		Indicator 2.4: Teacher feedback on training and certification system monitored, analyzed, and included in the annual monitoring and progress reports developed by ETC				Teacher attrition rate by education level
Human Resource		Developed mechanism of selecting and developing educational leadership at all administrative levels						Percentage of teachers who received in-service training in the last 12 months by type of training
					Quality education provided for Syrian students at Type I,II,and III schools compared to accredited Jordanian standards. It is not right to add this indicator here since it consists of two parts as it focuses on the absolute # of students not employees in the first part,or access or equity,and education quality in its second part.			
Human Resource		Percentage of teachers who participated in in-service professional development program			Packages of Free textbooks to Syrian students at Type I , II and III schools			
Human Resource		Teacher incentive policies developed and adopted						





DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Quality	Jordan's scores in Trends in International Mathematics and Science Study (TIMSS).	Jordan's Results in National Tests	Average ratio of ICT laboratory to general classroom (and Library)	Indicator 3.1: Grade 3 diagnostic test on early grade reading and math implemented	10: Improved learning outcomes for Syrian students in international tests for the first three grades	# of children 6-18 who provided in transportation in Camp schools (Remedial classes )	# of children (5-17 years, girls/boys) receiving school kits	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
Quality	Jordan's scores in the Programme for International Student Assessment (PISA)	Jordan's ranking in international tests - TIMSS	Percentage of schools with reliable connectivity to the Internet		9: Passing Rate per Grade for Syrian students	# children, parents and community members, reached through awareness sessions in Host Community	# of children (5-17 years, girls/boys) benefitting from school feeding programmes	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
Quality	Percentage of teachers integrating technology in the classroom on a regular basis	Jordan's ranking in international tests - PISA	Average ratio of science laboratory to general classroom	DLR#7.1 National assessment strategy adopted	2: Quality education provided to Syrian pupils in Type I, II and III schools comparable to the Jordanian standards and advocated in the country		# of children (5-17 years, girls/boys) provided with school transportation support	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse
Quality	Percentage of parents who read to their children on a regular basis.	% of schools measured 'good' or better according to the inspection criteria (EQUA)		DLR#7.2: Grade 3 diagnostic test on early grade reading and math implemented in all targeted schools	Part 2b: Assessment of schools against specific descriptors on a four-point scale from 1 (best possible performance) to 4 (lowest performance), categorized into three bands (A) Good; (B) Adequate; (C) In need of improvement, and translated into Quality Performance Scores (QPS). QPS provide details for every Performance Standard, broken down into Sub-Domains.		# of BTL campaigns conducted	
Quality	Number of new schools opened that meet national construction codes and adheres to EQUA inspection criteria.	% of students demonstrates age appropriate value based learning (Grade 3 and Grade 6)					# WGBM receiving info about education services	



DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Quality		Accountability system implemented at all administrative levels in the Ministry of Education		Indicator 3.2: Legal framework for the Tawjihi exam has been adopted so that its secondary graduation and certification function is separated from its function as a screening mechanism for university entrance				
Quality		National assessment strategy adopted for grade 3 and grade 9		DLR#7.3 First phase of Tawjihi exam reform completed and action plan for reform rollout is Produced				
Quality		Grade 3 diagnostic test on early grade reading and math implemented in all targeted schools		DLR#7.4 Legal framework for the Tawjihi exam has been adopted so that its secondary graduation and certification function is separated from its function as a screening mechanism for university Entrance				
Quality		Legal framework for the Tawjihi exam has been adopted so that its secondary graduation and certification function is separated from its function as a screening mechanism for university Entrance		Indicator 3.3: Student and Teacher Feedback on first phase Tawjihi reform inform the Tawjihi reform rollout plan				
Quality		Percentage of schools reporting on all forms of violence and discrimination against children		Indicator 2.3: Percentage of schools with high proportion of Syrian refugees implementing the socio-emotional learning program				
Quality		Percentage of schools implementing the life skills program		DLR#5.1 School program for improving student socioemotional learning designed and tested in schools				
Quality		Percentage of schools that activated partnership with the community		DLR#5.2 Percentage of schools with high proportion of Syrian refugees implementing the socio-emotional learning program				



DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Quality		Curriculum revised and adopted			3: Packages of free school books for Syrian pupils in Type I, II and III schools			
System Strengthening		# of schools applying quality standards (ISO)		Indicator 4.1: Geographical Information System (GIS) and Open EMIS produce accurate and timely disaggregated by gender data needed for program monitoring and evaluation		# of approved strategic frameworks, procedures, policies, plans	% of sector indicators generated from the Open EMIS Database	
System Strengthening		# of field directorate delegated decentralized decision making implementing as per the decentralized policies		DLR#8.1 Geographical Information System (GIS) is operational and updated with latest data required for management of the education System		School enrolment data for 2017/2018 academic year made publicly available by January 2018	# of schools completing Open EMIS data entry by Q3 annually	
System Strengthening		MoE managing directorate performs as per the standards of institutional performance				# of programmes implemented to improve data collection in humanitarian situations	The capacity of MoE is enhanced to coordinate, monitor and report on the crisis response program inclusive of JRP	
System Strengthening		# and % of risks identified and mitigated				# of education actors trained on policy, planning, data collection systems		
System Strengthening		34. a) # and % of stakeholders using EMIS system for policy and programme purposes						
System Strengthening		34. b) # and % of information requests (routine and non-routine) are met.						
System Strengthening		Number/percentage of the decentralization related activities completed						
System Strengthening		Updated and adopted and implemented new structure in the education system						
Vocational Education	Enrolment in vocational education in grades 11+12 as a share of total enrolment in grades 11+12	Passing out rate in vocational education grade 12 (Tawjih)				# of vocational /industrial schools constructed	# of vocational /industrial schools constructed, furnished and equipped with the required equipment, teaching and learning aids	Participation rate of youth and adults in formal and non-formal education and training in the 12 months, by sex



DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Vocational Education	Enrolment in secondary-level technical and vocational education as a share of total secondary enrolment	% of students who passed Tawjihi vocational education and are engaged in decent gainful employment/self-employed				# of upgrade workshops in vocational schools	# of students enrolled in the newly constructed specialized schools	Gross enrolment ratio for tertiary education by sex
Vocational Education	Proportion of students following technical and vocational paths in post-secondary education	% of students who passed Tawjihi vocational education enrolled in vocational specialization					# of teachers trained in technical teaching	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex
Vocational Education	Percentage of firms offering formal training	% of employers satisfied with performance of vocational education graduates					# of upgraded workshops in vocational schools	
Vocational Education		# of firms offering internship to vocation education students						
Vocational Education		% of people surveyed offers positive impression towards vocational education						
Vocational Education		Enrolment in secondary-level vocational education as a share of total secondary enrolment						
Vocational Education		An updated vocational education policy						
Vocational Education		Number of vocational schools (males and females) prepared to accommodate and integrate people with special needs						
Vocational Education		Enrolment in vocational education in grades 11+12 as a share of total enrolment in grades 11+12						
Vocational Education		Enrolment in secondary-level technical and vocational education as a share of total secondary enrolment						
Vocational Education		Percentage of teachers who received in-service training						



DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Vocational Education		Percentage of approved licensed trainers at the level where they work						
Others						# of teachers and educational personnel receiving training in life skills and/or citizenship education	Vulnerable children and youth acquire life skills and innovation for meaningful social, civic and economic engagement	
Others						# of children (5-17 years, girls/ boys) benefiting from life skills and citizenship education programmes in formal settings	Vulnerable children and youth acquire life skills and innovation for meaningful social, civic and economic engagement	
Others						# of children (10-18 years, girls/boys) benefiting from life skills, and citizenship education programmes in non-formal settings		
Others						# of youth (19-24 years, girls/ boys) benefiting from life skills, and citizenship education programmes in non-formal settings		
Others						# of children (5-17 years, girls/ boys) benefiting from life skills and citizenship education programmes in formal settings		
Others						# of teachers and educational personnel receiving training in life skills and/or citizenship education		
Others						# of children (10-18 years, girls/boys) benefiting from life skills, and citizenship education programmes in non-formal settings		
Others						# of youth (19-24 years, girls/ boys) benefiting from life skills, and citizenship education programmes in non-formal settings		

Domain: ECED

### Annex 2: Results Chain - by Domain

#### 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

- Enrolment rate in KG2
- % of children are considered “ready” on the EDI

% of children aged five to six years who can access a quality KG2

Percentage of KG2 class rooms available against total required

- % of public and targeted private KG2 achieve the administrative quality criteria and the technical quality criteria
- % of KG teachers successfully apply new child-centered knowledge and skills in teaching
- % of public and private KG2 accredited
- % of parents and caregivers who demonstrate relevant knowledge, attitudes and practices towards early childhood learning, health, nutrition and social protection
- Quality assurance framework for kindergartens developed and adopted by the end of 2022
- Standards for the excellence and creativity of kindergartens adopted implemented starting from 2019
- Percentage of schools participated in the Excellence Award Where There Are kindergartens
- Guidelines adopted for accreditation of KG2 by 2019
- % of parents and caregivers who demonstrate relevant knowledge, attitudes and practices towards early childhood learning, health, nutrition and social protection
- Percentage of public KG2 classrooms that uses technology
- Percentage of public KG teachers and targeted private KG teachers that have completed the in-service training modules
- Adopted accountability system for kindergarten by end 2019

#### Access and Expansion

Access and Expansion: Increase in KG2 enrollment rate from 59 % to 80 % in 2022

#### Quality of ECED

<p><b>Quality assurance:</b> Adopt a quality assurance framework for kindergartens by the end of 2022</p>	<p><b>Excellence and creativity:</b> Adopt standards for the excellence and creativity of kindergartens and launch and implement them starting from 2019</p>	<p><b>Accreditation criteria:</b> Accreditation standards developed by 2019</p>	<p><b>Mindset:</b> Raise awareness about health, nutrition and social protection at home and school by reaching 2,000 parents and children per year</p>	<p><b>Innovation:</b> Percentage of public KG2 classrooms with access to technology increases from 26 % to 50 % in 2022</p>	<p><b>Raise the competencies of the teachers:</b> Increase the percentage of qualified KG2 teachers from 92 % to 98 % in 2022.</p>	<p><b>Accountability:</b> Adopt accountability system for kindergarten by end 2019.</p>
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**Domain: Access and Equity**

**Strategic Objective:**

To ensure access and equality to achieve justice for both sexes by raising the enrollment rate in schools and absorbing all age groups in education for all residents in the Hashemite Kingdom of Jordan

- Net and Gross Enrolment rate
- GPI in Education
- Adult literacy rate
- Completion rate for NFE programmes
- # and % of students with disabilities enrolled in integrated and specialized schools

- Equipment usage index
- Safe School index
- Physical Infrastructure School index (includes space for gifted children)
- Percentage of rented and double shift public schools

- Number and Percentage of students with disabilities enrolled in schools

- Number and Percentage of students enrolled in Non-Formal-Education program

- Number of new constructed schools opened that meet construction specifications
- Percentage of basic-education schools that include resource rooms for students with learning disabilities

- Functional diagnostics educational centres created and fully resourced and number of children correctly identified by differently disabilities
- % of teachers trained in disability appropriate pedagogy

- % of dropout centers fully equipped and functional
- % of teachers and facilitators trained in NFE
- On line courses and platforms created for NFE

Infrastructure	
Providing safe, accessible, well-maintained schools for all	Improve the physical environment of the schools through preventive maintenance and the provision of air conditioning.

Inclusive education/special needs		
Development of capabilities to diagnosis disabilities	Awareness	Expanding access to inclusive education

Lifelong learning		
Providing non-formal education opportunities	Non-formal education programs (adult learning and illiteracy, dropout, home studies, evening classes and catch-up programs)	Expanding access to inclusive education



Domain: Human Resource

**Strategic Objective:**

To provide, develop and sustain qualified human resources for the educational system

- % of teachers rated good as per the national teachers standards
- % of teachers' applying new methods in classrooms and education

- % of leaders (public and private) licensed according to the new system
- % of teachers (males and females) who have a license to practice the profession
- % of teachers received performance based incentives

- Percentage of qualified new teachers (male / female) in the public sector
- Developed mechanism of selecting and developing educational leadership at all administrative levels
- Percentage of teachers who participated in in-service professional development program
- Teacher incentive policies developed and adopted

Selection, recruitment and pre-service qualification of teachers		Selection and development of leadership at all administrative levels		In- service professional development and teacher licensing		Teacher Rewards and Incentives	Monitoring, Evaluation and Quality Control of Teacher Policies
Improve teacher selection and recruitment	Pre - Service Teacher Education Program	Professional development of educational leaders	Professional licensing for educational leaders	In-service professional development of teachers	Enhancing the status of the Managing Directorate of Educational Training and Supervision	Performance based structure (Incentives)	Improving the mechanisms of Monitoring, Evaluation and Quality Control of Teacher Policies

Domain: 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

- Jordan's Results in National Tests
- Jordan's ranking in international tests - TIMSS
- Jordan's ranking in international tests - PISA

- % of students demonstrates age appropriate value based learning (Grade 3 and Grade 6)
- % of schools measured 'good' or better according to the inspection criteria (EQAU)

- Accountability system implemented at all administrative levels in the Ministry of Education
- National assessment strategy adopted for grade 3 and grade 9
- Grade 3 diagnostic test on early grade reading and math implemented in all targeted schools
- Legal framework for the Tawjihi exam has been adopted so that its secondary graduation and certification function is separated from its function as a screening mechanism for university Entrance
- Percentage of schools reporting on all forms of violence against children
- Percentage of schools implementing the life skills program
- Percentage of schools that activated partnership with the community

Curriculum and Assessment			ICT in education			School leadership and community participation			Accountability (Education and Quality Assurance Unit)	Safe and stimulating school environment						
Review and revision of curricula	Develop/revise national assessment system to reach a comprehensive assessment of the skills, behaviors, abilities and knowledge of students and to match international standards	Institutionalize the planning process for international tests (PISA, TIMSS) to improve Jordan's ranking in these tests and to expand participation in other international studies	Provide effective Technological solutions	Electronic content and improved learning resources	Continue to develop the learning management, content management, and assessment systems (LMS, CMS and AMS) in cooperation with local and international competent authorities	Activate educational development councils to participate in the management of schools	Activate the role (recently created) of the general supervisor in the network schools	Stimulate community participation in schools		Implement a system of accountability at all administrative levels in the Ministry of Education	Implement life skills in all schools with that have educational counsellor	Increase in number of schools participating in school feeding programs to include all poverty-stricken areas within directorates of MoE	Improve the physical environment of schools through preventive maintenance and provision of air conditioning	Implement a remedial program for vulnerable primary and secondary students	Employ the (Bas'ma Program) and extracurricular activities (sports, arts and music) to develop the abilities of students and enhance their personalities in all public schools	Guidance program to combat drug abuse, violence, and bullying

**Domain: 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

- # of schools applying quality standards (ISO)
- # of field directorates who have been delegated responsibilities, making effective decisions as per the decentralized policies
- MoE managing directorate performs as per the standards of institutional performance
- # and % of risks identified and mitigated
- 34. a) # of stakeholders using EMIS system for policy and programme purposes
- 34. b) # and % of information requests (routine and non-routine) are met

- Number/percentage of the decentralization related activities completed
- Updated and adopted and implemented new structure in the education system
- Institutional performance of organizational units by the standards of national excellence (King Abdallah’s awards of organizational excellence)
- Risk Management Unit established
- Geographical Information System (GIS) and Open EMIS produce accurate and timely disaggregated data needed for program monitoring and evaluation

Risk and Crisis Management			Management of Educational Information Systems			Institutional performance management						
Institutionalize the risk management system	Awareness/ Partnership	Capacity Building	Infrastructure	Electronic readiness (IT System)	Capacity building (IT System)	Decentralization	Developing Educational Policies, to cope up with the changes	Raising the level of the Institutional Performance of the MoE	Improving service delivery to clients of education system	Move to online service delivery (as per national e-government program)	Attaining ISO quality assurance standards for administrative services and processes at MoE, in directorates and schools/KG	Adoption of advanced administrative, financial and technical control systems

**Domain: 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

- Pass rate in vocational education grade 12 (Tawjihi)
- % of students who passed Tawjihi vocational education and are engaged in decent gainful employment/self-employed
- % of students who passed Tawjihi vocational education enrolled in vocational specialization

- An updated vocational education policy
- Number of vocational schools (males and females) prepared to accommodate and integrate people with special needs
- Enrolment in vocational education in grades 11+12 as a share of total enrolment in grades 11+12
- Enrolment in secondary-level technical and vocational education as a share of total secondary enrolment
- Percentage of teachers who received in-service training
- Percentage of approved licensed trainers at the level where they work
- Percentage of students receiving training from external companies. Variation of vocational education programs for students with disabilities

- % of employers satisfied with performance of vocational education graduates
- # of firms offering internship to vocational education students
- % of people surveyed offers positive impression towards vocational education
- Enrolment in secondary-level vocational education as a share of total secondary enrolment

**Improving management**

Restructuring/  
modernization of  
Vocational Education  
system

Incentives and allowances  
system for vocational  
education specialization

**Increasing access**

Awareness activities and  
vocational counseling  
programs for 10th grade  
students

Increase number and  
specializations of  
vocational schools

**Improving quality**

Quality and effectiveness  
of vocational education  
teachers

Improve machinery,  
equipment and raw  
materials usage

Safe and inclusive  
school environment

**Annex: 3: Results Framework: Key Performance Indicators for ESP\***

\*Some of baseline values are reflected under Chapter 2 (Priority Domains) while others must be filled as data is collected in the upcoming future

	Key Indicator	Indicator Definition/Calculation	* Baseline Values (Year) 2017	Targets					Frequency/Responsibility	Data Source	Notes		
				2018	2019	2020	2021	2022					
ECED	1	Total enrollment percentage in KG2	The enrollment of the formal age group at a given level of education, expressed as a percentage of the population in the corresponding category.	59.90%	62.40%	65.20%	70.40%	75.60%	80%	Annually/QRC, Planning Dept, DoS	QRC	Baseline year 2016	
	2	% of children in kindergarten level who are ready to learn based on the EDI tool (early development tool)	EDI measures the child's readiness to enter school and to learn through psychological measurement and physical health	76%	73%	-	-	-	80%	Every 3 years/ QRC, Education Dept., National Center for HR Development	Schools	Baseline year 2014	
	3	Percentage of children aged 4.8 & 5.8 who have access to KG2 within 2 kilometers of their place of residence	Number of children aged 4,8 and 5,8years who have access to quality KG2 within two kilometers of their place of residence to the total number of children aged of the same category	-	-	-	-	-	-	Annually/DoS	DoS, Planning Directorate, School's map department	Hasn't been calculated yet	
	4	% of targeted public and private KG2 that fulfill management quality standards and technical quality standards	Number of KG2 kindergartens committed to quality standards to total number of schools	Public	93%	94%	95%	96%	97%	98%	Annually/ Internal Control Unit – Quality & Standards Department	National report on the results of administrative & technical audit conducted for quality in kindergartens	
				Private:	-	-	20%	30%	40%	50%			
	5	Percentage of kindergarten teachers who apply new child-centered knowledge and skills in the education process	Number of kindergarten teachers who apply new child-centered knowledge and skills in the education process to the total number of teachers	92%	94%	96%	97%	98%	98%	Annually /Training Det., QRC	Training Det., QRC		
	6	Percentage of public and private KG2 schools that fulfilled accreditation criteria	Number of public and private kindergarten 2 schools that fulfilled accreditation criteria to the total number of public and private kindergarten 2 schools	-	-	-	1%	1%	2%	The Annually Mandated Authority for Accreditation	Accreditation database	International Accreditation Criteria approx. 3%	
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	Number of parents and caregivers who received support and promotion of relevant knowledge and practices towards early childhood learning in health, nutrition and social protection	40,000	50,000	60,000	70,000	80,000	90,000	Annually/ Education Directorate and General Education Department	Schools			

	Key Indicator	Indicator Definition/Calculation	* Baseline Values (Year) 2017	Targets					Frequency/Responsibility	Data Source	Notes		
				2018	2019	2020	2021	2022					
Access & Equality	8	Net enrolment rate	Enrollment of the formal age group for the education level (kindergartens, KG2 kindergartens, primary and secondary education), expressed as a percentage of the population of that age group	KG	34%	37%	40%	43%	46%	50%	Annually/ schools' principals, DoS	school log, school census, general public census	
				KG2	58.80%	60%	63.20%	68.40%	73.60%	78%			
				Primary	93.30%	94%	95%	96%	97%	98%			
				Secondary	68.20%	70%	72%	74%	76%	78%			
	9	Net enrollment rate	Total enrollment at a specific level of education, regardless of age, expressed as a percentage of the eligible official population of school age corresponding to the level of education itself in a specific scholastic year.	KG	35.10%	39%	42%	45%	48%	52%	Annually/ schools' principals, DoS	school log, school census, general public census	
				KG2	59.90%	62.40%	65.20%	70.40%	75.6%	80%			
				Primary	97.30%	98%	98.50%	99%	99.50%	100%			
				Secondary	74.50%	77%	80%	83%	86%	89%			
	10	Education gender equity indicator	Ratio of males & females enrolled in a specific education level (KG, KG2, primary & secondary). It is calculated as a percentage of the total enrollment rate for males & females in the educational level	1.2% for males	1.2%	1.2%	1.2%	1.2%	1.2%	1.1%	Annually/ schools' principals	school census, general public census	
	11	Illiteracy Rate	The percentage of male/female population aged 15 years old or above who do not know how to read, write and count	5.20%	5.10%	5.00%	4.90%	4.80%	4.60%	Annually / DoS, Education Directorate, QRC	DoS		
				cumulative	Cumulative	Cumulative	Cumulative	Cumulative	Cumulative				
	12	Number of students who graduated from education strengthening program for dropouts	Number of students who graduated from education strengthening program for dropouts, who obtained a document that qualifies them to pursue the vocational training or the national academic education (home education program) or both together	400	300	300	300	300	300	300	Semiannual/ Non-Formal Education Dept., Education Dept.the Administration of Queen Rania Center	Non-Formal Education Dept, open EMIS	
	13	Percentage of rented public schools and double shifted schools	total number of rented and double-shifted schools to the total number of schools	Rented	22%	21%	20%	19%	18%	17%	Annually/ School Principal, The administration of Queen Rania Center / Planning Department	Schools logs/ school census	
Double-shifted				19%	18%	16%	14%	12%	10%				
Rented & Double shifted				3%	3%	3%	2%	2%	2%				

	Key Indicator	Indicator Definition/Calculation	* Baseline Values (Year) 2017	Targets					Frequency/Responsibility	Data Source	Notes	
				2018	2019	2020	2021	2022				
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)	Indicator that includes space and infrastructure (health facilities, computer labs, science and meeting place)	King Abdalla II School for Excellence	45,000m <sup>2</sup>	55,000m <sup>2</sup>	55,000m <sup>2</sup>	55,000m <sup>2</sup>	55,000m <sup>2</sup>	Annually/ Buildings & Projects Dept., Planning dept., School Map Dept open EMIS	open EMIS		
			Talent rooms inside schools	2500m <sup>2</sup>	3000m <sup>2</sup>	3500m <sup>2</sup>	4000m <sup>2</sup>	4500m <sup>2</sup>				5000m <sup>2</sup>
			Specialized schools and integrated schools for people with disabilities	-	-	-	-	-				-
			Total	47,500m <sup>2</sup>	58,000m <sup>2</sup>	58,500m <sup>2</sup>	59,000m <sup>2</sup>	59,500m <sup>2</sup>				60,000m <sup>2</sup>
15	Number of students with disabilities enrolled in schools	Total number of children with disabilities enrolled in schools	2370	2390	2615	2745	2880	3000	Annually/ Directorates of Education, Special education dept	Directorates of Education/ Special education dept		
16	Number of students registered in "Education Promotion Program" for dropouts	Number of dropouts registered in "Education Promotion Program" between (13-18) males (13-20) females		1000	1000	1000	1000	1000	Annually, Directorates of Education, Education dept., non-formal Education	Education dept.-non-formal Education		
Strengthening System	17	Number of Schools Applying Quality System	Number of Schools Applying Quality System	15	15	57	99	141	141	Annually/ Quality & Standards Dept., Schools, Directorate	Internal Audit Report	
	18	The application of developmental plans in schools and directorates indicator	The Extent of the application of developmental plans in schools and directorates	70%	72%	74%	76%	78%	80%	A scholastic year/ M&E dept. (research), School & Directorate Development Dept. (training),	Directorates	Baseline year 2016
	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 mark in the King Abdullah II Award for Excellence in Government Performance and Transparency	51%	55%	-	57%	-	60%	Every 2 years/ Internal Control Unit, Institutional Performance Dept.	Evaluation Report of the King Abdullah II Award	Baseline year 2016
	20	The percentage of risks that have been identified and its impacts have been minimized	Identified risks and crises, preparation of a risk plan, and the proportion of risks that have been mitigated	50%	60%	70%	80%	90%	100%	Annually/ Internal Control Unit, Institutional Performance Dept.	Directorates of Education, the Departments of the Ministry and Schools	





	Key Indicator	Indicator Definition/Calculation	* Baseline Values (Year) 2017	Targets					Frequency/Responsibility	Data Source	Notes
				2018	2019	2020	2021	2022			
21	A) Percentage of competent individuals who use the educational information system for policy purposes	Percentage of competent individuals who use the educational information system effectively	50%	60%	70%	80%	90%	100%	Annually/ Department of e-learning, Administration of Queen Rania Center, Education Planning Dept.	Educational information system database Open EMIS	
	B) Percentage of requests/applications for information (routine & non-routine requests) that are met through the educational information system	Percentage of requests/applications met through the educational information system (data and reports)	65%	75%	85%	95%	95%	100%	Annually/ Queen Rania Center, Department of e-learning, Educational Planning Dept.	Educational information system - Queen Rania Center	
Quality	22	The percentage of teachers who have been observed to be using science tools and ICT effectively in education at schools.	Currently Unavailable	Currently Unavailable	Currently Unavailable	Currently Unavailable	Currently Unavailable	Currently Unavailable	During the accountability cycle every 3 years / Education Quality & Accountability Unit.	The reports of Education Quality & Accountability Unit	
		The percentage of students who have been observed to be using science tools and ICT effectively in education	Currently Unavailable	Currently Unavailable	Currently Unavailable	Currently Unavailable	Currently Unavailable	Currently Unavailable			
	23	A Safe School Environment	A composite indicator made of the indicators of the students who feel safe at schools	% of violence in all its forms 24.9%	21%	17%	14%	11%	8%	Annually/ Education Dept., Counseling Directorate, Administration of QRC, Directorates of Education	"- Electronic monthly survey of violence & bullying - Records of the disciplinary boards in the directorates"
#of bullying cases	126	106	86	66	46	26					
#of disciplinary councils	1007	850	700	550	400	250					
24	Jordan's results in national exams	Success percentages in national tests	50%	55%	60%	60%	60%	65%	Annually / Examinations Dept. - Testing Directorate and National Center for Human Resources Development	Tests – Exams Dept.	

	Key Indicator	Indicator Definition/Calculation	* Baseline Values (Year) 2017	Targets					Frequency/Responsibility	Data Source	Notes	
				2018	2019	2020	2021	2022				
25	Classification of Jordan in International Trends - Tests in the international Science, Mathematics and global reading studies	Degree of Studies of Science and International Mathematics TIMSS	Science	32/39 Internationally 5/10 Arab	-	-	-	-	-	When test is done- every 4 years/ Examinations & Tests Dept. PISA every three years	Marks TIMSS	Baseline year 2015/2016
			Math	36/39 Internationally 8/10 Arab	-	-	-	-	-			
		Degree in science, mathematics and global ready PISA	Science	72/63 Internationally 3/6 Arab	-	-	-	-	-		MarksPISA	Baseline year 2015/2016
			Math	72/66 Internationally 4/6 Arab	-	-	-	-	-			
			Reading	72/60 Internationally 2/6 Arab	-	-	-	-	-			
26	%of schools evaluated as schools with acceptable or better performance in accordance with the standards of the Quality Education & Accountability Unit	Number of schools evaluated as schools with acceptable or better performance according to the evaluation criteria to the total number of schools	5%	15%	20%	25%	30%	35%	During the accountability cycle for every 3 years / Quality Education and Accountability Unit	Evaluation Visits Reports		
27	Percentage of students with the right age to learn based on values and trends (third and sixth grades).	Number of students with the right age to learn based on values and trends (third and sixth grades) to the total number of students who responded to this exploratory study		not calculated	not calculated	not calculated	not calculated	not calculated	every 2 years-form of the survey/ Development Coordination Unit (National Center for Studies)	Students – school (grades 3 & 6)		



	Key Indicator	Indicator Definition/Calculation	* Baseline Values (Year) 2017	Targets					Frequency/Responsibility	Data Source	Notes	
				2018	2019	2020	2021	2022				
Human Resources	28	Percentage of teachers who have been evaluated based on the national criteria for teachers	The total number of teachers who were evaluated and achieved "good" based on the national criteria for teachers to the total number of teachers surveyed	-	-	40%	30%	20%	10%	Each semester / Human resources, Supervision and Educational Training Dept.	Performance Evaluation System/HR	
	29	Percentage of teachers applying new methodologies in the classroom and in education	The total number of teachers applying new methodologies in the classroom to the total number of teachers	-	-	25%	50%	75%	85%	Every 3 years / Quality and Accountability Unit	The reports of the Quality and Accountability Unit/Survey	
	30	Percentage of leaders (from public and private sectors) licensed to practice the profession under the new system	Number of leaders (from public and private sectors) licensed to practice the profession under the new system to the total number of leaders	-	0%	0%	2%	6%	10%	Annually/ Human Resources dept., Training Dept.	HR Dept.	
	31	Percentage of teachers (male and female) who hold a professional practitioner license	Number of teachers (males and females) licensed under the new system to the total number of teachers	-	0%	0%	7%	15%	35%	Annually/ Human Resources dept., Training Dept.	HR Dept	Baseline year 2015/2016
	32	Percentage of teachers who received performance-based incentives	Number of teachers who received performance-based incentives to total number of teachers	0%	0%	0%	0%	0%	5%	Annually, Human Resources dept.	HR Dept.	Baseline year 2015/2016
	33	Percentage of new qualified teachers (male and female) in the public sector	Number of qualified teachers (who completed pre-service or alternative training) to the total number of new teachers	13%	20%	40%	50%	60%	70%	Annually, Human Resources dept.	Civil Service Bureau, Training Dept., HR Dept.	Baseline year 2015/2016

	Key Indicator	Indicator Definition/Calculation	* Baseline Values (Year) 2017	Targets					Frequency/Responsibility	Data Source	Notes
				2018	2019	2020	2021	2022			
34	Success rate in vocational education for the twelfth grade (Tawjihi).	Number of students who succeeded in vocational education in grade 12 to the total number of students in vocational education in grade 12 and in all professional branches	51%	55%	56%	57%	58%	60%	Annually/ Exams Dept.	Exams & Tests Dept	
35	%of students who passed the Tawjihi/vocational education examination & are engaged in decent and profitable work or self employed	Number of the students who sat for the Tawjihi / Vocational Education examination and found job opportunities, to the total number of students who sat for the Tawjihi / Vocational Education examination	-	-	-	10%	-	12%	Every 2 years/ Vocational Education Dept./Vocational Services Directorate	Vocational Education Dept. / Vocational Counseling and graduates' follow up Section	
36	Percentage of students who passed the Tawjihi exam / vocational education stream	Number of students who passed the Tawjihi examination in the various vocational education branches/Tawjihi, to the total number of students who sat for grade 12 final examination/Tawjihi	9.10%	10%	10.50%	11%	11.50%	12%	Annually/ Exams Dept.	Exams & Tests Dept	
37	Percentage of employers satisfied with the performance of vocational education graduates	Number of employers satisfied with the performance of graduates of vocational education to the total number of employers responding to the study.	-	-	30%	40%	50%	55%	Annually/ Vocational Counseling & Student's Follow-up Dept	Vocational Education Dept	
38	Number of institutions providing training to vocational education students	Institutions providing training to vocational education students	-	2	5	8	10	15	Annually/Vocational Education & production Dept	Vocational Education and Production Dept. / Vocational relations Section	
39	Percentage of people (local community) surveyed, who provided a positive impression on vocational education	Number of people (local community) surveyed, who provided a positive impression on vocational education, to the total number of people surveyed	-	-	-	30%	35%	40%	Annually/Vocational Education Dept	Vocational Education Dept	
40	Secondary school enrollment in the vocational education as a percentage of the total secondary school enrollment	Total number of students enrolled in vocational education to total number of secondary school students	11%	12%	14%	16%	18%	20%	Annually/Vocational Education Dept	Vocational Education Dept./ Secondary School Directorate	

MD DPR will collect baseline indicators, where missing, during first year of ESP implementation \*

## Annex 4: Additional Indicators to be Reported as part of CRF M&amp;E framework under the ESP

#	Indicator	Definition	Baseline values	Targets				Frequency/ Responsibility	Source of verification
				12/2017 (covering school year 2017/18)	12/2018 (covering school year 2018/19)	12/2019 (covering school year 2019/20)	12/2020 (covering school year 2020/21)		
1	Total number of staff (teaching and non-teaching) serving Syrian students (Type I, II and III schools)	<p>The absolute number of teachers and school administrators employed by the Ministry of Education in schools serving Syrian pupils (Type I, II and III schools).</p> <p>Administrators consist of inspection staff, secretarial staff, (computer) lab assistants, librarians, cleaning staff, janitors etc.</p>	<p>(Baseline 2017)</p> <p>School Type I: 1,253 teaching (82.11%) 273 non-teaching</p> <p>School Type II: 3,544 teaching (81.25%) 818 non-teaching</p> <p>School Type III: 3,961 teaching (83.31%) 793 non-teaching</p> <p>TOTAL: 8,758 teaching (82.30%) 1,884 non-teaching</p>	<p>School Type I: 1,325 teaching (83.9%) 254 non-teaching</p> <p>School Type II/III: 7,700 teaching (83.0%) 1,576 non-teaching</p> <p>TOTAL: 9,025 teaching (83.1%) 1,830 non-teaching</p>	<p>School Type I: 1,443 teaching (85.0%) 254 non-teaching</p> <p>School Type II/III: 7,857 teaching (83.3%) 1,576 non-teaching</p> <p>TOTAL: 9,300 teaching (83.6%) 1,830 non-teaching</p>	<p>School Type I: 1,561 teaching (85.1%) 274 non-teaching</p> <p>School Type II/III: 8,014 teaching (83.6%) 1,576 non-teaching</p> <p>TOTAL: 9,575 teaching (83.8%) 1,850 non-teaching</p>	<p>School Type I: 1,566 teaching (85.1%) 274 non-teaching</p> <p>School Type II/III: 8,284 teaching (84.0%) 1,576 non-teaching</p> <p>TOTAL: 9,850 teaching (84.2%) 1,850 non-teaching</p>		EMIS data Labour contracts Verification report by external experts
2	Quality education provided to Syrian pupils in Type I, II and III schools comparable to the Jordanian standards and advocated in the country	Absolute number of pupils in Type I, II and III schools (excluding kindergarten)	<p>(Baseline 2017)</p> <p>Total of School Types I-III: 124,781 Syrian pupils actual enrolled (excl. Kindergarten)</p>	130,000	135,000	140,000	145,000		EMIS data MoE reports School time tables Evidence of transfer of 20 JOD per student Verification report by external experts
		Assessment of schools against specific descriptors on a four-point scale from 1 (best possible performance) to 4 (lowest performance), categorised into three bands (A) Good; (B) Adequate; (C) In need of improvement, and translated into Quality Performance Scores (QPS). QPS provide details for every Performance Standard, broken down into Sub-Domains.	(EU) <i>new baseline to be developed in April/May</i>						
3	Packages of free school books for Syrian pupils in Type I, II and III schools	Absolute number of Syrian pupils receiving free study books, together with absolute number of books/book packages	<p>(Baseline 2017)</p> <p>125,000 packages of school books, 100% new</p>	130,000 packages, 100% new	135,000 packages, 100% new	140,000 packages, 100% new	145,000 packages, 100% new		EMIS data MoE reports Inspectorate reports Verification report by external experts

#	Indicator	Definition	Baseline values	Targets				Frequency/Responsibility	Source of verification
				12/2017 (covering school year 2017/18)	12/2018 (covering school year 2018/19)	12/2019 (covering school year 2019/20)	12/2020 (covering school year 2020/21)		
4	Number of Type II schools open for Syrian pupils to improve access to education	Absolute number of Type II schools open for Syrian pupils	(Baseline 2017) 196 double shift schools (School Type II) open	196	190	175	160		EMIS data UNICEF reports Timetables for each school based on lesson plans Verification report by external experts
5	Improved access to education to provide and utilize additional services in Type I and Type II schools for library, computer and science education	Absolute number of libraries, computer labs and science labs in Type I, II and III schools, together with absolute number of specialized staff appointed for those facilities.	(Baseline 2017) School Type I: 1 Lib: 1; ScLab: 0; ICTlab: 0 Access FCR 0.00 School Type II: 210 Lib: 83; ScLab: 80; ICTlab: 75 Access FCR 0.16 School Type III: 9,842 Lib: 2,184; ScLab: 3,664; ICTlab: 3,994 Access FCR 0.32	<i>Type I: proposal pending</i>  <i>Type II: TBD after needs assessment</i>	<i>Type I: proposal pending</i>  <i>Type II: TBD after needs assessment</i>	<i>Type I: proposal pending</i>  <i>Type II: TBD after needs assessment</i>	<i>Type I: proposal pending</i>  <i>Type II: TBD after needs assessment</i>		EMIS data Inspectoral reports MoE reports confirming budgetary allocations Verification report by external experts
6a	Percentage of newly appointed teachers in Type I and II schools who have completed post-recruitment initial training [Teacher Induction Programme, TIP]	Absolute number of newly appointed teachers for Syrian students, taking and completing post-recruitment (TIP) training in the year following their appointment, expressed as a percentage of the total absolute number of newly appointed teachers in that specific year.	(Baseline 2017) 100% (N=2,676)	100%	100%	100%	100%		ETC Report
6b	Improved quality of Teacher Induction Programme (TIP)	Assessment of impact of the TIP against a systematic framework including seven thematic clusters (Organization of training; Training materials; Practical relevance/ quality of programme; Interaction trainer-trainees; Selection process; Mentoring process of new teachers; overall Impact of training), expressed in Quality Performance Scores (QPS), very much in line with the methodology applied for assessing the qualitative element of Indicator 2.	(Baseline 2015) Overall QPS: 3.98 Ed. Supervisors: 4.03 Mentors: 3.89 New teachers: 3.95	Overall QPS: 4.22 Ed. Supervisors: 4.19 Mentors: 4.11 New teachers: 4.32		5% improvement from new baseline (created by December 2017)			Survey Report by Educational Training Centre (ETC) of the MoE

#	Indicator	Definition	Baseline values	Targets				Frequency/ Responsibility	Source of verification
				12/2017 (covering school year 2017/18)	12/2018 (covering school year 2018/19)	12/2019 (covering school year 2019/20)	12/2020 (covering school year 2020/21)		
7	Number of Syrian children enrolled in kindergarten	Absolute number of Syrian children enrolled in kindergarten	School Type I: 216 SYR (0 non-SYR) School Type II: 107 SYR (20 non-SYR) School Type III: 88 SYR (28,325 non-SYR) (1.43% of total KG enrolment in Jordan)		Total: 1,200 SYR	Total: 1,600 SYR	Total: 2,000 SYR		EMIS data
8a	Number of Syrian students enrolled in Catch-Up classes	Absolute number of Syrian students enrolled in Catch-Up classes	(Baseline 2017) 943	1,500	2,000	2,500	3,000		Records by the MoE Managing Directorate of Non-Formal Education
8b	Percentage of Catch-Up graduates who enroll in formal education	Absolute number of Catch-Up graduates in a given school-year who enroll in formal education, expressed as a percentage of the absolute number of all Catch-Up graduates		30%	40%	45%	50%		Records by the MoE Managing Directorate of Non-Formal Education
9	Passing Rate per Grade for Syrian students	Absolute number of Syrian students in a given school-year and grade passing that grade, expressed as a percentage of the total absolute number of Syrian students in that grade+C17	<i>Baseline to be developed in 2017 (August-September) for School Year 2016/2017</i>						EMIS data,
10	Improved learning outcomes for Syrian students in international tests for the first three grades	EGRA and EGMA results in a given school year for the first three grades	<i>Baseline to be created following the results of the 2017 survey (to be completed May 2017), then also showing separate values for Syrian students</i>			Reading achievement of standards 55%			RAMP project data

**School Type definitions (source: EMIS):**

School Type I: Camp Schools

School Type II: Second shift schools for Syrians (SYR) only

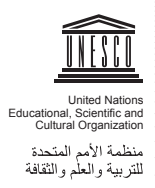
School Type III: (i) Morning shifts of schools which offer Second Shift in the afternoon; (ii) Non-shifted schools

School Type IV: Second shift schools with mixed nationalities (and only a small degree of SYR)

Note: The CRF reporting subsumes Type III and IV under one school type (III) and just refers to them as "Other".







Amman Office  
مكتب عمان



Canada

## Strategy for Mainstreaming Gender Equality in Education

2018-2022

Ministry of Education, Jordan

30 July 2018



## GLOSSARY <sup>26</sup>

**SEX:** biological differences between women and men.

**GENDER:** roles, responsibilities or other qualities attributed to women or men in a given context. It includes expectations about the characteristics, attitudes and behaviours of both women and men (femininity and masculinity) as well as the relations between women and men, girls and boys. Gender is socially constructed and is determined by social norms, culture, values, tradition, beliefs and practices, it is learned through the socialization process and can change from one context to another.

**GENDER PARITY:** equal numbers or proportions of women and men, girls and boys. For example, the gender parity index (GPI) in education of the GEM report measures the ratio of female-to-male value.

**GENDER EQUITY:** measures taken to reverse the historical disadvantages that prevent female and male learners to be on equal grounds. Also referred to as 'positive discrimination' or 'affirmative action', equity is not necessarily 'fair' per se, but is implemented to ensure fairness and equality of outcome.

**GENDER EQUALITY:** when female and male learners have equal access to opportunities, are treated, contribute to and benefit from social, cultural, political and economic development equally. Gender equality can be achieved only when all types of discrimination are eliminated and equal conditions, treatment and opportunities are provided to both women and men, girls and boys.

**GENDER NORMS:** beliefs or attitudes about what characteristics, behaviours, roles or other attributes are appropriate or not for women and men. They are produced and reproduced in socialization and learning processes, including through laws, culture, tradition, division of labour, social institutions, including families and schools (e.g. through the learning environment, textbooks, teaching practices).

**GENDER ROLES:** social roles or behaviours considered desirable, appropriate or acceptable for women or men.

**GENDER ANALYSIS:** critical examination of how differences in gender roles, needs, responsibilities, opportunities and rights affect men and women. A gender analysis examines the relationships between men and women and their access to and control of resources. It is used to ensure that gender-based inequalities are not exacerbated by interventions and that equality and justice in gender relations are promoted.

**GENDER MAINSTREAMING:** integrating a gender equality perspective in the design, implementation, monitoring and evaluation of interventions in order to ensure that both girls and boys, women and men, have equal benefits and that gender equality is promoted.

**GENDER-SPECIFIC PROGRAMMING:** taking specific measures and actions to address gender inequalities.

**GENDER-BLIND:** failing to identify and acknowledge gender-based discrimination or gender differences and inequalities that might cause or result in gender-based discrimination and contribute to the perpetuation of gender inequalities.

**GENDER-SENSITIVE:** identifying and acknowledging the existing differences and inequalities between women and men, but not necessarily entailing efforts to address them.

**GENDER-RESPONSIVE:** identifying, acknowledging and addressing existing differences and inequalities between women and men. It entails the use of evidence-based gender analysis to identify gender inequalities, including inequalities in participation, process and in deriving benefits.

**GENDER-TRANSFORMATIVE:** taking actions that challenge discriminatory policies and practices and introducing changes to improve the quality of life for all. It entails addressing underlying causes of gender inequalities and uses evidence-based gender analysis to identify gender differences and inequalities, as well as the underlying causes and factors producing them. Actions address the different needs, aspirations, capacities and contributions of women and men, girls and boys, challenge existing and discriminatory policies and practices and influence change in social, economic and political contexts.

<sup>26</sup> For more information, see Glossary on Gender Issues (IFAD) (available in Arabic): [http://www.fao.org/fileadmin/user\\_upload/faoterm/PDF/Gender\\_glossary-e.pdf](http://www.fao.org/fileadmin/user_upload/faoterm/PDF/Gender_glossary-e.pdf);  
Gender Equality Glossary (UN Women) <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=&hook=ALL&sortkey=&sortorder=&fullsearch=0&page=->; Baseline Definitions of key concepts and terms (UNESCO) <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/GENDER/PDF/1.%20Baseline%20Definitions%20of%20key%20gender-related%20concepts.pdf>

**EMPOWERMENT:** when people, both women and men, take control over their lives, in economic, political, knowledge, and psychological spheres. No one can empower another, only the individual can empower herself or himself to make choices or to speak out. Institutions including international cooperation agencies can support processes that can nurture self-empowerment of individuals or groups. The knowledge dimension of empowerment is usually fostered through education, although schools do not always provide friendly or even safe spaces for girls or programmes that specifically promote critical reflection on gendered social norms and encourage corrective responses.

## INTRODUCTION

The right to education in Jordan is an integral part of the national vision for development. It is enshrined in the Jordanian Education Law,<sup>1</sup> which provides for education as ‘a right for all’. In line with national and international goals, the Ministry of Education (MoE) of Jordan aims to ensure the right to education for all male and female students in the country, to equally enable them to unleash their potential, fulfil their aspirations and contribute to democratic empowerment and active citizenship. The MoE also strives to ensure that young people learn to respect gender equality and appreciate the different needs and perspectives of men and women. To achieve this, the MoE is committed to promoting gender equality in education by mainstreaming gender throughout the education process, from education planning and administration to education content, delivery and assessment.

Education and gender equality are prerequisites for sustainable development and lays the foundation for a prosperous and democratic society by equally empowering and enabling men and women to participate in social, economic and political life. Recognizing their transformational and catalytic role in national and global development, yielding both personal and social benefits, education and gender equality are an integral part of the 2030 Agenda for Sustainable Development,<sup>2</sup> to which Jordan is signatory. They are distinct Sustainable Development Goals (SDGs) on their own, SDG4 on education, SDG5 on gender equality and SDG10 on reducing inequality within and across countries, but also preconditions for the achievement of all the other SDGs. Additionally, the right to education and non-discrimination, including based on gender, are provided for in numerous international, regional and national human rights legal and normative frameworks ratified by Jordan.<sup>3</sup>

The transformational power of education can be harnessed only if it is of good quality and relevant to the needs of all students, male and female, and is based on human rights, values and principles, including gender equality. Gender equality is based on and promotes inclusion, both in the education system and society in general. It necessitates that both male and female students are equally able to access, complete and benefit from education of their choice and under any circumstances. To achieve SDG4 “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, it is critical to understand and address the gender gaps in education, from access to the learning experience, achievement and aspirations.

Gender inequalities observed in education reflect wider inequalities among women and men. If overlooked, they can exacerbate social challenges, threaten social cohesion and impede national development efforts. This is even more important in an era characterized by rapid changes, which increase the risk of social, economic and political exclusion. Failure to address the gender gap in education will have important future repercussions in social, economic and political spheres. As men constitute the majority in the labour market, failing to address the gender gap in the quality of education and learning outcomes in male schools carries the risk of (re-)producing a generation that is unfit for social and economic performance. Failure to mainstream gender equality throughout the education system means that existing discriminatory social norms and practices that are responsible for female vulnerability will continue to be reproduced, inhibiting the country’s vision for democracy and sustainable development.

The Strategy for Mainstreaming Gender Equality in Education aims to guide and support the MoE’s efforts to ensure that gender inequalities in education are identified and appropriate interventions to address them are implemented. The Strategy was developed with financial support from the Embassy of Canada in Jordan and technical support from the United Nations Educational, Scientific and Cultural Organization (UNESCO). To ensure national ownership and relevance, the Strategy is based on evidence from national or other available data as well as face-to-face consultations with key national stakeholders from the MoE, civil society and development partners. It is fully aligned with the MoE’s Education Strategic Plan (ESP) 2018-2022,<sup>4</sup> aiming to reinforce its objectives and mainstream gender in its implementation. The Strategy is also in line with key strategic national documents, such as the Royal Vision of His Majesty King Abdullah II,<sup>5</sup> the National Human Resource Development Strategy (2016-2025)<sup>6</sup> and Jordan 2025,<sup>7</sup> which contains the long-term national social and economic vision for Jordan. The MoE is responsible for implementing and monitoring the Strategy.

### 1. NATIONAL CONTEXT

#### Socioeconomic and development context

Jordan is a politically stable country with a developing economy, which benefits from the vision and commitment of King Abdullah II for a comprehensive reform towards a different socioeconomic democratic future. Jordan has a high

Human Development Index (HDI) (0.74), ranking 86 out of 188 countries,<sup>8</sup> indicating moderately high achievements in health, access to knowledge and the standard of living. Nevertheless, national indicators hide disparities between women and men, and between socio-economic and other groups. Those living in poverty, in remote rural areas or refugees are more likely to be disadvantaged, especially if they are women. In 2010 (latest data available), 14% of the population, about 1 million, lived below the national poverty line,<sup>9</sup> while 19%, including some lower-middle and middle-income households, experienced transient poverty.<sup>10</sup> Poverty and opportunity costs push children out of school as they may need to financially support themselves and their families. The risk of drop-out increases in higher levels of education and is greater among boys.<sup>11</sup>

### Demography

Jordan has experienced a population burst of about 60% in the last decade alone. According to the national Department of Statistics, the population reached 10.1 million in 2018, compared to 6.3 million in 2008.<sup>12</sup> This is attributed not only to the fertility rate, which despite the decline is at 3.2 births per woman,<sup>13</sup> but also to the large influx of refugees from neighbouring countries. Men represent 53% of the population and women 47%. More than half of the population (54%) is under 24 years of age, of which 34% are 14 years old or younger and 20% are between the ages of 15 and 24. Jordanians account for 70% of the population, the remaining inhabitants are Syrians (13%) and other nationalities (17%), including Palestinians, Iraqis, Yemenis, and others. The majority of the non-Jordanian population are refugees. By May 2018, 661,113 Syrian refugees were registered by the Office of the United Nations High Commissioner for Refugees (UNHCR) in Jordan.<sup>14</sup> Among the registered refugees, 15% were under four years of age, 22% were between the ages of five and 11, and 14% were between the ages of 12 and 17. With almost half of Jordan's population being of school-going age and taking into consideration population growth, estimated to reach 13.1 million in 2050,<sup>15</sup> increasing demands for education need to be anticipated and planned for.

### Employment

Unemployment in Jordan remains a major policy concern, especially among women and young people. During the first quarter of 2018, the unemployment rate for those aged 15 and above was 18%, with a significant variation between men (16%) and women (28%).<sup>16</sup> Women represent 70%, about 2.3 million, of the economically inactive Jordanians.<sup>17</sup> The percentage of unemployed male holders of a Bachelor or higher degree was 26% against 77% for females. Employed women tend to segregate in lower income and status positions but which facilitate their caretaking role while they tend to avoid positions requiring significant interaction with men.<sup>18</sup> Data on gender earnings gap is not available.<sup>19</sup>

Although the law in Jordan forbids employment of children younger than 16 years of age, increasing rates of child labour are recorded, particularly among Syrian refugees. More than 70,000 children in Jordan, representing almost 2% of the four million children in the country aged five to 17 years, are engaged in child labour.<sup>20</sup> Child labour is more common among older children, and particularly among boys. About 62,500 boys are engaged in child labour compared to 7,500 girls. Boys are also more likely to be engaged in hazardous work. The majority of boys are engaged in paid jobs, while the majority of girls are engaged in unpaid family work. The negative consequences of child labour on children's health, wellbeing and development as well as their education prospects need to be taken into consideration in education decision-making.

Demographic and employment statistics need to be considered in combination to inform policies which will ensure that the employment sector in Jordan becomes an asset for the socio-economic development of the country and not a challenge.

While unemployment is affected by multiple factors, the role of education needs to be considered, especially with relation to access to non-traditional areas of work for both men and women, especially among the younger population.

### Gender equality

Inequality and discrimination of any kind pose a major barrier to human development and have social, economic and political repercussions. Gender inequality is manifested when women or men are discriminated against or have fewer opportunities in health, education, social integration, political representation, access to resources and participation



in the labour market, or in any other sphere of life. Gender inequality is chronic, complex, deep-rooted and affects every aspect of life, with profound consequences over freedom of choice, personal and national wellbeing. It can be particularly pronounced in rural or conflict-affected areas, among economically disadvantaged families, children with disabilities, members of ethnic or other minorities, or refugee children.

Existing indicators measuring gender equality show that gender discrimination is quite prevalent in Jordan. In 2015, the Gender Inequality Index (GII) was at 0.478, with Jordan ranking 111 out of 159 countries.<sup>21</sup> The Gender Development Index (GDI) stood at 0.864, placing Jordan in Group 5, among countries with low equality in human development achievements between women and men. Jordan also ranked 135 out of 144 countries in the World Economic Forum's Global Gender Gap Index for 2017,<sup>22</sup> while the 2014 Social Institutions and Gender Index (SIGI)<sup>23</sup> of the Organisation for Economic Co-operation and Development (OECD) classified Jordan within the group of countries with a high level of discrimination. These indicators can help draw attention to issues requiring policy interventions, generate policy dialogue and explore solutions.

GII measures gender inequalities in reproductive health (maternal mortality ratio and adolescent birth rate), empowerment (share of parliament seats and higher education attainment) and the labour market (women's participation in employment). It is used to quantify the loss of achievement in a country due to gender inequality. GII ranges from 0, where men and women score equally, to 1, where one gender does poorly. The higher the GII, the more disparities between males and females and bigger the loss to human development.

GDI measures gender gaps in human development, looking at disparities between women and men in the three basic dimensions of the HDI – health (female to male life expectancy at birth), knowledge (female to male expected years of schooling for children and mean years of education for adults) and living standards (command of economic resources, measured by female and male estimated GNI). It is a direct measure of gender gaps, showing female HDI as a percentage of male HDI. It shows how much women lag behind men and how much they need to catch up for each dimension of human development.

Gender differences in Jordan are prevalent in social norms about the role and status of men and women but they can also be observed in the legal system, political representation, participation in education and employment, as well as in other spheres of life.<sup>24</sup> Certain aspects of the legislative framework in Jordan continue to treat women differently than men. Despite some reforms (e.g. the abolition of Article 308 in the Penal Code, to remove the requirement of marriage following rape, and the amendment of Article 98 with more severe punishment for 'honour crimes'),<sup>25</sup> women continue to be discriminated against in control over resources, assets and civil liberties. Political representation is low for women (only 15% of parliamentary seats were held by women in 2016),<sup>26</sup> as is labour market participation (13% for women compared to 60% for men in 2014).<sup>27</sup> In relation to women's reproductive health, the maternal mortality ratio was 58 per 100,000 live births for 2015.<sup>28</sup> The adolescent birth rate stood at 26 per 1,000 women aged 15-19 years in 2011.<sup>29</sup> Concerning education, there is a clear disadvantage at the expense of boys in terms of the overall education experience and learning achievement.<sup>30</sup> However, girls' choice over their studies and use of their education qualifications is more restricted. Early marriage and pregnancy, among certain communities, have a negative impact on girls' participation and continuation in education.

## 2. GENDER EQUALITY IN EDUCATION

### Overview of the education system

Education is one of the highest priorities in Jordan and features prominently in key national policy documents. In 2016, the country invested 4% of its Gross Domestic Product (GDP) in education, or 13% of total government expenditure, which is very close to the recommended 15-20%.<sup>31</sup> Policy changes and systematic efforts are being made to improve the education system and to address persistent challenges, in line with national objectives to foster a knowledge economy. These include efforts to widen access to education for non-Jordanian children, including refugee children, and to improve the quality of education. The recent ESP 2018-2022, and previously the Education Reform for the Knowledge Economy (ERfKE) programmes I<sup>32</sup> and II,<sup>33</sup> reflect these priorities.

The Education Law of Jordan provides for education as 'a right for all', although no explicit reference to gender equality is made. Efforts are ongoing to ensure access to and good quality education for all children residing in the country, including children of other nationalities and refugee children. Education is compulsory from the age of six to 16 (Grades 1-10) and free until the age of 18 (Grade 12).<sup>34</sup> As of Grade 4, most public schools are single-sex, with only male or female students and teachers, respectively.

With regard to access, great achievements have been made over the last decades.<sup>35</sup> Universal, or near universal, enrolment is achieved at basic and lower secondary education for Jordanian students. The MoE is making commendable efforts to make education available to all children residing in the country. However, children from certain socioeconomic groups are less likely to attend school and more likely to drop out, due to the need to work or the indirect costs of schooling, such as transportation, clothing or others. Refugee children also find it more difficult to attend school. The lower enrolment rate observed among Syrian refugee children is often due to engagement in the labour market for boys and early marriage for girls.

Improving the quality and relevance of education is a high priority for the MoE. Ongoing efforts to improve the quality of education include reforms to improve school leadership and teacher qualifications and recruitment, updating the curriculum and the evaluation of learning outcomes, introducing information and communication technologies (ICTs) in schools, and encouraging community participation.<sup>36</sup> Despite these efforts, rapid population growth and the large refugee influx have contributed to a significant increase in the student population, placing a heavy burden on the education system. Over-crowded classrooms, strained teaching resources and reduced instructional time have had a negative impact on the quality of education. While striving to improve the education system, the Government is making constant and commendable efforts to address the additional challenges caused by the refugee influx, in partnership with local and international development partners.

A fundamental and cross-cutting issue is data availability. Accurate and reliable education statistics is of critical importance and central to evidence-based policy formulation and decision-making and practice in education. To be able to identify gender-based discrimination in education, it is necessary to know who is affected, where, how and to what extent. Sex-disaggregated education data, in combination with other denominators (e.g. age, health, place of residence, social, economic and political status, ethnicity or other) is essential in order to identify gender gaps. Lack of relevant statistics, at all levels, should be addressed as a matter of priority for the entire education system to facilitate decision-making and guide action.

### Gender disparities in education

Significant gender disparities can be observed between male and female students in Jordan, especially with relation to:

- the demand for, participation and engagement in, and value attached to education
- the learning and socialization process in school and the overall learning environment
- the quality of education provided in male and female schools
- the learning outcomes between male and female students
- the choice of subjects in vocational and higher education by male and female students, which eventually affects their career choices and life prospects
- the way education qualifications are used by male and female students

Gender disparities are manifested or become more obvious in higher levels of education and tend to be exacerbated among more vulnerable socioeconomic groups and refugee populations. Gender disparities affect the education opportunity, experience and outcomes of both male and female students, but in distinct ways for each group.

There are higher repetition and dropout rates and lower learning outcomes among boys, while the overall learning experience in male schools is of lower quality than in female schools. However, although better learning achievements are recorded in female schools, discriminatory social norms, gender bias and stereotypes compromise the education, career and life aspirations and choices of girls and women.

**Table 1: Gender equality in education: key statistics**

School level	Gross enrolment ratio		Repetition rate		Dropout rate		Teachers	
	Female	Male	Female	Male	Female	Male	Female	Male
Kindergarten	35%	36%	-	-	-	-	100%	0%
Basic	97%	97%	2%	3%	0.34%	0.41%	70%	30%
Secondary	82%	68%	2%	3%	-	-	54%	46%
	% of female/male students							
	Female	Male						
Vocational	42%	58%	-	-	-	-	39%	61%
Tertiary	53%	47%	-	-	-	-	45%	55%
Literacy (15 years +)	93%	97%	-	-	-	-	-	-

*Source: Open EMIS, 2018<sup>37</sup>*

### Analysis of root causes of gender inequality in education

Gender disparities in education in Jordan are rooted in complex and often overlapping socio-cultural and economic factors, as well as in factors linked to the education system itself. These factors interact with the learning and socialization process at school, which reflect and even reproduce discriminatory social norms about the role and status of girls and boys, men and women. The information in this section is based on national statistics from Open EMIS,<sup>38</sup> the ESP 2018-2022,<sup>39</sup> the Study Report and the corresponding Policy Brief on the Gender Gap in Student Achievement in Jordan,<sup>40,41</sup> a report on the Assessment of Gender Integration in the Jordanian Education System,<sup>42</sup> as well as the concluding observations on the sixth periodic report of Jordan by the Committee on the Elimination of Discrimination against Women.<sup>43</sup>

School-level factors primarily include teaching quality, learning content and environment but also teacher and student characteristics, such as their values, attitudes and behaviour, including the importance they attach to education.

In male schools, boys' disadvantage is attributed to lower teaching quality, lower value attached to education and a less enabling learning environment.<sup>44</sup> There is a shortage of adequately trained male teachers as men show less interest in the teaching profession, which is considered more 'appropriate' for women. Male students demonstrate lower engagement in education and are more likely to repeat class or drop out of school early. Incidents of violence, bullying, substance use and disciplinary problems negatively affect the learning environment in male schools and make it less conducive to learning.

In female schools, the quality of education and learning outcomes among girls are higher.<sup>45</sup> Female students systematically and significantly outperform their male peers in national and international assessment studies, such as the Tawjihi (General Secondary Education Certificate Examination), the National Assessment for Knowledge Economy (NAfKE), the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). In tertiary education, the Grade Point Average (GPA) of female students is significantly higher than that of male students in most areas of study. This includes Mathematics, Engineering, and Computer Information Systems, which are considered as 'traditionally male' fields. Female schools also offer a more enabling learning environment, attributed to better-qualified female teachers and more dedicated and disciplined female students, who attach higher value and commitment to education. Anecdotal evidence suggests that girls may have fewer responsibilities after school than boys and consequently may dedicate more time to studying, which also contributes to higher education performance.

Beyond the education system, the wider socioeconomic context within which schools operate has a major impact on education.<sup>46</sup> Social norms and practices shape distinct gender roles and expectations for men and women. Channelled into the education system through education laws, policies and plans, learning contents, teaching practices as well as the socialization process and the overall school environment, social norms affect the education choice, experience and outcomes of male and female students differently. Social norms also determine the value attached to education,

condition boys' and girls' participation in education and affect their learning outcomes. They also influence their choice of study subjects and consequently their career and life paths, eventually leading to gender segregation and negative discrimination in employment and reproducing wider gender inequalities in social and financial status. For example, in Vocational Education (VE), gender segregation in each of the provided streams is stark. Male students in VE tend to segregate in streams such as Agriculture, Hospitality and Industry, while female students segregate in Home Economics. Similarly, the teaching profession in Jordan is considered as 'feminine'. While it is highly popular among women, it is not considered 'appropriate' for men, who are not encouraged to pursue a teaching career.

The way male and female students use their education qualifications also differs, depending on gendered expectations. Girls tend to place higher emphasis on education as a way to improve their prospects for marriage but are less likely to invest and benefit from their education qualifications for their social, economic or political empowerment. Their study choices and career prospects are limited. Women are underrepresented in the labour market and when they seek employment, they tend to segregate in traditional fields, which facilitate their care-taking role and are acceptable to society's norms. They also often occupy positions that are of lower status and remuneration than those of men. Girls' opportunity to join the workforce is often restricted by their families, especially male members, as they need their consent to work or about the type of work to be engaged in. Closing the gender gap in employment is a complex issue and will require multi-sectoral efforts and actions beyond education.

In certain communities, socio-cultural norms can compromise learning opportunities and lead to drop out. For example, girls' education is affected by harmful traditional practices, such as early or forced marriage and pregnancy. About 10% of girls in Jordan are married before the age of 18.<sup>47</sup> Although the minimum age for marriage is 18, with the consent of both a judge and a guardian, children as young as 15 years old may be married if it is considered to be "in their best interest". Jordan ratified the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) but has entered a reservation for Article 16, concerning child marriage, which denounces its obligations towards the provisions of the treaty. Another factor is school-related gender-based violence (SRGBV) or fear of it. According to the United Nations Children's Fund (UNICEF), violence against children, including SGBV, is prevalent in Jordan.<sup>48</sup> Although accurate statistics are not available, SRGBV seems to be more prevalent among refugee populations.<sup>49,50</sup> Syrian mothers also report safety concerns for their daughters when using public transportation or walking to school, or incidences of violence and bullying in boys schools.<sup>51,52</sup> Poverty and gendered social expectations, whereby men are expected to assume the role of the provider and need to seek employment from an early age, often child labour, can explain dropout among boys.

Despite the political commitment, the capacity of the MoE to promote gender equality in education is affected by limited awareness about gender equality and its importance among its staff, low priority as well as lack of resources and capacity to mainstream gender and implement gender-specific programmes. The participation of female staff in education decision-making is limited and the number of women in decision-making positions is low. Within the teaching profession, although the majority of teachers are women at the earlier levels of education, the number of female teachers is smaller in higher levels of education and in leadership positions.

### 3. STRATEGIC VISION

In line with the broader national vision, the strategic **vision** for the Strategy for Mainstreaming Gender Equality in Education is:

- **to make quality education available to all male and female students, as a fundamental human right and through equal learning opportunities and experiences, to enable them to fulfil their potential and aspirations, become agents of change and contribute to national development**

The Strategy will enable the MoE to mainstream gender throughout the education system, from the legal and policy frameworks to education plans, contents and teaching practices and the whole school environment. This also includes the management of the education system and the recruitment and training of education personnel. The Strategy will also help determine appropriate priority activities and facilitate the allocation of adequate human and financial resources, which are necessary to achieve the goals and objectives of the Strategy.

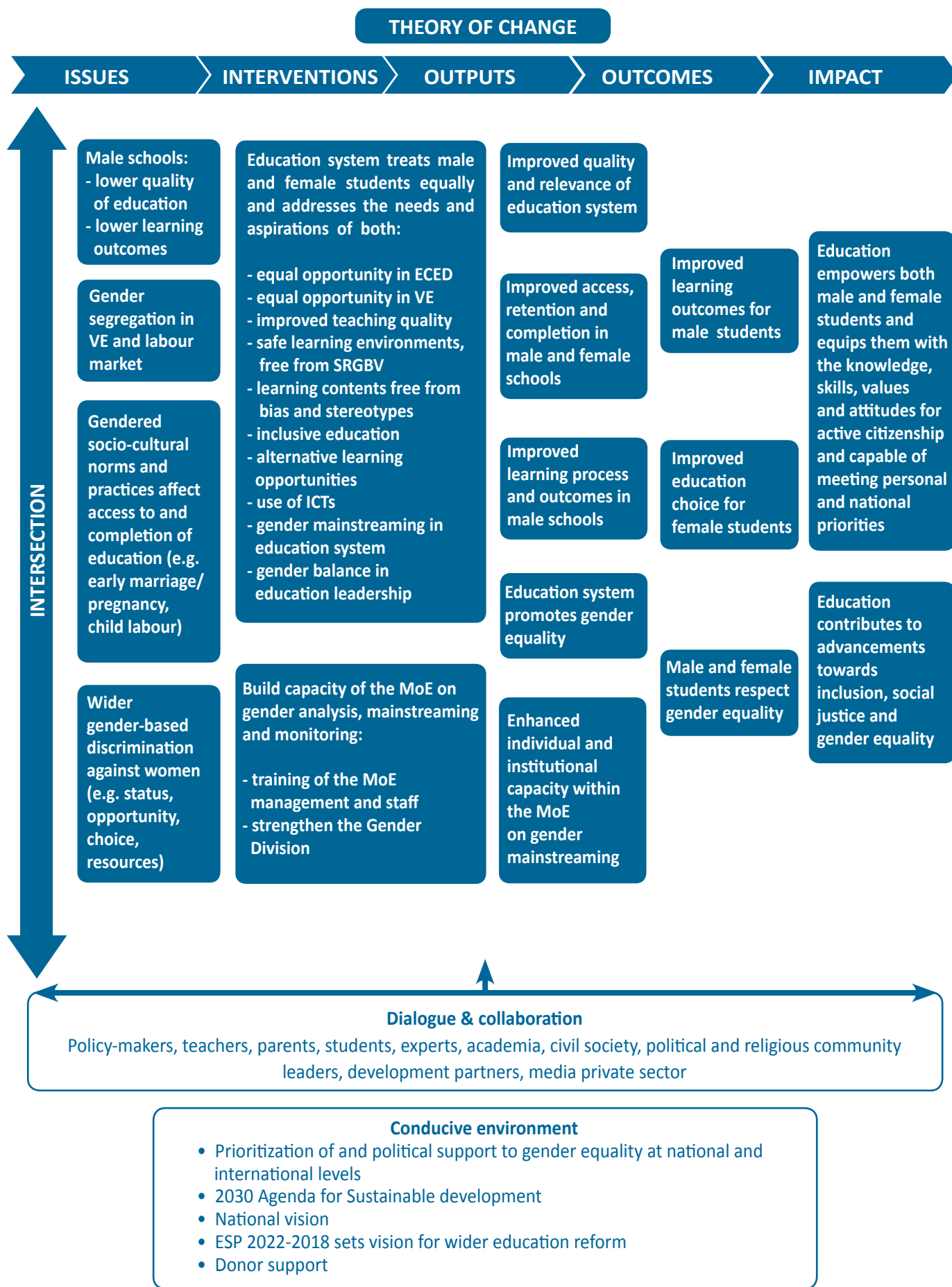
#### 4. OVERARCHING GOALS AND STRATEGIC PRIORITIES

The Strategy on Gender Equality in Education has two overarching goals, which will be pursued through 15 strategic objectives. To ensure the alignment of the Strategy with the ESP 2018-2022, the strategic objectives are organized under each of the six focus domains of the ESP 2018-2022. This will ensure a cohesive and integrated approach and facilitate the implementation of the Strategy as well as reporting on progress and results achieved.

OVERARCHING GOALS
<p><b>A .Ensure the education system recognises and fulfils the distinct needs and aspirations of male and female students, in terms of learning opportunities, experiences and outcomes</b></p> <p><b>B. Build individual and institutional capacity within the MoE on gender-responsive analysis, mainstreaming and monitoring</b></p>
STRATEGIC OBJECTIVES
<p><b><u>Domain 1: Early Childhood Education and Development (ECED)</u></b></p> <ol style="list-style-type: none"> <li>1. Ensure equal access to quality ECED programmes for both boys and girls</li> <li>2. Ensure equal opportunities in care, play and learning in ECED programmes and environments, based on gender equality</li> </ol> <p><b><u>Domain 2: Access and Equity</u></b></p> <ol style="list-style-type: none"> <li>1. Ensure safe, healthy and enabling learning environments for both boys and girls and reduce the risk of SRGBV</li> <li>1. Promote inclusive education, acknowledging and addressing the specific needs and circumstances of both girls and boys, especially those in vulnerable groups and children with special needs</li> <li>1. Ensure non-formal education and lifelong learning opportunities are gender-responsive</li> </ol> <p><b><u>Domain 3: System Strengthening</u></b></p> <ol style="list-style-type: none"> <li>1. Mainstream gender in institutional performance management</li> <li>1. Ensure gender analysis and the use of sex-disaggregated data in education information systems and decision-making</li> </ol> <p><b><u>Domain 4: Quality</u></b></p> <ol style="list-style-type: none"> <li>1. Ensure teaching and learning content is free from gender bias and stereotypes</li> <li>1. Ensure equal access to technology, with special attention to closing the gender digital divide and promoting girls’ digital skills and competences</li> <li>1. Promote gender balance in school leadership and community participation</li> <li>1. Study, address and prevent causes of dropout among girls and boys and ensure safe learning environments</li> </ol> <p><b><u>Domain 5: Human Resources</u></b></p> <ol style="list-style-type: none"> <li>2. Ensure teacher policies are based on and promote gender equality</li> </ol> <p><b><u>Domain 6: Vocational Education</u></b></p> <ol style="list-style-type: none"> <li>1. Promote gender balance in the management of vocational education</li> <li>1. Promote equal learning opportunities to vocational education and improve access of both boys and girls to non-traditional vocational streams</li> <li>1. Ensure learning contents, processes and environments in vocational education are free from gender bias</li> </ol>



Figure 1: Theory of change



### Box 1: Guiding Principles

#### GUIDING PRINCIPLES

- The right to education for all, without discrimination, is enshrined in the Jordanian Constitution.
- Quality education promotes high standards and excellence for both male and female students. It is based on and promotes human rights, values and principles, including gender equality.
- Gender equality entails that men and women equally enjoy rights, values, opportunities and responsibilities. It also requires that the society acknowledges and respects the contributions of both women and men.
- Gender equality in education entails that male and female students have equal opportunities to learn and receive equal treatment in education, through the provision of inclusive and equal learning experiences. This requires that teaching methods are gender-responsive, teaching materials are free from gender stereotypes and bias. It also asserts that boys and girls have equal freedom to learn, explore and develop skills in all academic subjects and extra-curricular activities, in a safe and enabling environment.<sup>53</sup> It further implies that tests, examinations and assessment methods and processes are free from gender bias and stereotypes.
- Gender analysis recognizes that male and female learners are impacted differently by education policies, programmes and processes.
- Gender mainstreaming in education ensures that the particular needs of male and female students are recognized and addressed in the design, delivery, assessment and management of education.
- Gender analysis and gender mainstreaming are viewed as core competences and responsibilities for every employee in the MoE.

### Box 2: National and International Guiding Documents

#### NATIONAL AND INTERNATIONAL GUIDING DOCUMENTS

- National Education Law, No. 3 of 1994 and its amendments
- His Majesty King Abdullah's II vision to empower both women and men to acquire the necessary skills for active and full participation in all walks of life and assume their responsibilities
- His Majesty King Abdullah II 7<sup>th</sup> Discussion Paper 'Developing Human Resources and Education Imperative for Jordan's Progress'<sup>54</sup>
- Her Majesty Queen Rania Al-Abdullah's II vision to provide an educational environment which ensures that education goals are met for both boys and girls<sup>55</sup>
- The 2030 Agenda for Sustainable Development - SDG 4 on education and SDG 5 on gender equality
- International and regional conventions and recommendations on the right to education and gender equality, signed by the Government of Jordan<sup>56</sup>
- The Education Strategic Plan (ESP) 2018-2022
- The 2006-2015 National Agenda<sup>57</sup>



## 5. PRIORITY INTERVENTIONS

Despite the significant progress achieved in education in recent decades, globally, and in Jordan in particular, gender-related factors continue to interact with other socioeconomic barriers and prevent girls and boys, women and men in certain contexts from equally accessing and benefiting from quality education. In many contexts, girls are disproportionately excluded and disadvantaged in education; in others, as is the case in Jordan, boys underperform and drop out at higher rates than girls. Multiple social, economic and structural factors can exacerbate the exclusion of certain groups often compounded in the intersection with gender.

Reducing the gender gap in education in Jordan cannot be done in isolation from wider efforts to improve the quality of the education system overall. This will necessitate increased investments and targeted interventions to improve the education process and learning experience in both male and female schools. It also requires understanding and addressing the social norms and practices that shape boys' and girls' values, attitudes and behaviours, which in turn affect their education choices, performance and achievement. This should take into account student characteristics, teacher qualifications, as well as social norms about the role and status of men and women in the Jordanian society, which affect teacher beliefs about the teaching profession, students' behaviour and attitudes towards education, the learning and socialization processes and the whole school environment, as well as students' study, career and life aspirations. Promoting gender equality in education should start from the earliest school levels, when male and female students attend the same school, and should be ensured in higher levels of education, when girls and boys separate into single-sex schools.

While recognizing that comprehensive and multi-sectoral approaches are necessary to achieve gender equality in education, the Strategy will focus on the major gender gaps in education in Jordan. The two overarching goals of the Strategy will be pursued through 15 Strategic Objectives and targeted areas of interventions. These are organized under each of the six focus domains identified in the ESP 2018-2022 and are preceded by an analysis of the challenges to be addressed under each domain.

### **DOMAIN 1: EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (ECED)**

The importance of the early years of life for physical, cognitive and socio-emotional development are well-documented and early childhood care and education is recognized as an essential investment for human development. After the home and family environment, kindergartens are key socialization and learning spaces, where children cultivate knowledge, values, attitudes and behaviours that they are likely to adopt for the rest of their lives. It is therefore essential that girls and boys have equal opportunities to access and benefit from good quality ECED programmes and to learn the values of respect, inclusion and gender equality from an early age.

ECED in Jordan consists of three levels: Nursery, KG1 and KG2, provided by both public and private kindergartens. The MoE is responsible for KG1 and KG2 in terms of licensing, quality assurance and has an oversight role for private kindergartens. Public Nursery schools are under the responsibility of the Ministry of Social Affairs. The country is experiencing an increasing demand for KG2 as a result of the growing population, increased awareness of the importance of ECED, and an increasing number of working mothers. In view of this demand, the MoE aims to expand and upgrade public ECED provision and make KG2 compulsory.

While making efforts to expand access to ECED, the MoE needs to ensure its safety, reliability, quality and equality in access and participation. This requires the consideration of wider and systemic issues, which are beyond the scope of this Strategy. From the gender perspective, key aspects that need to be taken into consideration in ECED provision include:

- equal access to quality ECED programmes for both boys and girls
- equal opportunities in care, play and learning in ECED programmes and environments, based on the principles of gender equality

promoting the values of respect, inclusion and gender equality and empowering both boys and girls equally

### Strategic Objective 1: Ensure equal access to quality ECED programmes for both boys and girls

#### Priority interventions

- 1.1. Mainstream the adoption of standards in public and private kindergartens and open access to accreditation, to ensure equal access to affordable and quality ECED for both boys and girls.
- 1.2. Raise awareness about the importance of attending to the holistic needs of both girls and boys, including health, nutrition, social protection and early learning, at home and in ECED programmes, involving educators, caregivers, and parents (both fathers and mothers).
- 1.3. Mainstream gender in assessment frameworks of ECED programmes.

### Strategic Objective 2: Ensure equal opportunities in care, play and learning in ECED programmes and environments, based on gender equality

#### Priority interventions

- 2.1 Raise awareness among parents, caregivers and educators about conscious and unconscious gender bias and stereotypes and about the importance of promoting gender equality in the early years at home and in ECED programmes.
- 2.2 Ensure the new ECED curriculum is gender- responsive.
- 2.3 Ensure pre- and in-service training for kindergarten caregivers and educators on gender-responsive approaches in care, play and learning opportunities.

## DOMAIN 2: ACCESS AND EQUITY

Jordan has achieved universal, or near universal, enrolment at primary and lower secondary education levels for Jordanian children. Gender parity has been achieved, with a slight advantage in favour of female students. Nevertheless, providing access to education for all students, especially those from vulnerable groups (e.g. refugees, children from specific socioeconomic background, children with special needs, school dropouts and illiterate adults) is a persistent challenge.

In certain contexts, poverty, geographical remoteness, cultural practices and societal perceptions and expectations about the status and role of men and women can compromise the education opportunities of both boys and girls. These include low importance attached to education, early marriage and pregnancy, particularly affecting girls and child labour and expectations to financially support their families, particularly affecting boys.

Refugee children face additional challenges caused by their refugee status. These include both new and reproduced economic and social roles, such as becoming the breadwinner or looking after the family and household, concerns over physical and emotional health, safety and overall wellbeing, as a result of displacement or growing up away from home. Refugee girls face a higher risk of exclusion from education compared to refugee boys, due to female vulnerability at the country of origin, which is often exacerbated in the host country.<sup>58</sup> According to the MoE EMIS<sup>59</sup> the Gross Enrolment Ratio (GER) for Syrian refugees was only at 7% at kindergarten, 36% in basic and 11% in secondary education for the 2016/2017 school year. 50.4% of the enrolled students were boys and 49.6% were girls.

Children with special needs are also less likely to attend school, due to issues relating to accessibility, teacher training, curricula, widespread discrimination and ineffective policies.<sup>60</sup> Parents also may keep their children at home due to socio-cultural concerns.

As of 2016, the total number of children with special educational needs (visual, hearing, learning disabilities) was estimated at 20,600.<sup>61</sup> However, only a small percentage, about 6%, received public education. During the 2016/2017 school year, 338 male and 420 female students with hearing impairment, 126 male and 185 female students with visual impairment, 105 male and 33 female students with intellectual disabilities were in public schools.

In the efforts to expand the provision of education to the most vulnerable population, the factors mentioned above need to be taken into consideration, especially in terms of:

- expanding and adapting infrastructure to enable access to all children, including those with special needs
- promoting inclusive education, especially for vulnerable groups and children with special needs
- providing lifelong learning and non-formal education for school dropouts and illiterate adults

Promoting the inclusion of students with special needs also requires accurate sex-disaggregated data and student mapping, which is currently lacking.

### Strategic Objective 3: Ensure safe, healthy and enabling learning environments for both boys and girls and reduce the risk of SRGBV

#### Priority interventions

- 3.1 Ensure that all schools, including the new schools to be constructed, take into consideration the specific needs of boys and girls, especially those with special needs, ensuring their safety and well-being and minimizing the risk of violence, including SRGBV at, around and on the way to school.

### Strategic objective 4: Promote inclusive education, acknowledging and addressing the specific needs and circumstances of both girls and boys, especially those in vulnerable groups and children with special needs

#### Priority interventions

- 4.1 Develop diagnostic tools and carry out research into the contextual factors which respectively prevent girls and boys from attending and completing a full course of education, especially those from vulnerable groups and children with special needs.
- 4.2 Raise awareness about the importance and benefits of education among students from vulnerable groups, their parents and communities as well as the harmful effects of excluding practices, such as early marriage and pregnancy and child labour.

### Strategic Objective 5: Ensure non-formal education and lifelong learning opportunities are gender- responsive

#### Priority interventions

- 5.1 Provide gender-responsive alternative education opportunities and pathways to male and female students that dropped out of school as well as to illiterate men and women.

## DOMAIN 3: SYSTEM STRENGTHENING

The MoE aims to strengthen the education system to foster innovation and excellence. This will include mainstreaming gender in the development, implementation and management of education policies and programmes as well as in the readjustment of the organizational structure of the MoE to support this process and foster accountability. It will also be accompanied by efforts to build institutional and human capacities to mainstream gender in the work of the MoE at all levels, and ensure a gender-responsive education system.

Currently, the participation of female staff in education decision-making is low. According to MoE data, leadership positions at the MoE are predominantly occupied by men<sup>62</sup>. Female staff in decision-making positions (head of department and above) were only 16% during the 2017/2018 school year and only 21% of posts of “Administrative Experts” in the Ministry were held by female staff<sup>63</sup>. The Gender Division, created in 2010 to promote gender mainstreaming in the work of the MoE, is not adequately resourced to be able to effectively implement its mandate. Women’s underrepresentation in leadership positions is also observed within the teaching profession. While the percentage of female teachers exceeds that of males (63% women and 37% men), 62% of teachers who held senior “expert” positions during the 2017/2018 school year were men.<sup>64</sup>

To ensure equitable participation of male and female staff in decision-making, the obstacles to the advancement of women in leadership positions need to be examined and addressed, as these may result from legal or policy frameworks and regulations, the organizational structure and culture within the MoE, or other factors. Women's advancement in leadership positions must be encouraged and supported through targeted initiatives and capacity building. The Gender Division within the MoE needs to be reinforced, in terms of both staff and capacity, in order to be able to fulfil its mandate. The network of gender champions also needs to be strengthened and reinforced through capacity development opportunities.

To achieve this strategic objective emphasis will be placed on improving and mainstreaming gender in:

- institutional performance management
- management of education information systems
- risk and crisis management

### Strategic Objective 6: Mainstream gender in institutional performance management

#### Priority interventions

- 6.1 Ensure education regulatory and guiding frameworks, including laws, policies, programmes, rules and procedures within the MoE, mainstream gender and prevent negative gender-based discrimination at all levels.
- 6.2 Increase the percentage of and capacity of women in leadership positions in the MoE and field directorate staff.
- 6.3 Strengthen the Gender Division at the MoE to enable it to deliver its mandate, including capacity in monitoring and evaluation.
- 6.4 Ensure accountability over the implementation of the Strategy among the MoE senior management through ongoing monitoring and annual reporting.
- 6.5 Develop capacity of governorates, field directorates and schools in mainstreaming gender into school improvement plans and build capacity of gender champions.

### Strategic Objective 7: Ensure gender analysis and the use of sex-disaggregated statistics in education information systems and decision-making

#### Priority interventions

- 7.1 Strengthen the capacity of MoE and EMIS staff to collect and analyze sex-disaggregated data and use research findings to promote evidence-based decision making and planning.
- 7.2 Strengthen the capacity of all MoE staff on gender- responsive strategic planning.

## DOMAIN 4: QUALITY

Improving the quality and relevance of education is one of the highest priorities of the MoE, in line with the national objective to foster a knowledge economy. Several initiatives and reforms are being introduced to improve the education system, including the recently launched ESP 2018-2022, and previously the Education Reform for the Knowledge Economy (ERfKE) programmes I and II.

While the quality of education depends on a wide number of factors, standards, decisions and processes, the ESP 2018-2022 will focus on the following five priority areas:

- curriculum and assessment
- ICTs in education
- school leadership and community participation
- accountability and general supervision
- safe and stimulating school environment

Curricula, textbooks, assessment content and other teaching and learning material are critical determinants of education quality. Education content contain not only specialized information in specific subject matters, they also convey values, principles and attitudes that shape those of the students. With relation to gender, the way men and women are represented in learning content convey both explicit and implicit messages about male and female roles and abilities. Such messages can either empower boys and girls if they are positive, or they can discourage and curb their aspirations and abilities, by reinforcing gender bias and stereotypes, often at the expense of women. For example, evidence from research shows that stereotypes can lead to a performance difference between male and female students of 49 score points in mathematics and 37 score points in science – the equivalent of a half to one school year.<sup>65</sup> Learning content in Jordan have not been systematically reviewed from a gender lens, but according to the Global Education Report (GEM), a sample study of nine Jordanian secondary school history textbooks revealed that only 21% of images portrayed female characters.<sup>66</sup> Ongoing efforts to improve the curricula include the establishment of the National Centre for Curriculum Development, responsible for developing new curricula and assessment, and training on mainstreaming gender in textbooks and curricula.

The general curriculum review foreseen in the ESP 2018-2022 presents an excellent opportunity to review and revise curricula from a gender perspective, to ensure they are free from gender bias and stereotypes, take into account the different needs, learning styles and interests of boys and girls and promote human rights, social justice and gender equality. Emphasis needs to be placed on those subjects where the gender gap and the risk of stereotyping is bigger. Individuals and institutions involved in developing, approving and reviewing curriculum content, textbooks, teaching and other learning material must be able to identify gender bias and stereotypes, both conscious and unconscious, and to promote more positive messages about gender equality. Ongoing capacity development is important as curriculum is always evolving, while new reforms, education materials, are constantly being prepared to reflect social evolutions and new identified needs. Assessment contents, methods, tools and processes also carry the risk of gender-based discrimination. Teachers and examiners need to be made aware of potential gender stereotypes that can consciously, and most often unconsciously, affect their judgement in education assessment processes.

A major step towards updating education content and delivery is the MoE's plan to introduce ICTs in education. Evidence indicates that globally women and girls fall behind men and boys when it comes to digital skills and competencies.<sup>67,68</sup> Although girls tend to do as well as boys in ICT fields at earlier stages of education, the gender digital divide tends to widen as education level increases. With the increasingly central role technology plays in all aspects of life, efforts need to be made to encourage girls' interest and engagement in ICTs, make sure they have opportunities to develop digital skills and competencies and prevent the gender digital divide from growing in higher levels of education. The deficits seen in the use of technology in education often reflect wider cultural practices, habits and expectations from women. It is therefore important to normalize technology use for girls. Collaboration with the private sector is also important, to change perceptions about hiring women in ICTs professions and avoid discrimination in the hiring process and working environment.

In an effort to improve the quality of education and the education decision-making process, efforts are made to decentralize responsibilities and reinforce the accountability mechanism of the MoE. Such efforts include the establishment of the Education Quality and Accountability Unit (EQUA), reinforcing school leadership and promoting the engagement of parents and local communities. From the gender perspective, concrete efforts are necessary to promote equal participation of both men and women in this process. This will include ensuring gender balance among the EQUA staff and assessors, the majority of whom are currently men, encouraging and facilitating the participation of more female teachers in leadership positions at local level, as well as engaging both mothers and fathers, and other male and female members of the community.

Improving education quality also requires that the learning environment and the way to school are safe and free from substance use and violence, including bullying and SRGBV. It is also important to take remedial action for boys and girls who drop out of school early and examine the distinct root causes. Flexibility to adapt education delivery at the local level is needed in order to reach marginalised girls and boys. This may include, for example, introducing flexible school hours and seasonal accommodations, flexible age/grade progression for those who start school late or lag behind, and accreditation of non-formal education to enable the integration of marginalised girls and boys into formal schooling.

**Strategic Objective 8: Ensure teaching and learning content is free from gender bias and stereotypes**



### **Priority interventions**

- 8.1 Review textbooks and curricula from a gender lens to ensure they are free from gender bias and stereotypes and that they promote human rights and gender equality.
- 8.2 Develop the capacity of curriculum and textbook authors as well as developers of assessment contents on developing gender- responsive contents.

### **Strategic Objective 9: Ensure equal access to technology, with special attention to closing the gender digital divide and promoting girls' digital skills and competences**

### **Priority interventions**

- 9.1 Support both male and female teachers to develop ICT competencies to support teaching and learning and ensure that all teachers are able to deliver gender- responsive instruction which incorporates digital technology.
- 9.2 Enable access to and use of ICTs for all students equally, taking into consideration the distinct needs and learning styles of boys and girls and making efforts to bridge the gender digital divide.

### **Strategic Objective 10: Promote gender balance in EQAU staff, school leadership and community participation**

### **Priority interventions**

- 10.1 Ensure gender balance in the recruitment of Education Quality and Accountability Unit (EQAU) staff and assessors.
- 10.2 Encourage equal participation of male and female teachers in school leadership positions.
- 10.3 Promote gender balance in community participation, engaging both men and women.

### **Strategic Objective 11: Study, address and prevent causes of dropout among girls and boys and ensure safe and stimulating learning environments**

### **Priority interventions**

- 11.1 Carry out research to build evidence and inform decision-making on the distinct factors that cause drop out among boys and girls respectively
- 11.2 Raise awareness and develop programmes at school and community level to prevent and address substance use and violence, including bullying and SRGBV, involving both mothers' parents – mothers and fathers, teachers, students, NGOs and the community.
- 11.3 Provide alternative education opportunities for girls and boys who dropped out of school as well as illiterate adults.

## **DOMAIN 5: HUMAN RESOURCES**

Teacher's performance and qualifications are considered to be the most important in-school factors, at primary and secondary levels, which determine students' academic achievement.<sup>69</sup> Teachers' subject expertise and pedagogical competence affect students' learning. In addition, teachers' attitudes, beliefs, behaviours and interactions with students are major social influences for students. For example, teachers that carry gender-based discriminatory attitudes and practices are likely to pass these on to their students through the teaching and assessment practices as well as through their interaction with students inside and outside their classroom. This can affect students' overall attitude to learning, their education aspirations and choices by encouraging or discouraging participation in certain fields, and perpetuate gender-based discrimination and stereotyping.

The teaching profession is highly feminized in Jordan, especially in the primary and secondary levels. Women are more likely to pursue teaching as a career. This is mainly due to the favourable working environment, which enables female teachers to cope with their multiple family roles as caregivers.<sup>70</sup> However, while the percentage of female teachers is

almost double that of male teachers, 62% of teachers in senior expert ranks, during the 2015/2016 school year were men.<sup>71</sup> The rank of expert teachers requires conducting and publishing research, which female teachers find difficult due to their family obligations in addition to their roles as teachers. Men tend to view teaching as less prestigious and lower paid and therefore less attractive<sup>72</sup>. They take up teaching because of lack of other options, while they are selected by the civil service bureau based on time spent in service rather than merit. This has resulted in a lack of adequately qualified and committed male teachers with a major impact on the quality of education and the learning outcomes in male schools. There is lack of gender-sensitive monitoring, evaluation and quality control of teacher policies while gender awareness and capacity among teachers and education leaders is weak or absent.

The MoE attaches the highest priority to the issue and is introducing a number of measures to improve the teaching profession and teaching quality. A major determinant of teacher's quality is their competence and pedagogic approaches. Achieving gender balance in teacher recruitment and ensuring that their teaching approaches respond to the needs and styles of both male and female students, it is critical that gender is taken into consideration in all the following areas:

- selection and recruitment of teachers
- development and licensing of education leaders
- in-service professional development and licensing for teachers
- teacher rewards and incentives
- gender-sensitive monitoring and evaluation of teacher policies

### Strategic Objective 12: Ensure that educational (teacher) policies are gender-sensitive.

#### Priority interventions

- 12.1 Develop evidence-based gender-responsive monitoring and evaluation of teacher policies (e.g. implementation frameworks, standards and tools).
- 12.2 Design and adopt a gender-sensitive, performance-related career structure system, promoting male teachers' motivation and professionalism and female teachers' advancement in leadership positions.
- 12.3 Integrate training on gender-responsive pedagogy in pre-and in-service teacher training for both male and female teachers and teacher trainers of all specializations.
- 12.4 Ensure that the pedagogy, teaching and learning process and classroom practices are gender-responsive.

#### DOMAIN 6: VOCATIONAL EDUCATION

Developing an advanced system of vocational education (VE) in Jordan is of high priority due to the need for trained and skilled personnel in various employment fields. VE starts after the completion of Grade 10 and has a duration of two years (Grades 11 and 12). The main vocational streams provided in public VE institutions are Agriculture, Home Economics, Hospitality and Industry. In order to match demand in employment, the MoE aims to expand access to and diversify options in VE for both boys and girls. The biggest obstacle to these efforts will be to change negative perceptions about VE among students and their families, which have to do with both the value of VE and gendered preferences.

From the gender perspective, the biggest challenge in VE is the acute gender segregation in vocational streams, mainly as a result of biased perceptions and stereotypes about what professions are considered 'appropriate' for men and women. During the 2017/2018 school year, boys represented 58% of VE students<sup>73</sup>. They were enrolled in the Agriculture, Hospitality and Industry streams. Only 2% of female students were enrolled in Industry, 8% in Hospitality and 20% in Agriculture. There were only female students enrolled in Home Economics. Existing VE policies and practices have also had a negative impact on both boys' and girls' enrolment in non-traditional streams. For example, boys are no longer able to enrol in Home Economics following a former ministerial decision. A major obstacle that prevents female students from enrolling in non-traditional VE streams is the fact that these are usually provided in male schools, which present a female-unfriendly environment.



In order to provide equal opportunities in VE education for both boys and girls, it is critical to identify and address gender bias in policies, infrastructure, learning contents and delivery practices. It is also important to raise awareness among students and parents about VE options to address gender segregation, diversify choice and encourage the participation of more female students. Within the VE education system, efforts will focus on:

- management
- access
- quality

### **Strategic Objective 13: Promote gender balance in the management of vocational education**

#### **Priority interventions**

- 13.1 Mainstream gender in the analysis of the VE system, to examine gender gaps and disparities.
- 13.2 Improve gender balance in the management of VE as a way of increasing girls' access, especially in less traditional streams.

### **Strategic Objective 14: Promote equal learning opportunities to vocational education and improve access of both boys and girls to non-traditional vocational streams**

#### **Priority interventions**

- 14.1 Raise awareness among students and parents about non-traditional options for boys and girls through career guidance and counselling and awareness-raising campaigns.
- 14.2 Improve the capacity of career counsellors to provide appropriate career guidance to boys and girls respectively.

### **Strategic Objective 15: Ensure learning contents, processes and environments in vocational education are free from gender bias**

#### **Priority interventions**

- 15.1 Ensure learning contents, practices in VE are free from gender bias and stereotypes and take into consideration the needs, learning styles and interests of both male and female students.
- 15.2 Ensure that VE learning environments are free from SRGBV.

**Box 3: Strengths and Potential Risks**

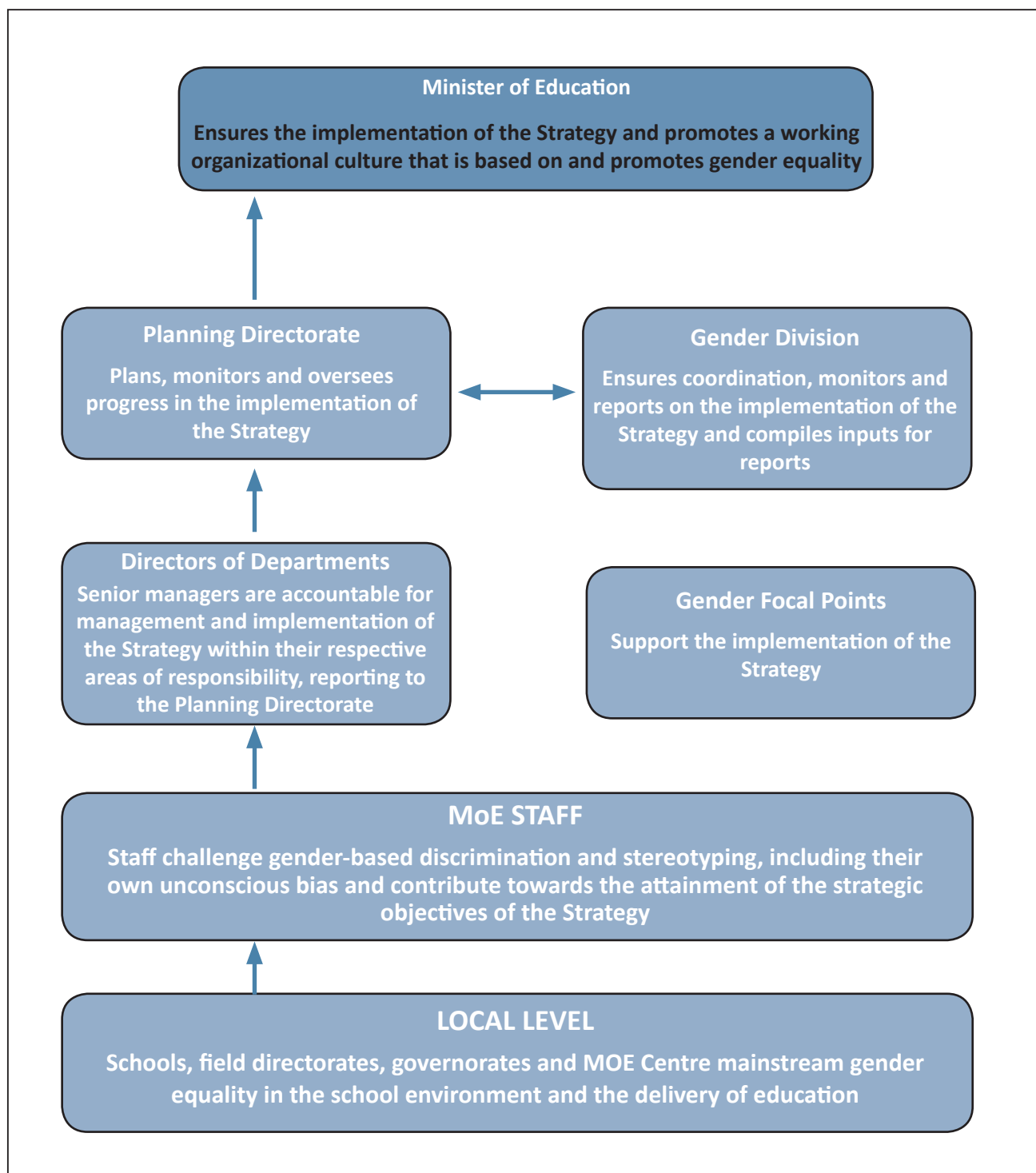
STRENGTHS AND POTENTIAL RISKS	
Strengths	Examples
Strong political commitment	<ul style="list-style-type: none"> <li>King Abdulla II's vision</li> <li>Ministry's commitment to promote gender equality and advance the status of women and girls</li> </ul>
Regulatory frameworks	<ul style="list-style-type: none"> <li>National Education Law</li> <li>Ratification of international normative frameworks that provide for the right to education of all children and gender equality, including:                             <ul style="list-style-type: none"> <li>the International Covenant on Economic, Social and Cultural Rights (ICESCR)</li> <li>the Convention on the Elimination of Discrimination Against Women (CEDAW)</li> <li>the UNESCO Convention Against Discrimination in Education (CADE)</li> </ul> </li> </ul>
Enabling environment	<ul style="list-style-type: none"> <li>National development guidelines highlight the importance of gender equality (e.g. Jordan 2025 and others)</li> <li>The existence of the Gender Division within the MoE</li> <li>The existence of the National Commission for Women</li> </ul>
Potential Risks	Mitigation Strategy
Misunderstanding around the concept of gender equality and the goals and objectives of the strategy within the MoE, and other stakeholders, including teachers, parents, students and local communities	<ul style="list-style-type: none"> <li>Create platforms for dialogue and awareness raising and provide all concerned stakeholders the opportunity for consultation among key stakeholders</li> </ul>
Inadequate capacity and/or commitment within the MoE to implement the Strategy	<ul style="list-style-type: none"> <li>Institutionalize gender mainstreaming at policy level to ensure sustainability</li> <li>Enable dialogue and raise awareness among all MoE staff about the importance of the Strategy, focusing on the expected outcomes and positive change</li> <li>Build or strengthen personal and institutional capacity within MoE</li> <li>Underline the direct link between the objectives of the Strategy and the objectives of the ESP 2018-2022</li> <li>Ensure the Gender Division is sufficiently staffed with sustained budget to effectively support the implementation of the Strategy. The MoE could consider training and appointing more Gender Champions within different departments of the MoE and creating a semi-formal link with the Gender Division.</li> <li>Ensure ongoing capacity development and networking for all existing Gender Champions. Under the School and Directorate Development Programme (SDDP), supported by the Canadian International Development Agency (CIDA), over 60 Gender Champions were trained in mainstreaming gender in school improvement plans at the field directorate level.</li> </ul>
Lack of adequate resources to enable the implementation of the Strategy	<ul style="list-style-type: none"> <li>Align the interventions, monitoring and reporting processes proposed in the strategy within the processes of implementing, monitoring and reporting on the ESP 2018-2022. This will ensure an integrated approach to education and cost-savings, both in terms of human and financial resources</li> <li>Pursue financial and technical support from development partners</li> <li>Seek to develop or strengthen national capacities to build national expertise and reduce external technical dependency</li> </ul>

## 6. IMPLEMENTATION

### Responsibility

The overall responsibility for the implementation of the Strategy is under the MoE, and in particular the Planning Directorate, in collaboration with the Gender Division and other relevant units within the MoE. The MoE will make available adequate human and financial resources for the effective implementation and monitoring of the Strategy, seeking the support of national and development partners where necessary. Ultimately, all MoE staff will be accountable for the implementation of the Strategy to ensure that its goals and objectives are fully met.

**Figure 2: Accountability**



## Action Plan

The implementation of the Strategy will be pursued through a detailed, realistic and costed Action Plan, with specific activities, indicators and timeframes, and implementation arrangements with responsibility and accountability guidelines, funding sources and partners. The Action Plan will be developed by the MoE, in consultation and collaboration with relevant units, within the MoE and other sectors, as well as other key education stakeholders.

Concrete efforts will be made to ensure the implementation of the Strategy is fully aligned with the implementation of the ESP 2018-2022, to promote a cohesive approach, avoid overlap, maximize impact and ensure that the priorities of the Strategy are not side lined.

## Communication and partnerships

In order to ensure the effective implementation of the Strategy, the MoE will promote and foster communication and cooperation with key stakeholders and partners, within and outside the MoE, and across relevant sectors. Clear communication around the vision, interventions and expected outcomes of the Strategy will forge better awareness, ownership and shared commitment towards its implementation.

As a matter of priority, the MoE will raise awareness about the Strategy and engage all relevant stakeholders in its finalization and implementation. Dialogue platforms will be created for all MoE staff, especially decision-makers and senior management, who will be accountable for the implementation of the Strategy. The MoE will also present and discuss the Strategy with teachers and other education personnel, who will ultimately be responsible for the implementation of the Strategy at school and classroom level. The MoE will also seek to engage other key partners, such as decision-makers, students, parents, experts, the academia, political and religious leaders, representatives of civil society, the media, the private sector, and other development partners to draw on their expertise and seek their commitment, engagement and support for the successful implementation of the strategy.

Attaining gender equality in education and the wider society requires concerted and multi-sectoral efforts at various levels. Collaboration will be promoted with other relevant units, such as the Department of Statistics, other Ministries, including the Ministry of Youth, the Ministry of Health, the Ministry of Labour, the Ministry of Social Affairs, as well as the Jordanian National Commission for Women, academic institutions, civil society organizations, political and religious leaders, development partners, the private sector, the media and social media, and others. In order to reinforce and maximize impact, linkages with other relevant ongoing initiatives, implemented either by the MoE or other partners, will also be established and reinforced.

## 7. MONITORING AND EVALUATION

Systematic monitoring and reporting on progress on the implementation of the Strategy is important to ensure that its goals and strategic objectives are met. The Strategy will be reviewed and reported on an annual basis as an integral part of the ESP 2018-2022 Annual Report and Review with education stakeholders. The monitoring of the implementation of the Strategy will be ensured by the Planning Directorate, in collaboration with the Gender Division in the MoE. The MoE will determine the monitoring and evaluation process and instruments, including robust performance indicators, as part of the Action Plan. This will include roles and responsibilities of the ESP high-level steering committee, policy, planning and coordination committee, and the technical working groups in mainstreaming gender equality in education.

Directly linked with the proposed implementation arrangements mentioned in the previous section, the monitoring and reporting processes of the Strategy will also be aligned with that of the ESP 2018-2022. This will ensure the full integration of the priorities of the Strategy with those identified in the ESP 2018-2022, promoting a cohesive approach in education interventions and ensuring cost efficiency in terms of time, human and financial resources.

Findings from the monitoring process will be channelled back into the Action Plan, which will be readjusted if necessary. A mid-term review is envisaged in the middle of the implementation cycle (2018-2022), to ensure the Strategy is on track. The final evaluation of the Strategy will be carried out at the end of the programmatic cycle to measure progress made against the goals and objectives of the Strategy but also with relation to the contribution of the Strategy to the attainment of wider gender equality objectives in the country. This will include information about both processes and outcomes, challenges and opportunities, as well as successful practices and lessons learned.

The findings of the evaluation will be used to inform and guide future decision-making and action in education and the development of future strategic documents.

In order to ensure accountability over the implementation of the Strategy and as part of its wider decentralisation efforts, the MoE will hold information meetings with relevant stakeholders, including MoE staff, school leadership, teachers and parents associations, civil society and development partners.

## ACRONYMS

CADE	UNESCO Convention Against Discrimination in Education
CEDAW	Convention on the Elimination of Discrimination Against Women
CIDA	Canadian International Development Agency
DOS	Department of Statistics
ECED	Early Childhood Education Development
EQAU	Education Quality and Accountability Unit
EMIS	Education Management and Information System
ERfKE	Education Reform for the Knowledge Economy
ESP	Education Strategic Plan
GDI	Gender Development Index
GDP	Gross Domestic Product
GEM	Global Education Monitoring Report
GII	Gender Inequality Index
GPA	Grade Point Average
HDI	Human Development Index
ICTs	Information and Communication Technologies
ICESCR	International Covenant on Economic, Social and Cultural Rights
MoE	Ministry of Education
NAfKE	National Assessment for Knowledge Economy
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
SDDP	School and Directorate Development Programme
SDG	Sustainable Development Goal
SRGBV	School-Related Gender-Based Violence
TIMSS	Trends in International Mathematics and Science Study
UNESCO	United Nations Educational Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	Office of the United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
VE	Vocational Education



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