



Ministry of Education's
**Education Strategic Plan Annual
Monitoring & Evaluation Report**

Year 2021/2022

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Content

Executive summary	6
Abbreviations	14
Chapter 1: Performance per ESP Domain	17
Domain 1 – Early Childhood Education and Development: 2021/2022 Progress Report	18
1. Key Results for 2021/2022	20
2. Domain 1 – Progress Analysis for 2021/2022 and Recommendations for 2023 /2024	21
2.1. Increased access and expanded opportunities of KG2 (Intermediate Outcome 1)	21
2.2. Expansion of kindergartens through partnerships with the private sector (Intermediate Outcome 2)	23
2.3. Quality assurance system for kindergartens developed (Intermediate Outcome 3)	24
2.4. Increased enrolment of children with disabilities in kindergartens (Intermediate Outcome 4)	25
2.5. Children's school readiness improved (Intermediate Outcome 5)	26
Domain 2 – Access and Equity: 2021/2022 Progress Report	28
1 Key Results for 2021/ 2022	30
2 Domain 2 – Progress Analysis for 2021/2022 and Recommendations for 2023/2024	31
2.1. Improved infrastructure that provides a safe physical school environment and ensures access to it, taking gender and disability into account (Intermediate Outcome 1)	31
2.2. Inclusive Education for Students with Disabilities (Intermediate Outcome 2)	33
2.3. Non-formal education opportunities improved and expanded (Intermediate Outcome 3)	35
Domain 3 – System Strengthening: 2021/2022 Progress Report	38
1 Key Results for 2021/2022	40
2 Domain 3 – Progress Analysis for 2021/2022 and Recommendations for 2023/2024	41
2.1. Improved Institutional Performance Management System (Intermediate Outcome 1)	41
2.2. Effective Education Management Information System (Intermediate Outcome 2)	43
2.3. Risk and crisis management institutionalized in the MoE (Intermediate Outcome 3)	45
Domain 4 – Quality: 2021/2022 Progress Report	46
1 Key Results for 2021/2022	47
2 Domain 4 – Progress Analysis for 2021/2022 and Recommendations for 2023/2024	48
2.1 Revised national curricula take gender and human rights concepts into account that meet the evolving needs and the revised national assessment system (Intermediate Outcome 1)	48

2.2. Improved student use of ICT in education (Intermediate Outcome 2)	51
2.3. Enhanced school leadership and community involvement (Intermediate Outcome 3)	53
2.4. Improving school performance (Intermediate Outcome 4)	55
2.5. Safe, attractive, stimulating, and risk-free learning environment provided (Intermediate Outcome 5)	56
Domain 5 – Human Resources: 2021/2022 Progress Report	58
1 Key Results for 2021/2022	59
2 Domain 5 – Progress Analysis for 2021/2022 and Recommendations for 2023/2024	60
2.1. Improved methodologies and processes for selecting, recruiting, and qualifying teachers pre service (Intermediate Outcome 1)	60
2.2. Improved process for selecting leaders at all administrative levels (Intermediate Outcome 2)	62
2.3. Improved professional development and licensing for in-service teachers (Intermediate Outcome 3)	63
2.4. M&E framework and quality control mechanisms developed for follow-up of professional development policies (Intermediate Outcome 4)	64
Domain 6 – Vocational Education: 2021/2022 Progress Report	66
1 Key Results for 2021/2022	68
2 Domain 6 – Progress Analysis for 2021/2022 and Recommendations for 2023/2024	69
2.1. National framework for the vocational education sector established in partnership with the Ministry of Labour, the Technical and Vocational Skills Development Commission and partners (Intermediate Outcome 1)	69
2.2. Increased participation in vocational education (Intermediate Outcome 2)	70
2.3. Improved quality of vocational education (Intermediate Outcome 3)	72
2.4. Partnerships between government and private sector institutions developed (Intermediate Outcome 4)	73
2.5. Student streaming system after the ninth grade updated to meet labour market requirements (Intermediate Outcome 5)	74
Chapter 2: Financial execution	77
Chapter 3: ESP Partnerships and Coordination	95
Chapter 4: Conclusions and Prioritized Recommendations	101
Annex 1: ESP Results Chain	112
Annex 2: ESP Results Matrix	126

Executive summary

This annual report presents the Jordan Ministry of Education's (MoE) results in implementing the Education Strategic Plan (ESP) in 2022^{1,2}. Overall, the year 2022 was marked by recovery from the Covid-19 pandemic. The pandemic has had an adverse effect on development gains and amplified pre-existing challenges facing education in Jordan. The MoE's learning recovery response is based on an institutionalized approach of non-formal and remedial education. Nationwide and large-scale diagnostic assessments have been conducted to understand the extent of learning loss, and support programmes have been launched to improve student learning and identify remedial strategies based on international and national best practices and experiences.

Education is one of the eight growth drivers included in the Economic Modernization Vision³ for the next decade launched in January 2022, in which the Government of Jordan is committed to further prioritizing actions to move forward with the transformation education agenda and ensure sustainability of the learning recovery responses post-Covid-19. In accordance with the Economic Modernization Vision and Jordan's statement of commitment at the United Nations Transforming Education Summit in September 2022, the MoE's priorities ahead include:

1. Setting the necessary foundation to achieve compulsory and free education in KG2 and improving the quality of basic and secondary education through:

- ◆ Implementing the KG2 universalization programme, including expanding infrastructure and developing KG1 curricula.
- ◆ Developing and implementing a sustainable remedial education programme to compensate for educational loss.
- ◆ Developing and reforming curricula of basic and secondary education frameworks.
- ◆ Developing a national strategy to evaluate students and approving the legal framework for Tawjihi reform.

2. Developing communications and IT infrastructure to ensure access to all educational systems, including leveraging existing planning tools, such as WebGIS, to optimize the planning of school infrastructure, maintenance, and resources to accommodate and further developing, maintaining, and investing in the MoE's Education Management Information System (EMIS) for evidence-based policy-making.

3. Executing training and qualifying teachers and educational leaders (pre- and in-service).

4. Developing vocational and technical education by reforming the Technical and Vocational Education and Training (TVET) system to enhance quality and relevance and to respond to the requirements of the labour market.

5. Updating the school construction plan, developing school planning to reduce overcrowding, cancelling the double-shift system in schools, rationalizing construction, reducing the number of rented schools, and expanding the kindergartens and vocational education sectors.

The education sector priorities as set out in the Economic Modernization Vision have provided a useful guideline for the annual report across the six ESP domains and the identification of future actions to be prioritized as recommendations under the transforming education agenda. By building on the achievements of the past year and by acknowledging the challenges that remain to be overcome, the MoE will be on track to provide a sustainable post-Covid-19 response to learning recovery for all children across Jordan.

¹ Education administrative data covering the 2021/2022 academic school year.

² Under the overall supervision of the Director of Educational Research and Planning, the report has been prepared by the MoE's M&E division. Following the initial work by the MoE's six ESP technical working groups, the Head of the M&E division together with a small writing committee prepared the report. UNESCO and its International Institute for Educational Planning provided technical support to the report structure and commented on the drafts.

³ <https://www.jordanvision.jo/img/vision-en.pdf>



Key Results per ESP domain for 2022

Domain 1

Early Childhood Education and Development

Following a sharp decline during the Covid-19 pandemic, participation in KG2 is picking up, with the KG2 gross enrolment rate increasing from 63.6% in 2020/2021 to 65.1% in 2021/2022. The construction, rehabilitation, furnishing and equipping of kindergartens with teaching and learning resources are identified as important contributing factors to the recent increase in the KG2 enrolment rate.

The MoE, supported by key partners, performed well above the ESP target for the cumulative number of furnished and equipped public KG2 classrooms, which reached a total of 2,719 rooms in 2021/2022 (up from 2,377 rooms in 2020/2021).

The MoE delivered close to the set target in terms of rehabilitated rooms (138 rooms against an annual target of 142). Two major achievements were the significant expansion of the existing programme on raising parental awareness of health, nutrition and social protection and the programme that raises children's readiness for learning.

Domain 2

Access and Equity

Underpinned by the Jordan Declaration on Inclusion and Diversity in Education, endorsed and signed by the Government of Jordan and development partners mid-2022, the MoE, in partnership with a range of key stakeholders, made impressive progress in the implementation of its inclusive education strategy. Key performance results in 2022 show that:

Although the gross intake rate of students at the basic level has improved over time, it remains a formidable challenge for many boys and Syrian children. The gross intake rate to the last grade of basic education increased from 84.6% in 2016/2017 (the ESP baseline year) to 90% in 2021/2022. The gross intake rate for boys is still far below that of girls, and only 56.7% of Syrian children entered the tenth grade in 2021/2022.

The share of youth enrolled in secondary education is steadily increasing. The rise was particularly strong in the past two years, with an increase in the net enrolment rate at the secondary level from 73.8% in 2020/2021 to 77% in 2021/2022. At the same time, an important disparity between boys and girls persists over time, at the advantage of girls. In 2021/2022, girls secondary net enrolment rate was 83.1% compared with 71.7% for boys.

The number of students with disabilities enrolled in regular schools increased by 44% compared with the previous year, reaching 26,700 students in 2021/2022.

Despite the recent progress, the limited data available show that many children with an identified disability either never enrol in school or do not complete school.

Significant progress has been made in implementing non-formal education programmes and providing education to dropouts by opening new centres for the Catch-up Programme and the Culture Promotion Programme for Dropouts as well as providing incentives to encourage them to enrol in education. This led to an increase in the number of dropout students being enrolled in catch-up education centres and cultural promotion centres, and the implementation of educational and extracurricular activities in the centres with the support of the joint financial grant in the Quick Access to Education initiative. These efforts led to many accomplishments, including 1,758 male and female students graduating from non-formal education centres (centres for promoting culture for dropouts and catch-up education centres) during the academic year 2021/2022. Students were referred to formal and non-formal education (home studies). This was made possible by the approval of the fourth educational cycle that was added to the Culture/Knowledge Enhancement Programme for dropouts that enables programme graduates to obtain their tenth grade certificate in basic education, complete their formal education, and promote integration and diversity in the programme by building an e-learning platform for the non-formal education programme and a national framework proposal for adult education and literacy.

Domain 3 System Strengthening

There has been a significant increase in the percentage of approved school development plans implemented, reaching 82% for schools in 2021/2022. The improvement is due to the capacity-building efforts of development plan implementers, regular follow-up through field visits, and feedback on implemented plans. To boost excellency and innovation, a new Directorate of Institutional Performance was established in the MoE in March 2022, with dedicated units for innovation, excellency, crisis and risk management and monitoring and evaluation.

The EMIS policy was endorsed in June 2022 and the ESP monitoring and evaluation (M&E) framework has been updated, including the digitalization of the ESP results indicators through the OpenEMIS monitoring tool. The Ed-tech Strategy was launched in March 2022, aimed at structuring and organizing all aspects related to e-learning in Jordan.



Domain 4 Quality

The learning loss caused by Covid-19 was at the heart of the MoE's undertakings in 2022 and will remain so for the foreseeable future. Different large-scale diagnostic studies of students in Grades 3–11 provide testimony of the significantly lower levels of learning than what is expected for these grades, indicating that most students need additional support. Although an improvement from the previous year, only two-thirds of students succeeded in the national Tawjihi exam in 2022, with the boys pass rate being much lower than that of girls.

The National Diagnostic Assessment 2022 has helped teachers identify learning gaps. The detailed analysis of findings from the National Diagnostic Assessment will provide a comprehensive source of information on disparities in learning by gender, location, school type and subject, and will further assist with identification of students' strengths and weaknesses.

Educational materials for the remedial interventions national programme for Grades 1–3 and 4–6 were prepared, which aim to address learning losses and provide students with basic skills. Teachers and supervisors were trained, following training material, to help implement these interventions in the classroom.

The Learning Bridges Initiative has reached over half a million students, including refugees, and continues to provide resources to accelerate and recover children's learning.

In 2021/2022, the percentage of developed curricula and textbooks that consider gender and human rights in their content increased by 8% from the baseline to become 19%.

The percentage of schools connected to the Internet continued to increase in 2022, alongside the percentage of teachers and students who fully use information and communication technology tools effectively. This has been achieved through the Electronic Connectivity Project supervised by the Jordanian Armed Forces.

There was a slight improvement in the share of schools with an acceptable level of performance, reaching 38%. The Education Quality and Accountability Unit visited 1,057 schools in the 2021/2022 academic year, of which 402 schools were assessed as having achieved an acceptable level of performance or more. In the previous year, 35% of the visited schools achieved an acceptable level or more.

Important achievements were made in terms of promoting a safe and stimulating school environment, most notably with expanded school feeding and violence detection. In 2021/2022, 3,750 schools have implemented violence detection and referral procedures. The MoE launched the National School Feeding Strategy for the 2022–2025 period, with 450,000 students benefiting from school feeding programmes reaching across 34 of Jordan's Field Directorates in 2021/2022.

Domain 5

Human Resources

An urgent priority for the transformation of education in Jordan is for the MoE to ensure that pre- and in-service professional development meets the needs of educators and learners and supports teachers in their career advancement in line with the new ranking system.

In 2021/2022, just over two-thirds of trainees at the MoE successfully passed professional development programmes. However, a targeted effort is needed to improve the professional development achievement of male trainees. A total of 180 education support teachers have been recruited and appointed to 60 schools aimed at supporting the Acceleration of Access to education initiative 2.0. This indicator has been achieved by 97% through close coordination with the Human Resources Department and the Inclusive Education Department in the MoE. Job descriptions have also been prepared for multidisciplinary teams, with 42 teams in 42 directorates consisting of seven specializations in physics, psychology, and pedagogy, with a total of 294 specialists to provide support for all the inclusive schools.

Updated criteria for selecting school principals and advisory positions have resulted in improved quality of leaders selected in 2021/2022 based on rank, experience, and achievement profiles. **The MoE formulated standards for administrative jobs** in accordance with the system of ranks and competencies and updated the professional development curriculum for teachers and administrators.

Domain 6

Vocational Education

The MoE has launched the Strategic Plan for TVET, which aims to improve access to equitable and inclusive vocational education. An important policy decision of the TVET reform is streaming students after the ninth grade into either vocational or academic track, which has been developed with the start of the streaming planned for the 2023/2024 academic year.

In 2021/2022, vocational education enrolment as a percentage of total secondary enrolment stood at 13%, up from 10.5% in 2019/2020. The availability of financial allocations from development partners made it possible to establish one vocational school for boys and 15 workshops (five male and 10 female) and 11 classrooms in 2021/2022, allowing for increased participation in vocational education.



Financial Expenditure for 2022

Public spending on education remains a relatively small share of the total public expenditure in Jordan and has been stagnant in recent years.

In 2022, public spending on education (total including general education, TVET and higher education) amounted to JOD 1.25 billion. In real terms, public expenditure on education has increased by 2% on average per year between 2019 and 2022. As a proportion of GDP and of the total public budget, education spending in Jordan has stalled at about 3.5% of GDP and 10% of government spending. International benchmarks recommend public spending on education to be between 4% and 5% of GDP and between 15% and 20% of total public spending.

With 75% of recurrent spending on education in 2022, basic education remains the largest budget priority, followed by secondary education (9.7%) and higher education (8.7%). On the other hand, despite being hailed as one of most important keys to improving learning achievements, kindergarten received only 0.4% of public recurrent spending in 2022. The same year, TVET, another important sub-sector for youth employment, accounted for 2% of recurrent spending.

The MoE's operational costing is characterized by important discrepancies between planned and actual spending, calling for more coherent and rigorous financial programming by the MoE. An analysis of the gap between programmed expenditure as per the ESP costing and the final actual spending reveals important discrepancies. While the total programmed cost for 2022 may seem to be close to final execution (98%), a closer look at single item expenditure items shows another pattern. Non-salary actual spending exceeded programmed cost by 39%, while for capital expenditure, actual spending accounted for only 64% of planned cost. The latter confirms prior findings related to weak capacities for planning and implementing investment projects.

It is challenging to present a comprehensive account of external funding to the education sector as off-budget expenditure is not captured through the Government Financial Management Information System. While the execution and reporting of flows are channelled through the state budget, and thus the Treasury is aligned with national procedures, this is not the case for off-budget projects. Best available data shows that domestic funding accounted for the vast majority of overall education financing in Jordan in 2021 (82% or JOD 1.1 billion), with the remainder (18% or JOD 245 million) comprising sectoral budget support (10% or JOD 130 million), off-budget projects (7% or JOD 92 million) and technical assistance (2% or JOD 23 million).

Key Partnerships and Coordination Results for 2022

A strengthened comprehensive and inclusive partnership and coordination structure for policy dialogue. A more structured and diversified Policy, Planning and Coordination Committee (PPCC) for policy dialogue between the MoE and its partners has been put in place in 2022, with meetings better mapped to sector priorities. The PPCC has transformed from an information-sharing platform to a platform for thematic and policy discussions.

Strengthened capacities of the technical working groups (TWGs) and new linkages with PPCC established for improved ESP monitoring and evaluation. By updating the ESP M&E framework, the MoE has achieved a more permanent activation of TWGs. As a direct follow-up to the ESP midterm review and the decision to extend the ESP to end 2025, the six TWGs have worked on the ESP M&E framework, including updated results matrices and an M&E calendar, both consulted with partners.

ESP Key Performance Indicators (KPIs)

Domain	KPI Code	Indicator Code	Indicator	Status	Year 2022\2021	Achievement Percentage
						[i]*
ECED	1	i.1	Percentage of gross enrolment in KG2	Target	62.7	
				Actual	65.1	103.83%
	2	i.2.a	Percentage of gross enrollment in basic Education ((1 – 10	Target	97.3	99.79%
				Actual	97.1	
		Disaggregation	Percentage of gross enrollment in basic Education ((1 – 3	Target	*[NA][ii	NA
				Actual	NA	
		Disaggregation	Percentage of gross enrollment in basic Education ((4 - 10	Target	NA	NA
				Actual	NA	
	i.2.b	Percentage of gross enrollment in secondary Education	Target	82	98.78%	
			Actual	81		
3	i.2.j	Percentage of dropout - (basic (1 – 3	Target	NA	NA	
			Actual	NA		
	i.2.k	Percentage of dropout - (basic (4 - 10	Target	NA	NA	
			Actual	NA		
Access and Equity	4	i.2.1.1	Number of schools that have been maintained according to approved maintenance standards	Target	500	134%
				Actual	671	
	5	i.2.1.2	Number of Schools that provide basic services for students with disabilities	Target	1005	100%
				Actual	1002	
	6	i.2.1.3.a	Number of newly constructed public schools	Target	100	33.00%
				Actual	33	
	i.2.1.3.b	Number of classroom additions constructed in public schools	Target	400	142.75%	
			Actual	571		
	7	i.2.2.a	Number of students with disabilities enrolled in schools	Target	25000	106.80%
				Actual	26700	
8	i.2.3.1.a	Number of students enrolled in culture enhancement programs for drop-outs	Target	4543	100.00%	
			Actual	4543		
	i.2.3.2.a	Number of students enrolled in catch-up programs	Target	861	100.00%	
			Actual	861		
	i.2.3.3.a	Number of students enrolled in literacy programs	Target	2000	86%	
			Actual	1729		
i.2.3.3.b	Number of students enrolled in home studies program	Target	6000	113%		
		Actual	6680			

Domain	KPI Code	Indicator Code	Indicator	Status	Year 2022\2021	Achievement Percentage
System Strengthening	9	i.3	The Ministry's mark in the King Abdullah II Award for Excellence in Government Performance and Transparency	Target	NA	NA
				Actual	NA	NA
	10	i.3.2.2	Percentage of schools qualified to employ educational technology	Target	54	100%
			Actual	54		
Quality	11	i.4.a	Success rate of students in the Tawjihi exam	Target	63	100%
				Actual	63.1	
	12	i.4.b	Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies	Target	NA	NA
				Actual	NA	
	13	i.4.c	Percentage of students in the second and third grades who can read and do arithmetics with understanding	Target	NA	NA
				Actual	NA	
	14	i.4.1.1.a	Percentage of students who received supportive remedial programs	Target	NA	NA
Actual				NA		
15	i.4.2.1	Percentage of students who use E-learning management system tools and materials regularly	Target	10	270.00%	
			Actual	27		
16	i.4.4.a	Percentage of schools rated as performing acceptable or better according to the criteria of Education Quality and Accountability Unit	Target	35	108.57%	
			Actual	38		
Human Resources	17	i.5	Percentage of male and female trainees at the Ministry of Education who have successfully passed professional development programs	Target	66.69	100.00%
				Actual	66.69	
	18	i.5.1	Percentage of human resources appointed in the ministry based on approved professional development standards and professional development programs (pre-service diploma or its equivalent)	Target	13	0.15%
				Actual	0.02	
Vocational Education	11	i.6.a	The success rate of vocational education students in the general secondary examination	Target	48	107.08%
				Actual	51.4	

*Achievement Percentage = (Achieved / Target) * 100. The resulting percentage represents the proportion of the target that has been successfully accomplished.

NA: (1) Indicator not applicable for the reporting period; or (2) Disaggregated data cannot be aggregated. Thus, total values are not applicable.

Abbreviations

CSR	Creditor Reporting System
EMIS	Education Management Information System
EQUA	Education Quality and Accountability Unit
ESA	Education Sector Analysis
ESP	Education Strategic Plan
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GIS	Geographic Information System
HCD	Higher Council for the Rights of Persons with Disabilities
HLSC	High-Level Steering Committee
ICT	Information and Communication Technology
IMF	International Monetary Fund
IT	Information Technology
JOD	Jordanian Dinar
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoF	Ministry of Finance
MoPIC	Ministry of Planning and International Cooperation
NCCD	National Center for Curriculum Development
NCFA	National Council for Family Affairs
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
PPCC	Policy, Planning and Coordination Committee
PPP	Public-Private Partnership
SDDP	School and Directorate Development Programme
TAP	The Youth and Education Support Project
TVET	Technical and Vocational Education and Training
TVSDC	Technical and Vocational Skills Development Commission
TWG	Technical Working Group





Chapter 1

Performance per ESP Domain





This chapter sums up the progress by MoE made in 2022 in the six Education Strategic Plan (ESP) domains,

aiming to inform the work plans for 2023/2024 for the Ministry of Education's (MoE) directorates and divisions. The focus of the chapter is on the achievements and challenges in terms of the 2022 implementation, linking the MoE programme activities and outputs to higher level results in terms of enrolment, education quality and system effectiveness.

The progress reporting from the ESP's six domains is structured along the education priorities agreed during the ESP midterm review, which is summarized visually in the ESP results chains (see Annex 1). The reporting is based on the monitoring of the indicators in the ESP results matrix (see Annex 2).

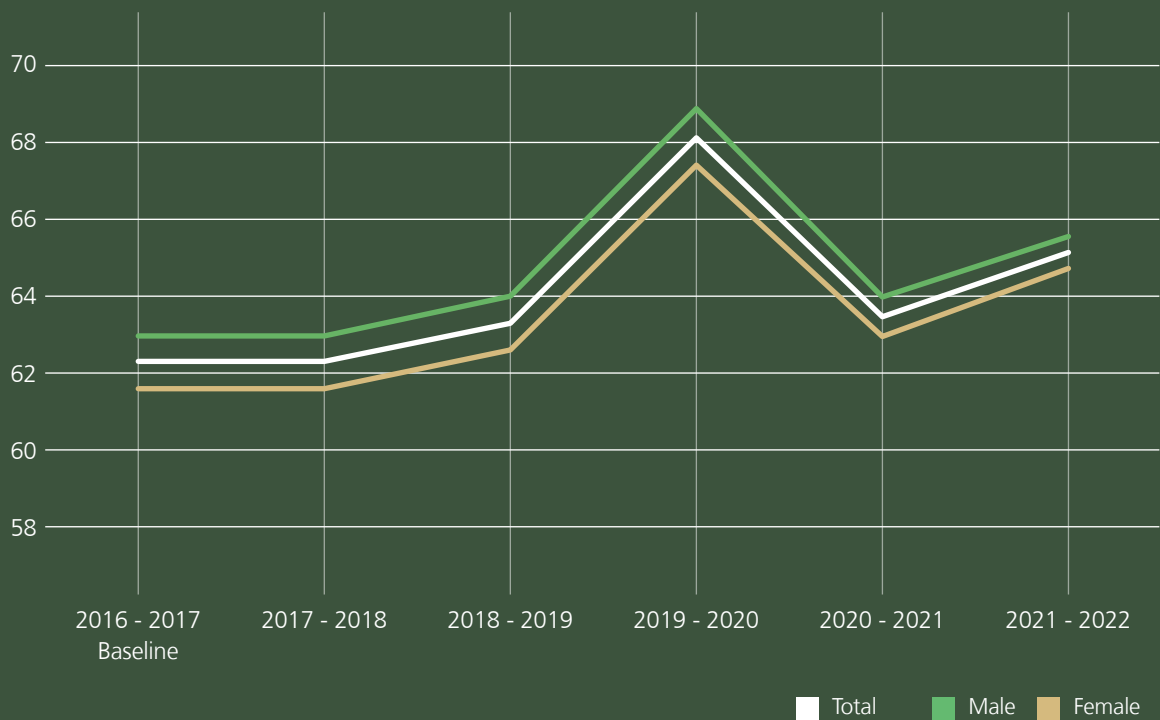
Domain 1

Early Childhood Education and Development

2021/2022 Progress Report

Increased access to quality education for children (male and female) in early childhood education and increased readiness to learn for life **(Outcome 1)**

Graph 1: GER in KG2, total and by gender (%).

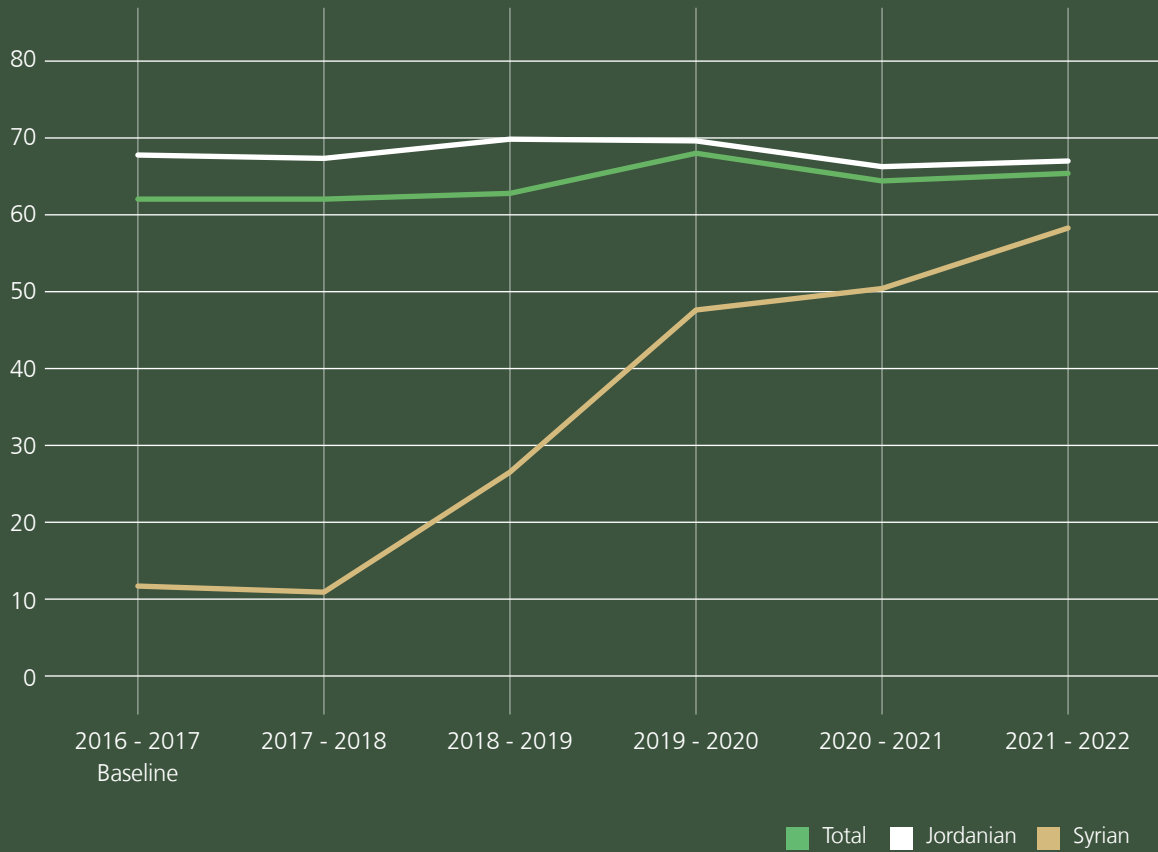


Note: Data included in the graph are reported in Annex 2.
Source: MoE OpenEMIS Monitoring Tool (2023)

Participation in KG2 is picking up again.

Before the pandemic in 2020, the gross enrolment rate (GER) in KG2 witnessed an impressive increase of 5.8 percentage points from 2016/2017 to 2019/2020, when it hit its maximum value of 68%. However, this progress was hindered by the pandemic in 2020 when kindergartens closed and the percentage of KG2 children enrolled in 2020/2021 decreased by 4.7 percentage points. A year into the pandemic, the GER in KG2 rebounded and saw an increase of 1.5 percentage points from 63.6% in 2020/2021 to 65.1% in 2021/2022. This progress was due to the MoE's deployed efforts in using double shifts and the rotation system to accommodate the maximum number of children possible and expanding the construction of kindergarten classrooms, among others.

Graph 2: GER in KG2, total and by nationality (%).



Note: Data included in the graph are reported in Annex 2.
Source: MoE OpenEMIS Monitoring Tool (2023)

Despite impressive progress, there are still high disparities in KG2 enrolment between Jordanian and Syrian children.

Some impressive increases in Syrians' participation in KG2 have been observed in recent years. The gap was 56 percentage points to the advantage of Jordanians in 2016/2017 (when only 11.8% of Syrian children were enrolled) and decreased to reach 9.7 percentage points in 2021/2022 (when 56.5% of Syrians were enrolled). This is promising as Syrian participation, provided as ongoing efforts by the MoE and its partners are intensified, could catch up to Jordanians in the coming years.

1 Key Results for 2021/2022

1. Significantly increasing the number of public KG2 sections (classes) established.

- ◆ Rehabilitating (modernizing) 138 public KG2 classrooms in 2021/2022 after the closure of schools and the delay in building and rehabilitating kindergarten classrooms due to the Covid-19 pandemic.

2. Expanding children's readiness for learning programme.

- ◆ Enforcing the principle of equal opportunities and justice among all children, the MoE has expanded the implementation of the Readiness Raising Programme for children who were unable to enrol in public or private kindergartens. In 2021/2022 (FY2022), the programme reached 7,346 children out of 5,000 targeted compared with 5,833 in the previous year (FY2021) out of the 5,000 targeted.

3. Increasing the number of parents and caregivers who have received the Readiness Raising Programme.

- ◆ Announcing the programme in all directorates of education through official channels, such as circulars, official and unofficial letters, for example leaflets and advertisements in the local community and mosques, to motivate parents to enrol their children in the Readiness Raising Programme. Moreover, the MoE counted the numbers and collected the names of all children who are not enrolled and communicated with their parents to enrol them in the readiness programme.
- ◆ After raising awareness about the importance of early childhood education and its impact on a child's future, parents became more motivated to participate in the programme. The number of parents and caregivers who received the Readiness Raising Programme reached 6,500 in FY2022 compared with 5,641 in FY2021.

4. Achieving remarkable progress in furnishing kindergarten rooms and equipping them with learning and education tools for the year 2022/2021.

- ◆ Making remarkable progress in furnishing and equipping public kindergarten rooms for the academic year 2021/2022 by redoing 342 rooms, which represents an increase of 200 rooms over the target of 142. Thus, it achieved a quantitative leap in the number of public kindergarten rooms furnished and equipped with learning and education tools, bringing the total number of public kindergarten rooms furnished and equipped with learning and education tools to 2,719 rooms. This was achieved due to the provision of the necessary funding by donors (note that furnishing includes new and old classrooms).

5. Completing the needs and gaps assessment study according to the directorate and the child's age.

- ◆ Contacting the Department of Statistics to obtain the number of births in 2016 to determine the number of necessary classrooms (public and private) and the total need for full absorption to accommodate children born in 2016 in the kindergarten stage to ensure that there are 25 children per each section/classroom.





2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.1 Increased access and expanded opportunities of KG2 (Intermediate Outcome 1)

Intermediate Outcome 1

Main achievements in 2021/2022

- Based on the efforts of the MoE and its partners, the GER in KG2 increased from 63.6% in 2020/2021 to 65.1% in 2021/2022. This promises the possibility of reaching the target of 68% for the year 2022/2023.
-  After the closure of schools and the delay in building and rehabilitating kindergarten classrooms due to the COVID-19 pandemic, **the MoE was able to rehabilitate 138 classrooms in public KG2**, which is close to the target of 142 KG2 classrooms in 2021/2022.
-  The year 2021/2022 also witnessed an **increase in the number of public kindergartens furnished and equipped with learning and education tools by 342 rooms** compared with the year 2020/2021, which represents an increase of 200 rooms compared with the target. Thus, it achieved a quantitative leap in the number of public kindergartens furnished and equipped with learning and education tools, bringing the total number to 2,719 rooms. This was achieved due to donors providing the necessary funding in addition to the efforts made by the MoE in cooperation with supporters and partners through:
 - ◆ Applying the double-shift system in areas of need when financial allocations are available.
 - ◆ Adopting a flexible system (in kindergartens that received numbers exceeding their absorptive capacities).
 - ◆ Renting buildings in the areas most in need.
- ◆ Applying a rotation system to accommodate the maximum number of children in schools that have waiting lists.
- ◆ Using unused rooms in schools in areas of need where children are on waiting lists.
- ◆ Expanding the construction of KG2 classrooms in schools when there is a need and a space.
- ◆ Facilitating the establishment and licensing procedure for the private sector, which contributes to the further development of kindergarten classrooms.
- The MoE has completed the preparation and launching of the strategic plan for expanding kindergartens, which included a needs and gaps assessment study. The MoE communicated with the Department of Statistics to obtain the number of births in 2016 to determine the number of (public and private) classrooms needed to accommodate children born in 2016, so that there will be 25 children per classroom, and to identify the total need for full absorption. This was done by counting the number of public and private kindergarten classrooms to determine the number of sections available in order to identify places/areas in need and calculate the gap. After analysing the data, the appropriate decision was taken to absorb the children based on the directorates. This contributed to the establishment of KG2 classrooms in the target areas and bridging the gap to achieve full absorption. Based on analysed data, the number of public and private KG2 sections (classes) needed to fully accommodate students was 3,535 in 2020/2021, which decreased to 2,014 classrooms in 2021/2022. This indicates a significant achievement to reach the target thanks to the efforts deployed by the MoE and the private sector. The MoE also launched the operational school construction plan, which identified areas for expansion in kindergartens.

Intermediate Outcome 1

Main challenges in 2021/2022

There are still challenges facing the rehabilitation of sections for KG2 and the establishment of new kindergartens, which are as follows:

- The new construction and licensing system has not yet been approved.
- Lack of spaces for construction in the areas most in need of kindergartens for the donor-funded projects, noting that the Department of Educational Planning and Research can locate the areas most in need as deemed appropriate.
- Slow procedures for tendering construction and furnishing as a result of the large number of procedures, objections from contractors, and delays in receipt and delivery procedures due to obstacles related to technical specifications.
- Insufficient financial support from donors, whether for construction, land acquisition, leasing, equipment, and stationery.

Intermediate Outcome 1

Recommendations for 2023/2024

To increase access and expansion of the KG2, the MoE needs to:

- Obtain the approval of the regulation of construction and licensing kindergartens by the relevant authorities as soon as possible.
- Acquire land in highly populated areas to build complexes for kindergartens, provided that the goal should be determined in line with the amount allocated in the budget or by the donor.
- Facilitate the procedures for tendering construction and furnishing of kindergartens in a manner that does not conflict with technical specifications and public safety.
- Provide financial resources for the acquisition of plots of land for the construction of kindergartens for children.
- Build more kindergarten classrooms, whether by establishing new schools or kindergarten classrooms in existing schools. Based on the ESP, the annual target is 142 new KG2 classrooms in public schools.
- Seek new sources of funding for acquiring land, building kindergarten classrooms, maintaining existing rooms, furnishing and equipping kindergarten rooms, and supporting early childhood programmes.




2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.2 Expansion of kindergartens through partnerships with the private sector (**Intermediate Outcome 2**)

Intermediate Outcome 2

Main achievements in 2021/2022

-  Considering the cooperation and partnership between the MoE and the private sector, **the number of kindergartens established in the private sector increased. Until the end of 2022, 146 kindergarten classrooms have been established**, which is close to the target of 160 rooms for the same year.
- A draft regulation for the establishment and licensing of private educational institutions was prepared.

Intermediate Outcome 2

Main challenges in 2021/2022

The MoE faced several challenges regarding the expansion of kindergartens through partnership with the private and civil sectors, including:

- The difficulty of electronic connectivity and joint coordination between the relevant authorities (such as the Municipality of Amman, local administration councils, chambers of industry and commerce, and civil defence).
- The lack of demand for investment in kindergartens due to the difficulty of establishing them, as well as licensing procedures and the weak financial capacity of parents.

Intermediate Outcome 2

Recommendations for 2023/2024

To expand kindergartens by partnering with the private and civil sectors, the MoE needs to:

- Obtain the approval of the establishment and licensing regulation from the relevant authorities as soon as possible.
- Provide specialized companies to support electronic connectivity and joint coordination by creating a unified platform (one-stop shop) and automating registration and licensing procedures, aiming to facilitate procedures and reduce time and cost.
- Provide financial resources to strengthen partnerships between the public and private sectors in kindergartens.
- Agree on a convenient partnership model with the private sector based on common foundations of success.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.3 Quality assurance system for kindergartens developed (Intermediate Outcome 3)

Intermediate Outcome 3 Main achievements in 2021/2022

- Developing and piloting a draft regulation for quality assurance for public and private kindergartens in 2022 that guarantees quality and accreditation standards. Receiving feedback to endorse it in 2023 and train on it in 2024.
- Preparing a matrix of roles and responsibilities for the Quality Assurance Regulation for kindergartens and approving it.

Intermediate Outcome 3 Main challenges in 2021/2022

The MoE faced several challenges in order to develop the Quality Assurance Regulation, including:

- The need for qualified and trained human resources from the MoE's centre and the directorates to implement the Quality Assurance Regulation and monitor its activation in public and private kindergartens duly.
- The need to identify the body (internal or external) that will grant accreditation to kindergartens.
- Limited financial resources to digitalize the standards of the Quality Assurance Regulation and the provision of electronic devices used in the assessment.

Intermediate Outcome 3 Recommendations for 2023/2024

To develop/updated the Quality Assurance Regulation for kindergartens, the MoE needs to:

- Adopt the Quality Assurance Regulation for kindergartens.
- Qualify/train the human resources necessary for implementing the regulation and activating it as soon as possible. The regulation is now in the experimental/pilot stage as the company implementing the regulation has trained 20 staff members from the MoE's centre. Later on, after amending it in light of the pilot project's results and its approval, the MoE will train professional cadres to implement it.
- Identify an internal or external body to grant quality and accreditation to kindergartens.
- Provide sufficient financial allocations for the implementation of the Quality Assurance Regulation for public and private kindergartens and activate it.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.4 Increased enrolment of children with disabilities in kindergartens (Intermediate Outcome 4)

Intermediate Outcome 4

Main achievements in 2021/2022

- Achieving the target enrolment rate in KG2 for children with disabilities for the year 2021/2022. The number of children with disabilities enrolled in kindergarten reached 220, according to OpenEMIS data.
- Preparing and approving a training manual for inclusive education for children with disabilities in kindergartens.

Intermediate Outcome 4

Main challenges in 2021/2022

The MoE faced several challenges in order to increase the enrolment of children with disabilities in kindergartens, including:

- Insufficient infrastructure for children with disabilities in public schools (supplies, ramps, elevators, toilets, special educational tools, etc).
- Lack of financial resources to appoint shadow teachers.
- Lack of experience of kindergarten teachers in dealing with students with disabilities.
- Parents' refusal/reluctance to merge their children with children with disabilities.

Intermediate Outcome 4

Recommendations for 2023/2024

To increase the enrolment of children with disabilities in kindergartens, the MoE needs to:

- Adequately provide the necessary infrastructure for children with disabilities in public schools.
- Allocate finance to build the capacities of kindergarten workers on the skills of dealing with children with disabilities.
- Conduct awareness campaigns for parents on the importance of integrating children with disabilities with their peers in the classroom.
- Work on early detection and intervention by identifying the diverse needs of children and supporting an enabling environment that responds to them, including those with learning disabilities and difficulties.
- Understand the importance of training workers in schools and directorates pre- and in-service on the correct blended learning foundations.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.5 Children's school readiness improved (Intermediate Outcome 5)

Intermediate Outcome 5

Main achievements in 2021/2022

- In order to enforce the principle of equal opportunities and justice among all children, the MoE has implemented the Readiness Raising Programme for children who were unable to enrol in public or private kindergartens in order to provide them with the best educational experience and opportunities that enable them to catch up with their peers who enrolled in kindergartens.
- The number of children enrolled in this programme for the year 2021/2022 (FY2022) reached 7,346, noting that the target value was 5,000 children. This achievement is thanks to several measures taken by the MoE to reduce the number of children not enrolled in kindergartens, including:
 - ◆ Counting the children who are not enrolled and communicating with their parents to enrol them in the training programme.
 - ◆ Preparing a training manual for parents and their children.
 - ◆ Approving the Readiness Raising Manual within the new teacher ranking system.
 - ◆ Ensuring that parents and caregivers have improved knowledge of parenting practices, the importance of spending time with their children playing and reading books, and the importance of positive discipline. This is done through a team of intellectuals (school principals) at the MoE who present educational courses for parents on the updated parental awareness programme, namely Our Happy Home, which aims to reach the largest possible number of parents and caregivers to increase their awareness and educate them about the various methods and means to raise and train their children at an early age from birth to 9 years, and provide a safe and exciting family environment to ensure their proper growth and development. During the year 2021/2022, 114 educational courses were implemented and 2,300 parents and caregivers were reached. In order to motivate parents to enrol their children in the readiness programme, the MoE:
 - ◆ Announced the programme in all directorates and through social media platforms.
 - ◆ Compensated parents with money for using the Internet.
 - ◆ Provided incentives for children (bag with contents).
 - ◆ Held an open day activity and a developmental characteristics session under the Parent Participation Programme in kindergarten and the first three grades during the first semester. The number of volunteers participating from the parents of kindergarten and the first three grades reached 71,431 during the first and second semesters of 2021/2022.
 - ◆ The Parent Participation Programme Guide in Kindergarten and the first three grades have been approved in the new teacher ranking system.

Intermediate Outcome 5

Main challenges in 2021/2022

The MoE faced several challenges in order to increase children's readiness for learning, including:

- Lack of financial resources (represented by a lack of rewards for workers in the training programme, which weakens their motivation and therefore refrains them from participating in the programme, as well as insufficient stationery and readiness of training centres).
- Difficulty reaching children who are not enrolled in some areas (remote areas where children live far from school).

Intermediate Outcome 5

Recommendations for 2023/2024

- Start training the pivotal team and hold educational sessions for parents and caregivers to implement the full absorption programme for KG2 (vision of economic modernization).
- In order to increase children's readiness for learning, the MoE needs to:
 - ◆ Provide the necessary financial resources to implement the programme.
 - ◆ Provide transportation (or a transportation allowance) for children who are not enrolled in some remote areas where their places of residence are far from schools.
 - ◆ Conduct awareness campaigns on the importance of the readiness programme.
 - ◆ Implement the programme to raise readiness during the summer period.



Domain 2

Access and Equity

2021/2022 Progress Report

Access and equity ensured to achieve justice for both sexes by raising the enrolment rate in schools and absorbing all age groups in education for all **(Outcome 2)**

Graph 3: GIR for the last grade of the basic stage (tenth grade) by gender and nationality (%)

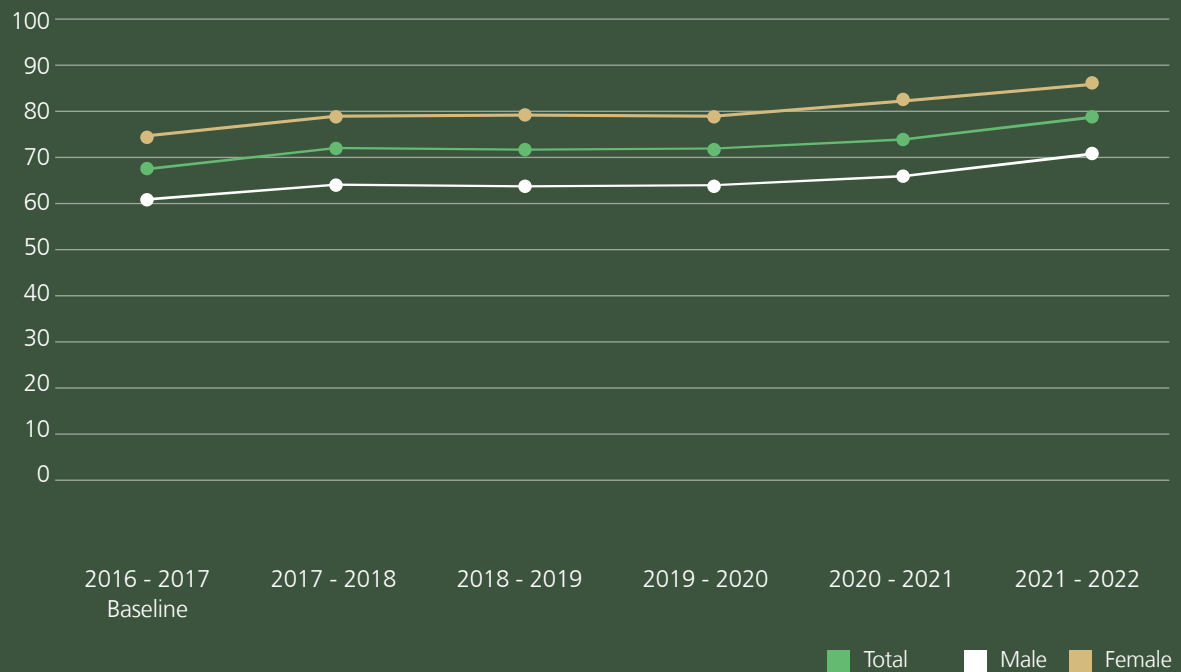


Note: Data included in the graph are reported in Annex 2.
Source: MoE OpenEMIS Monitoring Tool (2023)

The gross intake rate (GIR) to the last grade of basic education has improved significantly since the beginning of the ESP, increasing from 84.6% in 2016/2017 to 90% in 2021/2022.

The GIR of boys rose by more than 4 percentage points over the period, while the GIR of girls rose by more than 6 percentage points. Moreover, the share of Syrian children who accessed the last grade of basic education improved over the period. In 2016/2017, the GIR for Syrian children was 48.7%, whereas it reached 56.7% in 2021/2022.

Graph 4: Secondary net enrolment rate, total and by gender (%).



Note: Data included in the graph are reported in Annex 2.
Source: MoE OpenEMIS Monitoring Tool (2023)

The share of students enrolled in secondary education is steadily increasing.

The rise has been particularly strong over the past two years, with an increase in the net enrolment rate at the secondary level from 73.8% in 2020/2021 to 77% in 2021/2022. At the same time, an important disparity persists over time between boys and girls, at the advantage of girls. In 2021/2022, the net enrolment rate for secondary girls was 83.1% compared with 71.7% for boys.

1 Key Results for 2021/2022

1. The share of students in schools (or in non-formal education centres) with the support of the Access Accelerator Initiative 2.0 reached 89.10%, and 151,668 textbooks were distributed to Syrian students in the first, second and third cycle only for the academic year 2022/2023. ⁴

2. The number of students with disabilities in regular schools increased to 26,700 male and female students, an increase of 44% compared with the year 2020/2021. The number of schools receiving students with disabilities increased to 1,002 schools, including 132 inclusive pioneering schools. Furthermore, 237 assistant teachers were appointed in 90 inclusive pioneering schools (Third Strategic Goal – Empowerment Pillar in the National Strategy for Social Protection Planning 2019 – 2025).





⁴ AAI Mid-Year Progress Report, December 2022.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.1 Improved infrastructure that provides a safe physical school environment and ensures access to it, taking gender and disability into account (**Intermediate Outcome 1**)

Intermediate Outcome 1

Main achievements in 2021/2022

-  Activating the smart maintenance module in WebGIS during December 2022 in partnership with UNESCO to facilitate the follow-up of maintenance procedures and determine the needs of schools for light and heavy maintenance. **The number of schools maintained according to the approved maintenance standards in 2021/2022 reached 671 schools** compared with 1,142 in 2020/2021, noting that the target number was 800 schools. This increase is due to the measures taken by the MoE in partnership with donors to rehabilitate schools and the issuance of 328 maintenance tenders, covering 671 schools.
- Equipping 30 inclusive pioneering schools and implementing maintenance projects in seven existing schools in cooperation with UNICEF, with the aim of meeting the needs of students with disabilities. ⁵
-  **Building 33 new public schools** with 571 classrooms and 138 kindergarten rooms, conducting 30 projects to add classrooms to existing schools (including 238 classrooms and six kindergarten rooms), completing 29 kindergarten buildings, and delivering 97 kindergarten rooms, bringing the total to 956 rooms.
- Identifying the sites of 500 existing candidate schools for classroom additions and 200 sites for establishing/constructing schools and nominating them to increase their space (expand) within the Enhancing School Management and Planning project. Started evaluating and auditing the outputs of the surveying company in the office and on-field, with 32 projects being approved (donors' acceptance of projects to construct new school buildings and classroom additions).
- Training 34 new liaison officers on the usage of approved geographic information systems (GIS).
- Preparing the new draft of the school design guidelines, which is in the final review phase before submission to the MoE in January 2023. Maintenance guidelines have been added to the draft guidelines.⁶

⁵ Third Strategic Goal – Empowerment Pillar in the National Strategy for Social Protection 2019–2025.

⁶ School Building Programme (SCP I & II, Short Monthly Progress Report 046).

Intermediate Outcome 1

Main challenges in 2021/2022

- The enormous pressure on the concerned procurement committees at the MoE's headquarters, especially after disbanding local committees in the directorates (centralization of work in the tendering of projects).
- Falling behind the target of building 100 schools annually due to the lack of financial allocation and the lack of land owned by the MoE to build schools.
- Limited time for tendering as the budget is approved in the first quarter of the year and the deadline for tendering is mid-October.
- Insufficient financial allocation (to build new schools and rehabilitate and maintain existing ones) in the 2022 budget.
- Low budget available to build new schools.
- Donor requirements regarding construction sites and specifications with high standards that are difficult to achieve in some places and environments.
- Lack of qualified human resources working at the MoE's headquarters and the directorates of education.
- The existence of many schools with the old design that is not suitable for rehabilitation.
- Lack of specialized technical personnel to examine tenders.

Intermediate Outcome 1

Recommendations for 2023/2024

To ensure an inclusive and gender- and disability-sensitive school infrastructure, the MoE needs to:


- Construct 14 schools in the public-private partnership (PPP) project (Economic Modernization vision).
- Develop plans for non-infrastructure projects and build 25 schools under the PPP project.
- Activate the partnership between the public and private sectors through the MoE purchasing school buildings.
- Develop and implement effective models of school transport for less fortunate categories (Economic Modernization vision).
- Activate the role of the provincial council in issuing tenders according to the new procurement regulation regarding the maintenance of schools and activate the maintenance programmes developed in partnership with donors.
- Carry over the allocations of each tender for the coming years until its implementation is completed through cooperation with the Ministry of Finance (MoF).
- Support the financing of projects for new buildings and the rehabilitation of existing schools by strengthening partnerships with the private sector, increasing financial allocations in the budget, and attracting donors by the MoE.
- Conduct a feasibility study to decide between the modification of existing buildings and the construction of new buildings, especially in areas with high population density, such as crowded city boroughs.
- Analyse the current situation of school construction and complete the development of recommendations for school buildings for the academic year 2023/2024 and the revision of annual infrastructure plans by the planning departments in each directorate of education to determine and approve priorities for 2023/2024. Provide additional trained cadres for the Buildings and Projects Division, such as the Design Department.
- Target 100 new schools (33 schools annually) and ensure 200 school expansions annually.
- Implement the workplan for the academic years 2023–2026 based on merging existing schools that do not achieve an occupancy rate of 70% and are 6 kilometres away from the nearest school.
- Develop a school rationalization plan in April 2024 for a period of 10 years based on population growth, merging schools, securing transportation, and improving the selection of decentralization projects based on priorities, noting that only 24% of these projects are in line with the analysis.
- Purchase advanced GIS technology and training relevant employees on using it.
- Develop new instructions for land acquisition, resolve land-related problems for 150 sites, and provide access to lands owned by the Treasury.
- Activate the projects of the Ministry of Public Works.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.2 Inclusive Education for Students with Disabilities (Intermediate Outcome 2)

Intermediate Outcome 2

Main achievements in 2021/2022

- The MoE has activated the partnerships with the relevant authorities through:
 - ◆ The launch of the 10-year strategy for inclusive education in 2020.
 - ◆ Jordan's Declaration on Inclusion and Diversity in Education on 20 April 2022 and the application of the Rights of Persons with Disabilities Law No. 20 of 2017.
 - ◆ The formation of the Ministerial and Steering Committee for Inclusive Education.
 - ◆ The activation of the partnership with the private sector represented in the purchase of educational services for more than 2000 students with disabilities.
 - The MoE and the Higher Council for the Rights of Persons with Disabilities (HCD) adopted the definition of inclusion and diversity in education and identified 10 categories of children most at risk of exclusion from education in the launch of Jordan's Declaration on Inclusion and Diversity in Education on 20 April 2022. Besides, following the launch of the 10-Year Strategy in 2020, the following actions/activities were introduced in 2022:
 - ◆ Amending the relevant legislation to be more flexible in accepting students with disabilities in schools.
 - ◆ Equipping and modernizing infrastructure in schools. Training teachers.
 - ◆ Preparing training and procedural manuals for inclusive education.
 - ◆ Providing transportation to students with disabilities.
 - ◆ Providing schools with assistant teachers.
 - ◆ Providing schools with specialists from various disciplines (audio, visual, natural, functional, psychological, and pedagogical).
- 

■ **The number of students with disabilities in regular schools increased to 26,700 male and female students, an increase of 44%** compared with the year 2020/2021. The number of schools admitting students with disabilities increased to 1,002, including 132 inclusive pioneering schools, and 237 assistant teachers were appointed in 90 inclusive schools (Third Strategic Goal – Empowerment Pillar in the National Strategy for Social Protection 2019–2025, where the government provides comprehensive and high-quality basic services, including education, health, and social care to people in need within their families and communities).

 - In 2021/2022, the number of amended educational legislation on the rights of persons with disabilities reached five, noting that the target is two, in order to reduce all forms of segregation, isolation and discrimination against persons with disabilities.
 - A progress regarding raising awareness among parents and the community on the importance of education for persons with disabilities was achieved, by providing 10 of the 18 workshops included in the 2021/2022 plan to improve community awareness about the rights of persons with disabilities.
 - Providing awareness-raising programmes on inclusive education to more than 2,500 school principals and around 25,000 teachers. Designing a training package for inclusive education with 200 training hours, and training more than 510 teachers on inclusive education manuals.
 - Providing audio, visual and motion aids for more than 1,000 students with disabilities, converting all subjects related to all educational stages into sign language, and uploading them to the Darsak platform. The number of students diagnosed and evaluated in 2021/2022 reached 25,000 compared with 22,500 students in 2020/2021.

Intermediate Outcome 2

Main challenges in 2021/2022

- The lack of alignment/coherence in educational legislation to the newly issued law on the rights of persons with disabilities.
- Complaints received by the MoE and HCD showed negative trends towards the education of persons with disabilities in general and inclusive education in particular. These negative trends were represented in the refusal of school principals and teachers to accept students with disabilities, as well as the refusal of parents to enrol their children in inclusive schools. This was confirmed by studies carried out by UNESCO, such as the Inclusive Education Needs Assessment Study 2021/2022.
- Curricula do not meet the needs and requirements of students with disabilities. There is a blended learning system for children with learning difficulties, visual impairment or hearing impairment, but some curricula do not suit the types of disability. For instance, students with intellectual disabilities receive the same curriculum in each cycle as their peers without disabilities.
- Poor environmental facilities in some schools to suit people with disabilities.

Intermediate Outcome 2

Recommendations for 2023/2024

To ensure inclusive education for students with disabilities, the MoE needs to:

- Harmonize educational legislation with the Law on the Rights of Persons with Disabilities, such as it not being allowed to directly promote a student with disabilities to the next grade.
- Intensify awareness-raising and advocacy campaigns towards inclusive education and education for persons with disabilities, especially in areas where needed.
- Expand the professional development programme for teachers in inclusive schools to include training manuals on inclusive education and build the capacities of workers in the field of inclusive education.
- Align curricula with the needs of persons with disabilities, and support teachers to apply different curricula.
- Expand the internal and external partnerships in the inclusive education field by activating partnerships between the MoE and all ministries as well as developing operational plans for inclusive education and highlighting the gaps in their implementation to present them to donors.
- Ensure early intervention to enrol persons with disabilities in educational institutions and provide appropriate programmes that consider their developmental stages by preparing kindergarten buildings to receive persons with disabilities, appointing teachers specialized in special education as assistant teachers for the kindergarten teachers, and providing educational evaluation tools and training teachers to apply them.






2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.3 Non-formal education opportunities improved and expanded (Intermediate Outcome 3)

Intermediate Outcome 3

Main achievements in 2021/2022

- Improving the disparity in the number of students enrolled in non-formal education programmes. During the academic year 2021/2022, 4,543 male and female students were enrolled in the Cultural Promotion Programme for dropouts, which is a decrease of 263 students compared with the previous year.
- Increasing the number of students enrolled in literacy and remedial programmes. During the academic year 2021/2022, 1,729 students were enrolled in the Adult Literacy Programme, whereas 763 students were enrolled in the Remedial Education Programme in the academic year 2020/2021, and 861 students were enrolled during the academic year 2021/2022. Forty-one students with disabilities (including hearing and visual impairments) enrolled in the latter programme, constituting 3% of the total number of enrolled students.⁷ This indicator is linked to the fourth goal of the sustainable development goals, as it is one of its main indicators. The increase is due to the MoE:
 - ◆  **Opening 10 new centres for the remedial programme** in 2021/2022: five centres in camps and five centres in host communities.
 - ◆ Providing incentives to students in the programme, such as nutrition, transportation, and stationery.
 - ◆ Assigning educational counsellors to carry out counselling sessions and psychosocial support.
-  **Opening 10 new centres for the dropout Strengthening Culture Programme in 2021/2022:** six centres in the host community and four centres in the camps. The total number of centres in the Kingdom reached 194 centres.⁸
- Building an e-learning platform for the non-formal education programme in cooperation with partners. It is currently under the activation process with the management of the Queen Rania Centre for Education and Information Technology.
- Updating reading materials (educational curricula) for the three educational cycles of the Cultural Promotion Programme for dropouts.
- Approving the fourth educational cycle of the programme to promote culture for dropouts to enable programme graduates to obtain a tenth grade diploma.
- Training nearly 700 teachers, facilitators, and principals on the Cultural Promotion Programme for dropouts.
-  **Graduating around 1,380 students from cultural promotion centres for dropouts and referring 342 male and female students from remedial education centres to formal education.**
- Preparing a national framework draft for adult education and literacy in Jordan and starting its implementation in cooperation with relevant ministries and official and informal institutions.

⁷ AAI Mid-Year Progress Report, December 2022.

⁸ AAI Mid-Year Progress Report, December 2022.

Intermediate Outcome 3

Main challenges in 2021/2022

- The number of students enrolled in the Cultural Promotion Programme for dropouts decreased from 4,806 students in 2020/2021 to 4,543 male and female students in 2021/2022, despite the increase in the number of children dropping out of school after Covid 19⁹. This is due to:
 - ◆ The reluctance of dropout children and youth to join the programme to promote culture for dropouts, and their preference to join the labour market due to the poverty and economic conditions of their families.
 - ◆ Graduating a number of those enrolled in the programme.
 - ◆ Early marriage of girls in some areas.
 - ◆ In this context, many studies have confirmed the importance of remedial programmes for dropouts, such as the Culture Promotion Programme for Dropouts and the Catch-up Remedial Education Programme. Those studies include the Study of Children Out of Education (2020) and the evaluation study of the Culture Promotion Programme for Dropouts (2019). The High-Level Policy Dialogue Report on Inclusion and Diversity in Education Panel III reaffirmed the importance of removing barriers to exclusion from and within the education system and the need to combat child labour and early marriage as they are key factors for children dropping out.
- ◆ The decrease in the number of students enrolled in the illiteracy programme during the academic year 2021/2022, noting that the MoE, in coordination and cooperation with ministries, official and informal institutions, and development partners, annually implements awareness campaigns to emphasize the importance of education and illiteracy reduction. The number of students enrolled in the programme in 2021/2022 reached 1,729 students. The reason behind this decrease is due to:
 - ◆ A decrease in the illiteracy rate to 4.9% according to the data issued by the Department of Statistics.
- ◆ The reluctance of some illiterate people to enrol in the literacy programme because they are busy with private work and do not consider education a priority.
- ◆ Lack of sources of support and funding for the development of the adult education and literacy programme (relying on the MoE's allocations as the only source and only hoping that partners will contribute).
- The reluctance of Syrian refugee children and youth to enrol in non-formal education programmes due to instability in housing and work.
- The reluctance of some parents of children with disabilities to enrol them in the education system due to the prevailing societal culture that education is not a priority for this category and a culture of shame.
- The absence of a mechanism to identify the needs of out-of-school children.¹⁰
- Among the reasons for some students dropping out of the Culture Promotion Programme for Dropouts are early marriage of girls, community culture for some parents who fear sending their daughters to the centres, child labour, work in seasonal agriculture, and not considering education as a priority.

⁹ Report – High-Level Policy Dialogue on Inclusion and Diversity in Education Panel Discussion III: Removing Barriers to Exclusion From and Within the Education System.
¹⁰ High-Level Policy Dialogue on Inclusion and Diversity in Education Panel 1: System Strengthening for Greater Inclusion and Diversity in Education.

Intermediate Outcome 3

Recommendations for 2023/2024

To ensure that non-formal education opportunities are improved and expanded, the MoE needs to:

- Expand the implementation of awareness programmes on the importance of education and the dangers/risks of illiteracy and dropout by training school principals, teachers and educational counsellors on measures to reduce school dropout and child labour.
- Build the capacity of a pivotal MoE team to train workers in non-formal education centres on community mobilization in cooperation with partners.
- Provide the necessary financial support for developing the adult education and literacy programme, expand the implementation of the Culture Promotion Programme for Dropouts and remedial education to ensure provide education and protect children and youth who are out of school.
- Prepare and implement a national procedural manual to reduce school dropouts in cooperation with relevant ministries, institutions, and local and international organizations.
- Invest in vocational workshops in schools to implement vocational training courses for students and graduates from the Culture Promotion Programme for Dropouts centres, in cooperation with the Department of Vocational Education and the Vocational Training Institution.
- Develop a financial model for implementing and expanding non-formal education so that it represents a sustainability model for non-formal schools within the MoE's budget.



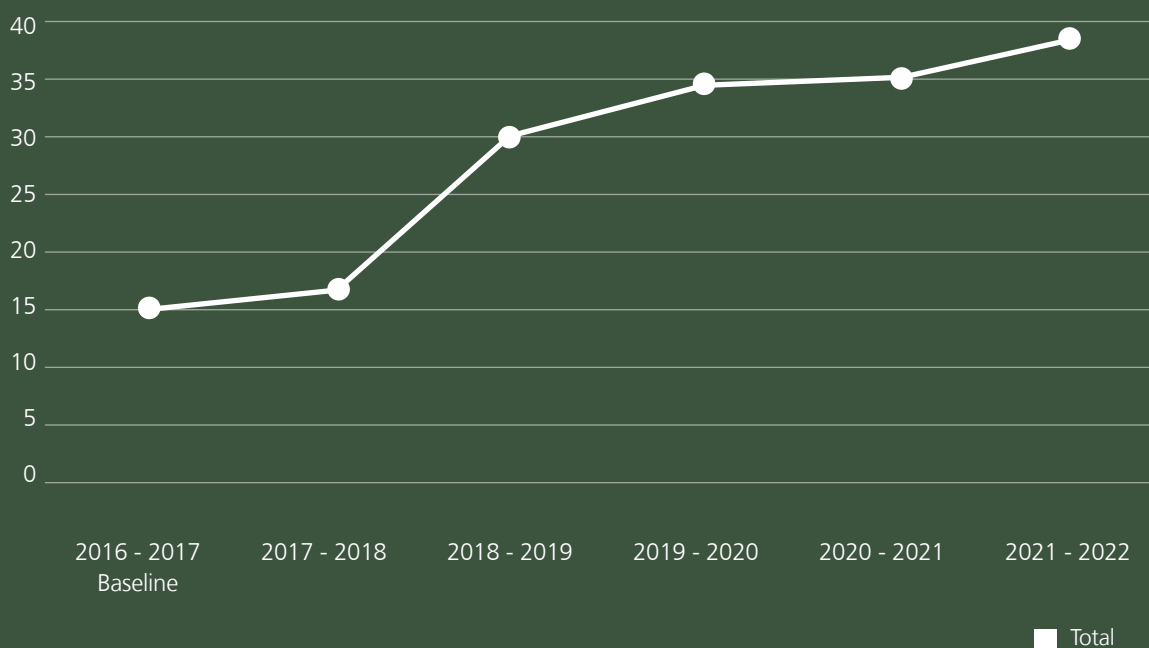
Domain 3

System Strengthening

2021/2022 Progress Report

Educational system for innovation and excellence strengthened **(Outcome 3)**

Graph 5: Percentage of educational institutions effective in institutional performance

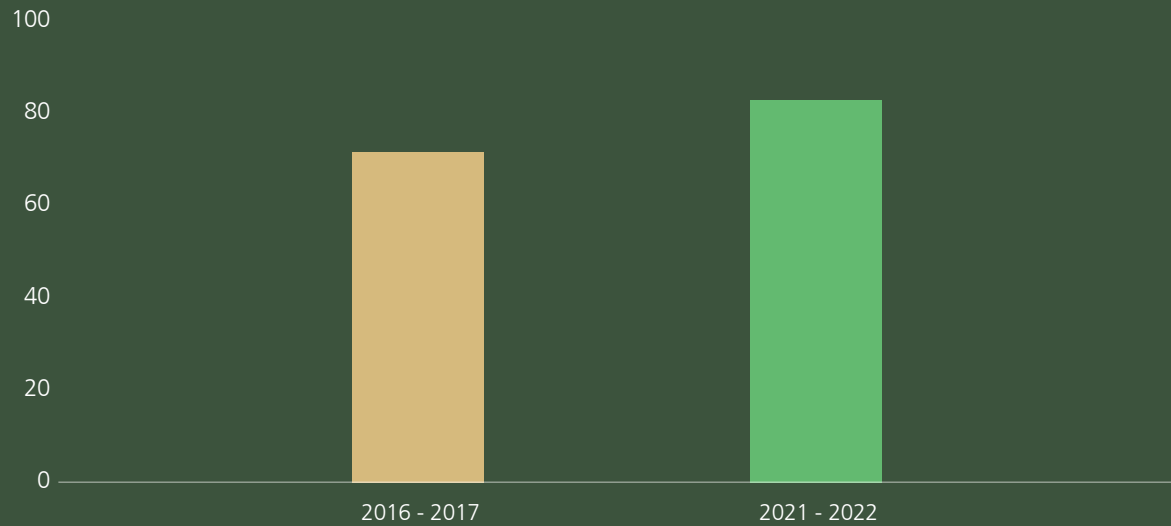


Note: Data included in the graph are reported in Annex 2.
Source: MoE OpenEMIS Monitoring Tool (2023)

There have been impressive improvements in the institutional performance of educational institutions at the school level since the beginning of the ESP.

In 2021/2022, 38% educational institutions at the school level were effective, up from 15% in 2016/2017. In 2018/2019, the MoE had 30% effective educational institutions at the school level, which jumped to 35% in 2020/2021 marking a 5 percentage points increase, followed by a 3 percentage points increase to attain the maximum percentage of effective institutions in 2021/2022. This is an important achievement due to the MoE's ongoing efforts to improve institutional performance management by preparing the school evaluation guide that clarifies the evaluation mechanisms and types, and implementing an awareness programme for schools on evaluation mechanisms.

Graph 6: Percentage of accredited development plans that have been implemented



Note: Data included in the graph are reported in Annex 2.
Source: MoE OpenEMIS Monitoring Tool (2023)

A significant increase in the percentage of accredited development plans implemented from the beginning of the ESP.

There was an increase of 11 percentage points from 70% in 2016/2017 to 81% in 2021/2022, thanks to building the capacities of the development plan implementers, conducting regular follow-ups through field visits, and providing feedback on implemented plans.



1 Key Results for 2021/2022

1. Preparing and approving the Educational Management Information System (EMIS) policy document in June 2021. The EMIS policy is an essential support tool for the MoE operating and activating the system in a sustainable and applicable manner. Furthermore, the policy is a consistent document for clarifying the roles and responsibilities of operating the EMIS services at all administrative levels and maintaining their activation, from data collection and entry to evidence-based decision-making.
2. Since the beginning of the MoE's strategic plan, several legislation and laws have been enacted to help create a favourable decentralized environment (e.g., the formation of a procurement committee at the governorate level and allowing the adoption of its own budget).
3. A gradual increase in the delegation of authority to schools and directorates of education by providing access and authority in OpenEMIS and delegating the pedagogical directors and field directorates to take appropriate decisions such as closing schools when there are risks.
4. Preparing a monitoring and evaluation (M&E) framework document for the ESP implementation in Jordan until end of 2025. This framework provides an updated set of data on the results accompanied by indicators and a clear timetable for the strategic processes and their main stages to be completed annually, in addition to updating the basic M&E mechanisms and responsibilities of the MoE's departments and technical teams.
5. Establishing a common platform for the MoE's work on the indicators of the strategic plan, through the OpenEMIS Monitoring Tool, which will be used in the preparation of reports issued by the M&E section in the Department of Educational Planning and Research in cooperation with the M&E liaison officers in all departments of the MoE.



2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.1 Improved Institutional Performance Management System (Intermediate Outcome 1)

Intermediate Outcome 1

Main achievements in 2021/2022



Increasing the number of schools that received an acceptable rate or higher in the effective schools' indicators (about 402 schools out of 1,057 schools evaluated), reaching 38% compared with 35% in 2020/2021 due to:

- ◆ The preparation of a school evaluation guide that clarifies evaluation mechanisms and types.
- ◆ The implementation of an awareness programme for schools on evaluation mechanisms.
- Implementing the accredited development plans has notably improved as the percentage of accredited and implemented development plans reached 81%. The percentage of completion at the school level was 82% and 80% at the directorate level in this year compared with the completion of 51% in 2016 according to the M&E report of the School and Directorate Development Programme (SDDP) for the year 2022. This is due to capacity-building of the development plan implementers by training them on the Educational Leadership Programme, monitoring through field visits, and providing feedback on the plans and what has been implemented.
- Establishing a Directorate of Institutional Performance in the Department of Educational Planning and Research that includes four divisions, namely: the Institutional Performance Division, the Innovation and Excellence Division, the Risk and Crisis Management Division, and the M&E Division.
- Issuing the annual M&E report for the SDDP for 2021/2022.
- Setting standards for distinguished kindergartens. Nineteen male and female teachers won the Queen Rania Award for Distinguished Teachers, and seven school principals won the Principal Award. Also, a course was included for educational excellence within the Professional Development Programmes for teachers in addition to the award of education directorates that was launched, supporting excellence and honouring three directorates.

Intermediate Outcome 1

Main challenges in 2021/2022

- The non-existence of special criteria for the MoE to evaluate institutional performance as the evaluation is currently being carried out based on the mark of the MoE in the King Abdullah II Award for Excellence in Government Performance and Transparency. The evaluation takes place every two years according to the Award Centre Plan, noting that the award has been suspended during the Covid-19 pandemic (2020–2022).
- The discontinuity in providing annual financial grants to support the implementation of development plan activities at the school/directorate level as the Canadian Agency has provided funding since 2014 until the end of 2022, and it is unclear to what extent the support will continue for the coming years.
- The non-inclusion of coordinators of development plans at the school and directorate levels in capacity- building on best practices.
- The absence of approved standards to link individual performance with institutional performance. A committee has not yet been formed to develop and approve standards for linking individual and institutional performances as previously agreed due to the presence of a team currently assigned from the Human Resources Department, the Service Bureau, and the MoE's The Youth and Education Support Project (TAP) to consider the matter.
- Failure to implement the recommendations issued by the satisfaction degree studies (students, employees and auditors), and the non-identification of the implementing authority.

Intermediate Outcome 1

Recommendations for 2023/2024

To ensure that the Institutional Performance Management System is improved, the MoE needs to:

- Continue providing annual financial grants to schools and directorates or institutionalize funding through the MoE's budget. Build the capacity of all target groups for the implementation of the development plans at the school/directorate level.
- Commit to implement the recommendations issued by the degree of satisfaction studies (students, employees and auditors) and determine the responsible authority for following up on their implementation.
- Prepare and approve clear criteria for evaluating institutional performance for the MoE, through the formation of a joint committee from the Department of Educational Planning and Research, the Human Resources Department, and the Department of Educational Supervision and Training to prepare the necessary criteria for linking individual and institutional performances and access to best practices in this field.
- Implement the recommendations of the operational plan of the King Abdullah II Award for Excellence, which includes submitting the report, receiving the visiting team, and building capacity on excellence.



2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.2 Effective Education Management Information System (Intermediate Outcome 2)

Intermediate Outcome 2

Main achievements in 2021/2022

- Achieving the target percentage of development requirements that were met through the EMIS, reaching a percentage of 70%.



Increasing the percentage of MoE staff who are accessing the OpenEMIS from 70% in 2020/2021 to 75% in 2021/2022 due to:

- ◆ Improvements to the EMIS, such as developing Dashboard tools, providing electronic connectivity service, and providing other data sources (Civil Status and Passports System, and WebGIS System).
- ◆ Organization and distribution of roles and responsibilities through the OpenEMIS policy document.
- ◆ Regular training of employees on the system.
- Preparing and approving an executive plan to support and update the services of the OpenEMIS according to the developmental needs.
- Ensuring a 2% annual increase in connecting public school classrooms to Internet connection/Wi-Fi.
- Developing interactive multimedia e-books for Grades 1–12.
- Developing a learning management system using artificial intelligence.
- Equipping laboratories with 25,000 computers.
- Developing the Digital Skills Curriculum for Grades 7–12 (YTJ Programme).
- Developing blended learning strategy and tools.

Intermediate Outcome 2

Main challenges in 2021/2022

The MoE faced several challenges in order to increase children's readiness for learning, including:

- The non-inclusion of the roles and responsibilities mentioned in the EMIS policy document in the job description card for relevant employees at all administrative levels.
- Lack of technical cadres at various administrative levels specialized in managing system services and the operational environment/setting for sustainability purposes at the MoE's centre.
- Insufficient training programmes for the relevant employees on the sustainable use of the OpenEMIS system. This includes all employees in the departments of the MoE's centre and the directorates of education according to the actual responsibilities on the system.

Intermediate Outcome 2

Recommendations for 2023/2024

To ensure the effectiveness of the EMIS, the MoE needs to:

- Amend the job description of departments at all administrative levels in line with the terms of the EMIS Policy.
- Continue regular monitoring and update of the EMIS Operational Plan and adequate budget allocation.
- Develop the operational plan to apply the OpenEMIS work policy and prepare a training plan for all relevant employees on the use of the OpenEMIS and maintain its work.
- Guide the MoE's staff regarding the importance of adhering to the roles and responsibilities according to the M&E framework of the strategic plan, which requires entering the required data in time, using the M&E tool, and conducting recurrent meetings for the technical teams according to their terms of reference.
- Operationalize the gender-based education framework at the central and directorate levels, with a focus on needs assessment and addressing gaps.
- Link operational planning at the directorate and department level. This includes developing models and capacity-building in line with the current M&E Framework and Evidence-based planning.



2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.3 Risk and crisis management institutionalized in the MoE (Intermediate Outcome 3)

Intermediate Outcome 3

Main achievements in 2021/2022

- Forming a risk team to prepare a Risk and Crisis Management Strategy for the MoE.
- Preparing a Risk and Crisis Management Draft Strategy in the MoE in cooperation with the International Institute for Educational Planning.
- Coordinating continuously with the National Center for Security and Crises Management at the level of senior management through joint committees.
- Conducting surveys on textbooks to determine the extent to which they include the concepts of crisis and risk management.
- Participating in the celebration of the International Day for Disaster Risk Reduction.

Intermediate Outcome 3

Main challenges in 2021/2022

- Delays in establishing the Crisis and Risk Management Unit and assigning relevant staff based on the developed job descriptions.

Intermediate Outcome 3

Recommendations for 2023/2024

To ensure the institutionalization of the MoE's risk and crisis management system, the MoE needs to:

- Activate the risk management department at the three levels, employ staff, approve the department's Operations Manual, and draw up job descriptions for its employees (head of department, staff).
- Raise awareness of risk and crisis management at all levels. The Crisis and Risk Management Division at the MoE's centre will serve as the focal point with the National Center for Security and Crises Management to inform departments and directorates of education updates on risks and crises. Crisis and risk management liaison officers will be appointed to follow up on the crisis and risk management committees in schools by holding awareness-raising workshops at the school, directorate, and central levels, implementing evacuation drills, and distributing awareness leaflets in schools.

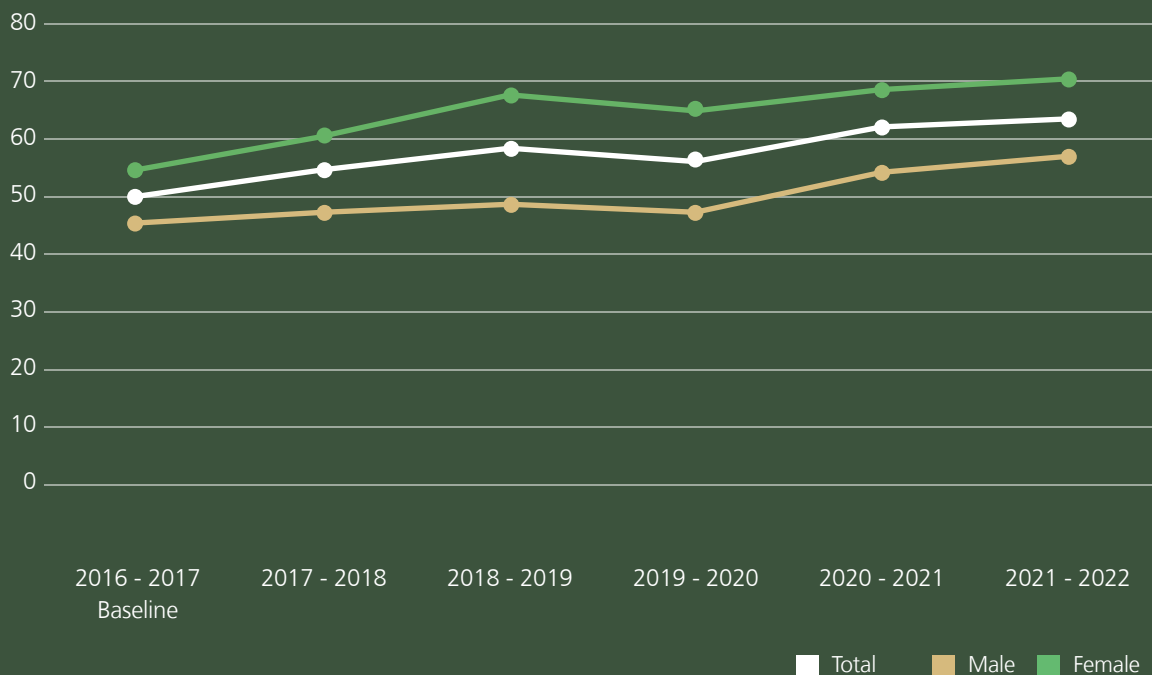
Domain 4

Quality

2021/2022 Progress Report

Improved quality of education for the preparation of good and productive citizens who are loyal (feeling of belonging) to their country **(Outcome 4)**

Graph 7: Success rate of students in the Tawjihi exam, total and by gender (%).



Note: Data included in the graph are reported in Annex 2.
Source: MoE OpenEMIS Monitoring Tool (2023)

For the 2021/22 academic year, the success rate of students in the national Tawjihi exam reached 63.1%

This represents an increase of close to 13 percentage points since the ESP baseline year in 2016/2017, when only just over half of all students completed the exam successfully. Yet the disparity in success rates between males and females persists to the great advantage of females. However, in 2020/2021, a surprising peak in the male success rate was reached with 67.7% of passing the exam, while the female success rate was 54.3%. However, in 2021/2022, the female success rate rebounded and reached its highest rate of 70.3% while the male success rate in Tawjihi declined to 55.9%.

1 Key Results for 2021/2022

1. Increasing the percentage of modernized/updated curricula and textbooks that are gender- and human rights-sensitive by 8% in 2021/2022 compared with the baseline, to become 19%, which increased in 2022/2023 by 11% compared with the precedent year to become 30%. This increase indicates that the process of developing curricula and textbooks considers the global trend for including gender concepts in curricula. Despite the progress made, the target value has not been achieved due to:

- ◆ The preparation of 10 textbooks for industrial education for the academic year 2021/2022, only two of which are available to both genders.
- ◆ The preparation of eight textbooks for the aforementioned sections for the academic year 2022/2023, only four of which are available to both genders. Textbook development is still ongoing according to the Curricula and Textbooks' Development Plan.

2. Conducting the National Early Grade Literacy and Numeracy Survey for the second and third grades to measure the extent to which students possess literacy and arithmetic skills. A representative sample was selected from 150 public schools, including Syrian and refugee schools, and others. The sample amounted to 3,000 students from both grades. As a result of school closure during the COVID-19 pandemic, data was collected from 120 schools and 2,400 students sat for the actual test.¹¹

3. Preparing the sixth M&E report for the SDDP for 2022, which provides a clear and comprehensive picture of the reality of the programme implementation and identifies the strengths and areas of improvement in all aspects of the programme.

4. Regularly increasing the percentage of schools connected to the Internet in the Electronic Connectivity Project. Electronic connectivity in 2018/2019 reached 94%, the percentage increased in 2019/2020 to become 95%, remained stable in 2020/2021, and then increased in 2021/2022 to become 97%.

5. Increasing the percentage from 35% to 38% of schools assessed as having an acceptable performance or higher according to the standards of the Education Quality and Accountability Unit (EQUA) for 2021/2022 compared with 2020/2021.

6. The number of schools that applied violence detection and referral procedures reached 3,750 schools.



¹¹ Reports of the mentioned tests: report of the national test for the quality control of education for the eighth grade, diagnostic study report (4G–6G), reports of the national diagnostic test, report of the evaluation test for the third grade, report of the National Literacy and Arithmetic Survey.


2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.1 Revised national curricula take gender and human rights concepts into account that meet the evolving needs and the revised national assessment system **(Intermediate Outcome 1)**

Intermediate Outcome 1

Main achievements in 2021/2022

- Approval by the Council of Education for textbooks for the following subjects: Science for Grades 3, 6, 8, and 11 with first semester textbooks for Grades 9 and 12; mathematics for Grades 3, 6, 8, and 11 for the scientific and literature sections and first semester textbooks for Grades 9 and 12 for the scientific and literature sections; Islamic education for Grades 1, 4, 7, and 10 with first semester textbooks for Grades 2, 5, 8, and 11; and the newly developed industrial education textbooks for Grades 11 and 12 (the Council of Education's decisions for 2021 and 2022) after specialized working groups tested and revised the textbooks. The Jordanian Government is considering integrating elementary reading materials into the revised Arabic Language Framework as an integral part of teaching and learning. The National Center for Curriculum Development should establish a minimum teaching and learning material profile that include textbooks and institutional risk management.¹²

-  **Supportive remedial programmes through the Learning Bridges Initiative reached 625,000 students (57% were females)** in Grades 4 to 10 during 2021/2022. This programme aims to connect students to learning despite circumstances and address their poor/low levels of learning.

- ◆ The COVID-19 pandemic has negatively affected development gains and increased existing challenges facing education in Jordan. Yet, the MoE is working to address learning losses caused by the pandemic.¹³ The USAID/TAP Support Programme and the MoE will set interim goals to improve student learning and define remedial strategies based on international and national best practices and experiences, whether at the school or directorate level, education policies, curricula, teacher training, and institutionalization of diagnostic assessments.¹⁴ Accordingly, the stage at which face-to-face education has ceased has to be assessed to understand the extent of learning loss in all children and to properly target remedial programmes.¹⁵

- A survey conducted by the MoE in May 2022 confirmed that in the second year of implementation (2021/2022),¹⁶ more than half a million students used the Learning Bridges Initiative, including refugees, and it continues to provide resources to quickly recover children's learning loss.¹⁷

- Development of a blended learning strategy that provides solutions during emergencies.

- As for the national tests, the following was achieved:

- ◆ The application of the national test to control the quality of education for the eighth grade (including all students of the Kingdom: 138,174 male and female students underwent the exams for science, mathematics, Arabic language, and English language). The survey results showed that the average performance of eighth grade students in Arabic is 46%, in English 44%, in mathematics 34%, and in science 42%.

- ◆ Applying the MoE's evaluation test for the third grade (including all students of the Kingdom, and 153,620 students underwent the exam) for both Arabic language and mathematics.

¹² Supply Chain Analysis, Jordan.

¹³ (National Statement of Commitment – Jordan Transforming Education Summit)

¹⁴ Report – High-Level Policy Dialogue on Inclusion and Diversity in Education Panel Discussion 1V: Inclusion and Diversity in Education for Better Learning Outcomes.

¹⁵ Report – High-Level Policy Dialogue on Inclusion and Diversity in Education Panel Discussion 1V: Inclusion and Diversity in Education for Better Learning Outcomes.

¹⁶ AAI Semi-Annual Progress Report, December 2022.

¹⁷ Statement of National Commitment – Jordan Education Transformation Summit.

- Various diagnostic studies covering Grades 3 to 11 show that the student learning rate is much lower than the expected grade level, which indicates that most students need additional support:
 - ◆ The results of the survey demonstrated that third grade students do not have basic academic skills in mathematics (average correct answer rate was 59%).¹⁸
 - ◆ In Grades 4 to 6, between 8% and 16% of students achieved a proficient level¹⁹ in Arabic and mathematics. As for mathematics, it was found that between 9% and 16% of students were classified at the level of complete proficiency. The results also showed that sixth graders did not possess basic academic skills in mathematics (average correct answer rate was 24%).
 - ◆ Fewer than 5% of students in Grades 7 to 11 had less knowledge than required in Arabic and mathematics.
 - ◆ For diagnostic tests, the following has been achieved:
 - ◆ Applying diagnostic study tests in Arabic language and mathematics in cooperation with TAP and USAID at two levels: the first level included students from the fourth grade to the sixth grade, and the second level included students from the seventh grade to the eleventh grade (a representative sample of 36,750 students).
 - ◆ Applying the national diagnostic test in cooperation with UNICEF, which included all students of the Kingdom from the fourth to the eleventh grade in the Arabic language and mathematics, where each grade was assessed for the two previous grades. Students' results in the diagnostic tests were analysed after teachers entered them through an electronic portal established by the administration of the Queen Rania Centre for Education and Information Technology in cooperation with the administration of exams and tests.
- Issuing technical reports related to all the following:
 - ◆ The national diagnostic test in cooperation with UNICEF at the student, classroom and directorate levels, and the whole Kingdom.
 - ◆ National tests to control the quality of education at the student, classroom and directorate levels, and the whole Kingdom.
 - ◆ Diagnostic study tests in cooperation with TAP and USAID for the whole Kingdom, and at the MoE and governorate levels.
 - ◆ Evaluation test for the third grade at the school and directorate levels, and for the whole Kingdom.
 - ◆ The National Literacy and Numeracy Survey for both the Kingdom and at the directorate level.

Intermediate Outcome 1

Main challenges in 2021/2022

- The cost increase of printing textbooks, which reached around JOD 30 million in 2021/2022.
- Transferring the tendering task for curricula and textbooks to the Government Procurement Department, which requires a longer period than usual.
- Unavailability of financial allocations in the budget to cover all programmes.
- Unavailability of appropriate infrastructure and specialized software to switch to electronic testing implementation.
- Failure to cover some skills in tests (such as listening and speaking) in national tests and at the level of high school exams.
- The constant increase of the number of participants in the high school exam, which requires availability of exam halls, supervisors, test papers, and greater financial allocations.
- Unavailability of question banks and their management software.

¹⁸ Jordan Poe.

¹⁹ Detailed results depend on the grades and detection options involved.

Intermediate Outcome 1

Recommendations for 2023/2024



- Integrating competency-based teaching curricula from Grade 4 to Grade 7 (Economic Modernization Vision).
- Authoring new textbooks for Arabic language and social studies (Grades 1, 4, 7, and 10); digital skills textbooks and its manual guides (Grades 7, 9, and 11); and activity booklets and teacher guides (Grades 1, 3, and 5).
- Developing an action plan for reforming the general secondary examination (Tawjihi) based on merging two academic years (Economic Modernization Vision).
- Developing a national strategy for student assessment (Economic Modernization Vision).
- Developing a questions bank (from the fourth to the eleventh grade) (Economic Modernization Vision).
- Completing the National Learning Loss Response Plan that addresses quality learning and continuous diagnosis (Economic Modernization Vision).
- Developing and implementing a sustainable remedial programme to compensate for learning losses for all age groups (worksheets and supporting strategies) to implement remedial activities for four main subjects from Grade 4 to 11, building capacity, and supplying learning resources (Economic Modernization Vision).
- Working on after-school hour projects and programmes for students with low achievement (Economic Modernization Vision).
- Taking a decentralized approach based on the classification of learning losses in schools (Economic Modernization Vision).
- Institutionalizing the work in the national diagnostic test and conducting the necessary development of the platform and its usage, where tests will be applied completely electronically to obtain the results directly to reduce the burden on teachers who correct tests and manually enter the results.
- Developing national tests to cover all skills not measured by pen and paper (especially listening and speaking skills).
- Developing the general secondary exam system so that the exam is conducted over two academic years (the process of streaming into academic and vocational paths starts from Grade 9) as well as adopting two series of assessments: the school assessment for the end of school studies will be conducted in Grade 12 and the general secondary assessment will be conducted for university admissions. Moreover, digitalizing enrolment applications for secondary schools, digitalizing the general secondary exam, and building question banks.
- Integrating competency-based education for Grades 4 to 7.
- Developing a national student assessment strategy.
- Developing a blended learning strategy.
- Responding continuously to learning poverty/learning shortage until 2028 with an improvement of 10% annually.
- Allocating finances to implement tests and providing the necessary infrastructure.
- Expanding the conduct of diagnostic studies so that programmes and policies are based on the informed priorities and objectives determined by the diagnostic studies implemented by the MoE.
- Improving student performance in international exams by conducting a pilot test (Economic Modernization Vision).

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.2 Improved student use of ICT in education (Intermediate Outcome 2)

Intermediate Outcome 2

Main achievements in 2021/2022

- Achieving an increase in the percentage of teachers and students using information and communication technology (ICT) tools fully and effectively. The actual percentage of teachers using ICT and scientific tools effectively is 23% whereas 22% of students use the tools effectively.²⁰
- Increasing the percentage of the e-learning management system tools and materials users, as 27% of students used it in 2021/2022, which exceeded the target percentage of 10%.
- Increasing the percentage of schools connected to the Internet via the Electronic Connectivity Project from 95% in 2021 to 97%, within the agreement framework to connect schools supervised by the Jordanian Armed Forces. The Electronic Connectivity Project and the Cybersecurity Project were implemented in 3,395 public schools and 126 administrative sites. This project has contributed to:²¹
 - ◆ Creating the necessary infrastructure to employ technology in the learning process and raising its efficiency in line with the objectives and outputs of the National Strategy for Education Development. The MoE's activities are represented in supporting technological equipment and infrastructure as follows:
 - ◆  **Providing the directorates of education with 20,000 computers and laptops** to support the administrative and teaching bodies in schools and updating the computer devices in school laboratories.
 - ◆ Providing the directorates with printers, projectors, and interactive boards.
 - ◆ Renewing access licences (SSL certificates) for the MoE's websites to ensure cybersecurity round the clock.
 - ◆ Preparing technical specifications for devices that directly support work in addition to improving the quality of service provided.
 - ◆ Providing many appropriate technological solutions for work continuity in the various departments of the MoE and directorates of education.
- Activating the JoLearn e-learning system in cooperation with the private sector, integrating ICT by digitalizing curricula, and making them available online through the Darsak platform. The total percentage of ICT system users reached 27%, including a range of electronic educational services and the Darsak platform, to ensure the continuity of the educational process in all circumstances and for all target groups.
-  **Completing 23% of the educational materials and developed curricula (educational videos) published on the e-learning system**, including e-books and sign language for deaf students during the academic year 2021/2022.

²⁰ AAI Semi-Annual Progress Report, December 2022.

²¹ Teacher Salary Support Programme.

Intermediate Outcome 2

Main challenges in 2021/2022

- Lack of training and qualification for the e-learning systems' users.
- Lack of funding to support the e-learning resource development projects and to train/qualify human resources.
- Poor infrastructure in some schools, including Internet access and equipment.



Intermediate Outcome 2

Recommendations for 2023/2024

- Adopting and launching the blended learning strategy.
- Providing advanced computer equipment at the school and classroom levels.
- Providing Wi-Fi connections in all school facilities to ensure that educational technology is employed effectively in the classroom.
- Developing a smart and advanced platform for content management and e-learning.
- Developing and activating interactive e-learning content linked to the approved learning outcomes and indicators for all grades and subjects.
- Activating ideal tools that ensure the security and integrity decision of data, systems, and technological tools, as well as their safe use.
- Building the capacity of human resources to manage e-learning systems for the relevant ministry employees including 12,126 school cadres, 126 directorates – three employees from each directorate and 63 ministry centres (three employees from each department), preparing and developing e-learning resources, and providing training on modern programming languages.
- Enhancing infrastructure and sustaining improved education technology to institutionalize ICT in education (such as connecting all schools to the Internet and providing devices and equipment).
- Improving the quality of digital learning content, such as including interactive content and tracking learning records (for example, converting content published on the learning system into interactive content).
- Developing enriching digital electronic content that supports the approved curricula (for example, providing a virtual scientific laboratory on the learning system).
- Improving access to ICT by increasing the use of cloud computing, laptops, smartphones, smart classroom laboratories and Wi-Fi based on available funding.



2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.3 Enhanced school leadership and community involvement (Intermediate Outcome 3)

Intermediate Outcome 3

Main achievements in 2021/2022

- Implementing the SDDP aimed at empowering schools and directorates to develop policies and procedures that improve the quality of education. There has been an improvement in the percentage of schools and directorates that have implemented development plans based on the priorities, where the target has been achieved in the development needs and priorities for schools and directorates by 81% in 2021/2022. The achieved rate at the school level was 82% and at the directorate level 80% due to:
 - ◆ Community support, cooperation and teamwork spirits in schools, the followed planning methodology helped building responsive development plans to schools' real needs.
 - ◆ Building the capacity of school principals on developing the development plan and monitoring the actual needs of schools and directorates. The MoE built the capacity of nearly 900 trainees on the Educational Leadership Programme (educational supervisors, school principals, and assistant school principals). The MoE further built the capacity of 42 heads of educational and development councils in schools and directorates of education on how to disburse the development grant through learning communities and training workshops.
 - ◆ Providing funding from the annual Canadian Development Grant as available.
 - ◆ Raising the schools/directorates development team awareness in the school regarding their roles by forming learning communities and carrying out visits to teams in schools and directorates to check their work.
- Developing an awareness-raising programme on the mechanism of education quality assurance and accountability for parents and educational councils in the directorates of education. A self-evaluation programme and applications (Total Quality Management) were developed to transform the evaluation report into an executive (procedural) plan for all schools in the Kingdom. ²²
- Achieving 53% of the support and monitoring provided by the institutions and members of the local community for schools and directorates and activating community participation. The educational and development councils at the network and directorate level have made clear efforts to raise the percentage of support to meet the needs.

²² Teacher Salary Support Programme.

Intermediate Outcome 3

Main challenges in 2021/2022

- Lack of funding for the development plan activities for schools and directorates that need approval at MoE level.
- Low awareness of the importance of the role of development and educational councils and the importance of community participation between the MoE and local community institutions and individuals.
- Restricting the aspects of disbursement of the development grant to the school and the directorate, as there are limits to disbursement within a specific framework and specific areas of expenses that are allowed to be covered by the grant as spending is not allowed on other matters within the scope of schools.

Intermediate Outcome 3

Recommendations for 2023/2024

- Providing the necessary funding and support to implement all the activities of development plans, and the need to disburse the grant provided by the MoE at the beginning of the academic year.
- Updating and developing the Educational Leadership Programme and including all stakeholders in the areas of school and directorate development and including new educational concepts.
- Updating the instructions of the educational councils and educational development councils.
- Updating and developing the development programme of the directorate and schools to take emerging circumstances and factors such as the COVID-19 pandemic, curriculum development, infrastructure, and other emergency circumstances into account to ensure its sustainable application and activation in directorates and schools in the best way.
- Developing competitions of educational development councils that are held every two years. Their importance lies in activating the role of educational councils, implementing development plans efficiently and effectively, creating a spirit of positive competition between heads and members of educational councils, and spreading the culture of cooperation and volunteering among the school and the local community by opening the door for volunteering to help the school and the community.
- Enhancing the concepts of community participation among institutions and local community members to support schools, directorates, and the MoE by activating communication channels by all its means.
- Involving all members of school development teams in training on the SDDP and the second training package related to building school development plans in terms of educational leadership and continuously building their capacities, raising stakeholder awareness, and clearly defining their roles and responsibilities.
- Updating the M&E framework of the SDDP, such as the new leadership programme, emergency conditions, and enabling the use of e-learning and blended learning more frequently.
- Delegating greater power to school principals, especially regarding managing funding, and accepting and receiving donations. The directorates of education, represented by the Educational Support Division, should periodically monitor schools' progress regarding the development plan implementation. In addition, they should provide the necessary technical support and awareness, activate the roles of some directorate departments in monitoring and implementing some school activities, and activate professional accountability mechanisms.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.4 Improving school performance (Intermediate Outcome 4)

Intermediate Outcome 4

Main achievements in 2021/2022

- Conducting evaluation/assessment visits to 1,057 schools according to the effective school indicators during the academic year 2021/2022, where 402 schools achieved an acceptable level of performance or more. Thus, showing an improvement of 3 percentage points as the percentage of effective schools increased to 38% in 2021/2022 compared with 35% in 2020/2021.
- The EQAU implementing various awareness-raising programmes annually as it educated 42 directorates during 2021/2022 about the mechanisms and methods of evaluating directorates. The evaluation included 700 employees represented by administrative and technical directors and all heads of directorate departments, with the aim of educating them about evaluation mechanisms and visit procedures to improve the level directorates' performance level.
- Formulating and approving policies based on policy-oriented reports from the EQAU. These policies are presented during the relevant planning committee's meetings to discuss how to implement their recommendations.
- Restructuring the EQAU, including establishing the following sections: M&E Teams for Procedural Plans, EQAU Standards Section, Reporting Quality and Professional Development Section, Performance Analysis Section, and Administrative and Financial Support Section, which will reflect positively on the performance of schools.

Intermediate Outcome 4

Main challenges in 2021/2022

- Disparity in levels of experience of recruitment candidates (school principal, educational supervisor, department head, department member, teacher, and assistant school principal) showing varying performance.
- The incompleteness of the accountability cycle, which is represented in the number of evaluation visits due to the small number of residents and the lack of sufficient transportation means, as this course covered a period of three years from 2018/2019 to 2021/2022.

Intermediate Outcome 4

Recommendations for 2023/2024





- Amend job description cards to suit the new structure of the EQAU.
- Introduce the title of chief evaluator in the Civil Service Bureau in accordance with the system and instructions for the establishment of the EQAU.
- Increase the duration of the accountability cycle to eight years to be able to cover planned evaluation visits.
- Develop effective school indicators under the umbrella of the SDDP.
- Increase the number of evaluators in the EQAU and enhance their capabilities.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.5 Safe, attractive, stimulating, and risk-free learning environment provided (**Intermediate Outcome 5**)

Intermediate Outcome 5

Main achievements in 2021/2022

-  **Reaching 3,750 schools that applied violence detection and referral procedures.**
-  **Activating student parliamentary councils in 3,282 schools**, including the project of student parliamentary councils, parents' and teachers' councils in the Kingdom's schools and schools in Syrian refugee camps.²³
-  **Launching the National School Feeding Strategy (2022–2025), with 450,000 students benefiting from school feeding programmes in 2021/2022**, and 34 directorates benefiting from school feeding programmes in 2021/2022, covering 2,032 schools in 2021/2022.
- Opening 11 productive kitchens to achieve the objectives of the school feeding project, and providing more than 400 job opportunities, most of which are for women from local communities.
- Reaching 122 schools in the Healthy Schools Programme.
- Reaching 80% of school staff who completed psychosocial support training in 2021/2022, noting that the training was being implemented for the first time.
-  **Reaching 42,190 students for Grades 7–10 of hosting schools and schools in Syrian refugee camps** who benefited from psychosocial support programmes and activities.
- Reaching 60% of students who can determine their career paths (according to their testimonies).

²³ Teacher Salary Support Programme.

Intermediate Outcome 5

Main challenges in 2021/2022

- The limited financial resources allocated to the school feeding project to include all directorates, as the number of non-beneficiary directorates is eight education directorates out of 42.
- The continuous increase in the number of students due to their transfer to public schools from the private sector and the enrolment of refugee students in the directorates covered by school feeding reduced the student share of food.
- Lack of educational counsellors in schools.

Intermediate Outcome 5

Recommendations for 2023/2024

- Expanding the school feeding project to include the rest of the eight non-covered directorates for students from kindergarten to sixth grade.
- Attracting financial support to expand the school feeding project by increasing approximately 60% of the amounts allocated to support the project.
- Providing workers in health schools according to the table of appointment.
- Allocating additional funds to cover the expenses of health schools.
- Giving priority to health schools in terms of maintenance and rehabilitation according to health standards.
- Developing tools to detect violence.
- Measuring the impact of training for all training programmes.
- Developing the general secondary cycle for Grades 10–12 that would constitute conducting the exam over two academic years. The process of streaming into academic and vocational paths would start from the ninth grade as school exams would be held for Grades 11–12 to complete secondary school, and the general secondary exam for Grades 11–12 would be held for students wishing to enrol in Jordanian universities.
- Developing the national plan to respond to learning loss, which addresses the quality of learning considering the continuous diagnosis based on the analysis of the diagnostic assessment results for Grades 4–11 to design remedial interventions.
- Training teachers and supervisors on using the results of the diagnostic assessment to design remedial interventions at the grade level, developing remedial manuals and learning activities for four key subjects for Grades 4–11, and distributing them to schools.

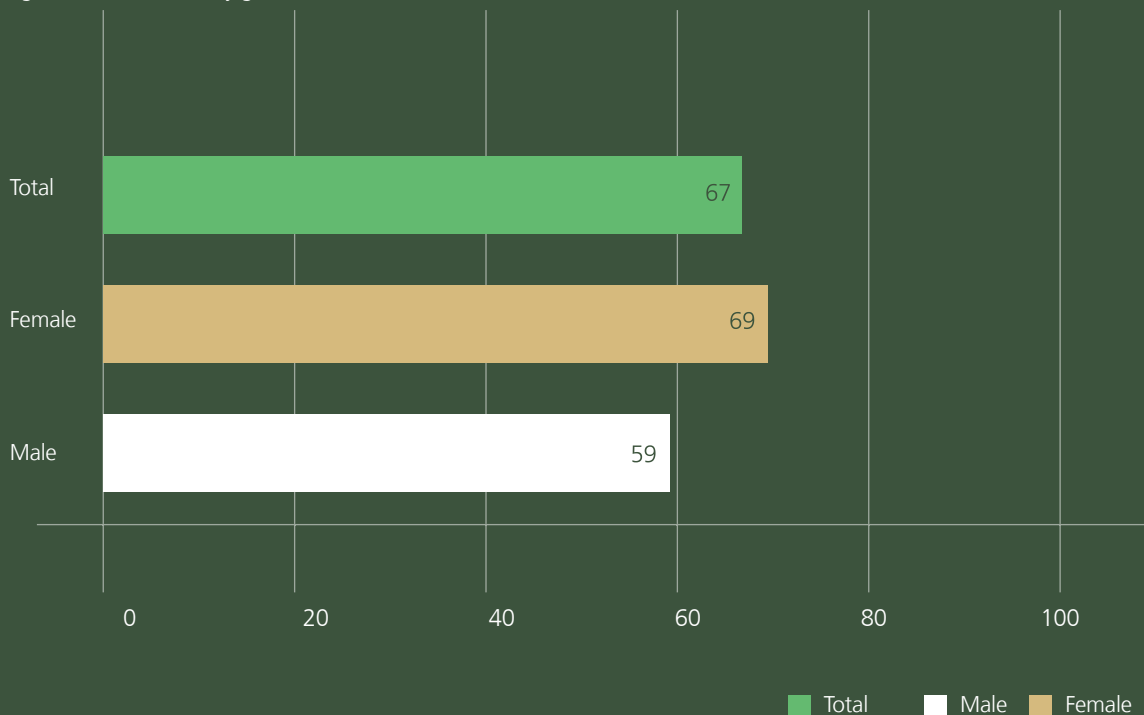
Domain 5

Human Resources

2021/2022 Progress Report

Qualified human resources for the educational system provided, developed, and sustained
(Outcome 5)

Graph 8: Percentage of male and female trainees at the MoE who have successfully passed professional development programmes, total and by gender



Note: Data included in the graph are reported in Annex 2.
Source: MoE OpenEMIS Monitoring Tool (2023)

As of 2021/2022, just over two-thirds of trainees at the MoE had passed professional development programmes with success.

This is an important achievement as the professionalization of human resources is a continued top priority for the MoE and a key tool for improving education quality. A lower share of male trainees has passed the professional development programmes, pointing to a need for targeted efforts towards male trainees in the coming years.

1 Key Results for 2021/2022

1. The MoE and its partners identified teacher management as a main priority, particularly when it comes to teacher qualifications and career advancement linked to professional development, based on the assumption that these strategies will raise the status of the profession and ultimately improve both the quality of education and the education system, including refugees. ²⁴
2. The MoE appointed 180 assistant teachers/special education for additional education in 60 schools. ²⁵
3. In November 2022, learning-based training was launched on the MoE's teacher training portal, targeting about 40,000 teachers, with the aim of enhancing the quality of implementation and the level of participation. ²⁶
4. The MoE/Department of Educational Supervision and Training is preparing a practical 15 hour training course based on self-learning. It is an introductory online course approved by the MoE on inclusive education and cultural diversity in education and will be available on the MoE's platform. It targets MoE's officials, school principals, teachers, counsellors, and other employees, and is provided by the MoE in line with and as part of their training programmes. ²⁷ It is also based on the development of in-service training materials to train on the framework of inclusive education for a period of 15 hours.
5. A job description was developed to appoint 294 experts from a multidisciplinary team, with seven physicists and psychologists in each directorate to support inclusion in schools.



24 Managing Teachers in Refugee Settings: Public Schools in Jordan.

25 AAI Semi-Annual Progress Report, December 2022.

26 AAI Semi-Annual Progress Report, December 2022.

27 Monitoring the Implementation of the Roadmap Towards Capacity Development for Systems Strengthening.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.1 Improved methodologies and processes for selecting, recruiting, and qualifying teachers pre service (**Intermediate Outcome 1**)

Intermediate Outcome 1

Main achievements in 2021/2022

- The percentage of cadres appointed in the MoE based on the approved professional development standards and professional development programmes (pre-service diploma or equivalents) reached 0.02% in 2021/2022, while the target value was 13%
- The number of specializations in the pre-service teacher qualification programme in 2022 included four specializations, namely: science in its branches, mathematics, Arabic language, and English language. Four universities are implementing the pre-service teacher qualification programme, with the target for 2022 having been achieved.



The teacher supply and demand model is now integrated with OpenEMIS software, which allows the MoE to predict its staffing needs for the next five years while applying a variety of topics, gender, geographic filtering, and result predictions in different types of scheme. ²⁸ Accordingly, the number of scholarships for obtaining a pre-service diploma (pre-service teachers in the MoE) has increased significantly thanks to the joint coordination between the Human Resources Department and the relevant authorities. **It increased from 178 scholarships in 2020/2021 to 783 scholarships in 2021/2022**, with a percentage increase of nearly 340% in the number of scholarships for pre service diplomas. The scholarship process in 2022/2021 was distinguished by being based on the actual needs of the MoE and the directorates of education, according to geographical regions, and gender, while it did not partially take this into account in 2020/2021.

- Establishing the sustainability units in the four universities.

Intermediate Outcome 1

Main challenges in 2021/2022

- The Civil Service Bureau was unable to provide the required number of scholarships, represented by 1,200 candidates, as the nomination process for scholarship began only about 30 days before the beginning of the academic year due to the approved nomination methodology, which includes subjecting candidates to a competitive exam. Candidates had to pass the exam and the subsequent personal interview.
- Two hundred seventy-seven candidates objected to their previously signed work contracts due to their commitments with the private sector and their financial inability to devote themselves to the programme because the practical aspect requires commitment to its application during the school day.
- The reluctance of many candidates living in the governorates of Ma'an and Aqaba (the directorates of education include Ma'an borough, Shobak, Petra, Southern Badia and Aqaba) to apply for the Higher Diploma Programme for Teacher Training due to the long distance from Mutah University, which is the only university that provides this scholarship for the people of the southern region.

²⁸ Final Evaluation Report: Professional Diploma for Pre-service Teacher Preparation and Qualification in Jordan 4.

- Although the MoE gave scholarships to many students according to its needs, some students studied at their own expense at the four universities accredited for scholarship in a pre-service diploma.

Intermediate Outcome 1

Recommendations for 2023/2024

- Starting scholarship procedures between the MoE and the Civil Service Bureau at an early stage.
- Expanding the diploma for preparing and qualifying pre-service teachers to include eight specializations in addition to the classroom teacher specialization in 2024/2025, vocational education, early childhood education, and inclusive education, and providing the necessary financial support to both the MoE and universities to ensure the sustainability of these programmes (Economic Modernization Vision).
- Graduating 1,030 graduates in 2023 from the pre-service teacher preparation and qualification diploma to meet the MoE's needs for teachers, 2,000 graduates in 2024, 2,000 graduates in 2025, and 4,000 graduates in 2026 (Economic Modernization Vision).
- Developing a system to ensure the quality of the in-service training and qualification programme in partnership with the Queen Rania Teacher Academy to qualify in-service teachers. In addition, train the Higher Education Accreditation Commission to implement quality assurance in 2024/2025 (Economic Modernization Vision).
- Developing a sustainability plan for the years 2023–2027, which includes quality assurance and institutionalization of elements in cooperation with the Higher Education Accreditation Commission.
- Developing the financial model and integrated programme plan.
- Contracting teachers from the Queen Rania Teacher Academy to teach the first grades, develop pre-service training content, and train the trainers in the four universities.
- Expanding pre-service training in vocational education in the academic year 2024/2025.
- Continuing the pre-service training diploma and the integrated programme tracks.
- Making the pre-service training a mandatory entry requirement into the teaching profession (appointment) in 2026/2027 and teacher licensing in 2025/2026.
- Launching the pilot phase of the integrated programme in four universities in the academic year 2024/25.
- Graduating the first cohort from the Integrated Programme in 2028/2029.
- Giving accreditation to the Integrated Programme and the four universities based on the international accreditation standards in 2025/2026.
- Establishing six training centres, with two in each region to involve the private sector (Economic Modernization Vision).

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.2 Improved process for selecting leaders at all administrative levels (Intermediate Outcome 2)

Intermediate Outcome 2

Main achievements in 2021/2022

- The number of male and female educational leaders who were selected based on the vacancies needs according to the new, developed and approved educational leader standards in 2022 reached 396. Also, the basis for selecting the school principal and supervisory positions was constantly updated in terms of rank, experience, and achievement portfolio.
- The quality of school leaders selected improved during 2021/2022 as newly updated criteria were adopted for selecting school principals based on the educational leader criteria document. These criteria are important in selecting qualified school principals, which is reflected in the educational and pedagogical process.

Intermediate Outcome 2

Main challenges in 2021/2022

- Delay in approving the latest update of the principles for selecting leaders (specialized manager, department manager).
- The absence of a professional development curriculum for pedagogical leaders due to the timetable set in the implementation plan.
- Lack of financial resources to implement development policies for human resources.

Intermediate Outcome 2

Recommendations for 2023/2024


- Expediting the procedures for leader selection criteria (specialized manager, department manager) based on the criteria of the pedagogical leader.
- Preparing standards and a professional development curriculum for leaders at all levels.
- Building professional development programmes based on the professional development curriculum for leaders.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.3 Improved professional development and licensing for in-service teachers (Intermediate Outcome 3)

Intermediate Outcome 3

Main achievements in 2021/2022

-  **Exceeding the target of teachers who obtained the first rank by 0.5%, with a 17,898 teachers and administrators obtaining ranks in 2022.**
- Formulating the semi-final standards for administrative jobs in line with the system of ranks and competencies with the Civil Service Bureau under the supervision of the Policy Directorate in the Supervision and Training Department and in cooperation and partnership with all departments in the MoE and with the support of USAID. The standards documents were judged and evaluated by official bodies such as the Ministry of Justice, Civil Service Bureau, MoF, MoE, and Ministry of Digital Economy. Its construction entailed developing a curriculum and training programmes for administrators to be implemented by experts with the support of TAP. The new ranking system requires a partial revision of leadership standards as a strategy to strengthen mid-level leadership, for example, by giving supervisors a more supportive role at the school level.
- Updating the professional development curricula for male and female teachers except vocational education teachers and building a professional development curriculum for administrators with the support of TAP, which is closely linked to the Economic Modernization Vision. It is hoped that pre- and in-service professional development will meet the needs of teachers and learners and support teachers in their career advancement, in line with the new ranking system, as an urgent priority.²⁹
- Holding workshops to prepare vocational education standards after building the capacity of the assigned teams by the relevant departments and start preparing standards for inclusion and diversity in education with support from the European Union.

Intermediate Outcome 3

Main challenges in 2021/2022

- The lack of cadres specialized in building standards for administrators and vocational education. As such, a task was assigned to employees whose job descriptions do not entail such duty and, in return, they do not receive financial incentives for their contribution in building standards.
- Long periods for the implementation of tenders for the construction of training materials.

Intermediate Outcome 3

Recommendations for 2023/2024

- Providing specialized and devoted cadres to work on building standards and motivating them.
- Basing the hiring of leaders on annual contracts starting from 2026/2027.

²⁹ Statement of National Commitment – Jordan Education Transformation Summit.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.4 M&E framework and quality control mechanisms developed for follow-up of professional development policies (Intermediate Outcome 4)

Intermediate Outcome 4

Main achievements in 2021/2022

- Making a preliminary M&E framework proposal available to be applied in a limited manner to collect feedback. This will be done in preparation for a draft framework that will enable the M&E Division to operate and build the capacity of more qualified cadres to carry out monitoring and evaluation visits.
- Increasing the number of M&E visits carried out to measure the impact of training on teachers from 99 visits in 2021 to 115 visits in 2022, an increase of 16%, despite the lack of qualified cadres to carry out the visits.

Intermediate Outcome 4

Main challenges in 2021/2022

- Lack of qualified cadres to carry out M&E visits.
- Financial burden because of carrying out M&E visits.

Intermediate Outcome 1

Recommendations for 2023/2024

- Qualifying the cadres responsible for carrying out M&E visits.
- Providing financial support to increase the number of visits.
- Measuring the impact of training programmes.
- Providing technical support for the work of M&E and quality control models for professional development policies.
- Contracting the Queen Rania Teacher Academy to develop in-service training content for kindergarten teachers and train 700 female teachers, with a total of 3,100 female teachers.
- Developing an in-service teacher training diploma in cooperation with the Queen Rania Teacher Academy for 2,700 new teachers in 2023/2024 and 2,000 new teachers thereafter annually who have between one and five years of experience, as well as developing an in-service training diploma plan to train 500 educational leaders.
- Abolishing the in-service training diploma in 2026/2027 gradually once the MoE's need for teachers who received pre-service training is met and the training had become mandatory entry requirement.
- Completing in-service training in 2027/2028 for teachers with between one and five years of experience.
- Reviewing the general framework for the professional development of educators and approving it by the Education Council.
- Establishing six training centres affiliated with the MoE so that there will be two centres per region to encourage the participation of the private sector by 2024–2026.
- Holding short and continuous vocational training courses for 1,500 educators annually.
- Granting teacher licences upon completion of one year of the in-service training diploma or the pre-service training diploma (the first cohort will graduate in 2024/2025).
- Recruiting teachers based on annual contracts starting in 2026/2027.



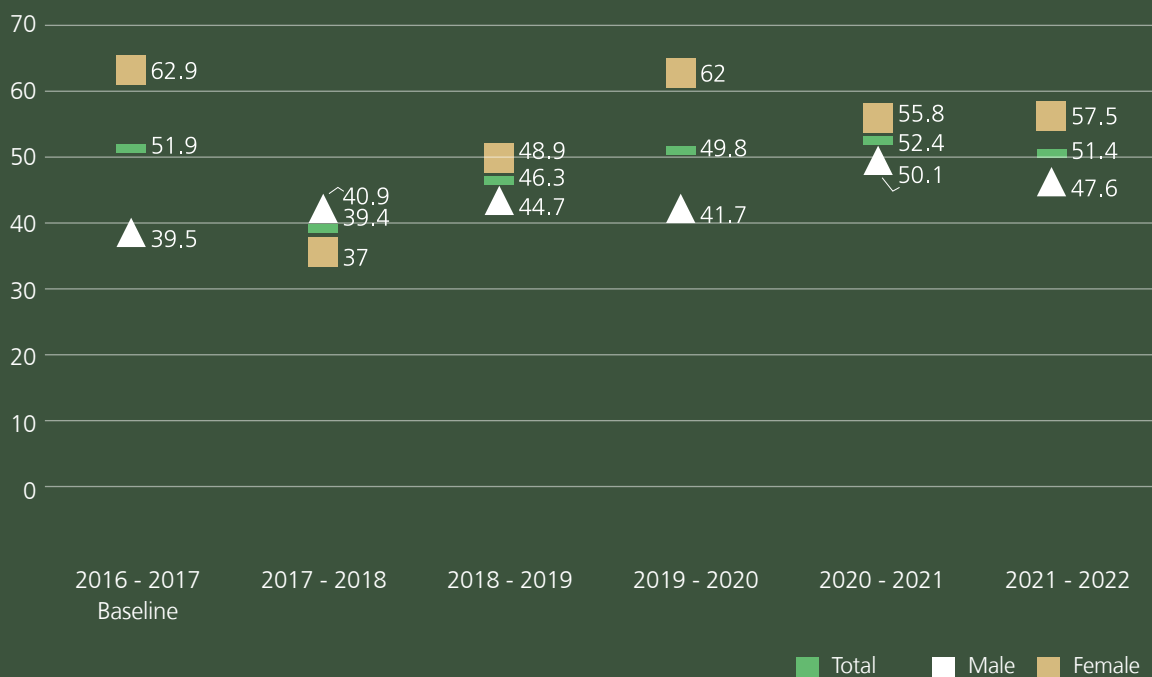
Domain 6

Vocational Education

2021/2022 Progress Report

Increased access to and improved quality of vocational education **(Outcome 6)**

Graph 9: The success rate of vocational education students in the general secondary examination, total and by gender (%)



Note: Data included in the graph are reported in Annex 2.
Source: MoE OpenEMIS Monitoring Tool (2023)

Despite some progress since 2018, less than half of all vocational education students passed their secondary level examination in 2022.

The success rate of vocational education students reached 51.4% in 2021/2022, up from 46.3% in 2018/2019. There is a major and persistent difference in the success rates between males and females, to the advantage of females. In the 2021/2022 academic year, 47.6% of male students passed the vocational education exam, whereas 57.5% of female students passed.

Table 1: Vocational education success rate, total and by specialization, total and by gender

Specialization	Success rate, all student (%)		Success rate, male students (%)		Success rate, female student (%)	
	2020/2021	2021/2022	2020/2021	2021/2022	2020/2021	2021/2022
Agricultural	82.60%	89.00%	80.70%	87.20%	91.70%	98.40%
Industrial	75.90%	87.80%	75.60%	87.70%	95.80%	96.50%
Hospitality	96.30%	98.30%	96.20%	98.20%	97.20%	99.10%
Home economics	94.90%	97.70%	94.90%	97.70%
Total	86.5%	93.1%	79.90%	89.20%	94.80%	97.80%

The success rate of vocational education students in their respective specializations improved in 2021/2022,³⁰ with an average increase from 86.5% in 2020/2021 to 93.1% in 2021/2022.

The exam results show an increase in the success rates in each of the four specializations from 2020/2021 for both male and female students. Close to all female students succeeded their specialization exam in 2021/2022, outperforming males by more than 8 percentage points. There is a strong gender-based selection in terms of specialization, with all boys being enrolled in agricultural, industrial or hospitality fields (but none in home economics), while close to 93% of all female vocational education students are enrolled in home economics.



³⁰ Department of Vocational Education and Production Department's database.

1 Key Results for 2021/2022

1. The success rate of vocational education students in the general secondary examination for all subjects was 51.4% during the academic year 2021/2022 (while the target value was 48%). There is a difference between the success rate of females (57.5%) and males (47.6%). Also, the success rate of vocational education students increased for specialized subjects from 86.5% in 2020/2021 to 93.1% in 2021/2022. This is due to:

- ◆ More students enrolling in vocational education based on their desires and inclinations than students enrolling based on their averages.
- ◆ Developing the education and training methodology by updating and developing curricula.
- ◆ Equipping some workshops with modern equipment suitable for the labour market. This indicator is important in indicating the quality of vocational education and the extent to which students acquire knowledge competencies in the specialization.

2. The MoE, in cooperation with the Ministry of Labour, launched the Strategic Plan for TVET, which aims to improve access to equitable and inclusive vocational education for all groups. It also aims to increase the enrolment of females in the vocational sector in new specializations that comply with the requirements of the labour market with qualified vocational education graduates to increase the employment rate. Furthermore, the MoE aims to promote a safe and high-quality professional school environment that provides an adequate and healthy space, safety measures, inclusion, gender sensitivity and community engagement.³¹



³¹ Teacher Salary Support Programme.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.1 National framework for the vocational education sector established in partnership with the Ministry of Labour, the Technical and Vocational Skills Development Commission and partners (Intermediate Outcome 1)

Intermediate Outcome 1

Main achievements in 2021/2022

- One research study was conducted to determine the required specializations by gender in the vocational education field in 2021/2022.

Intermediate Outcome 1

Main challenges in 2021/2022

- Resistance to change among some workers in the vocational education field against the merging processes to take place because of the consequent loss of some of their job gains.
- The difficulty of updating the legislation governing the new mergers due to the emergence of new tasks that were not present in the regulations and instructions of the MoE.

Intermediate Outcome 1

Recommendations for 2023/2024

- Developing a national framework with specific roles for all partners and a unified national plan that includes the vocational education sector and professional employment, and defining the role of the private sector, government sector, and local community institutions.
- Finalizing and following-up on recommendations of the TVET System Review to support the implementation of the MoE TVET Strategy.
- Activating the National Qualifications Framework, which shows the career ladder and links the qualifications at each level according to the knowledge, skills, target values and jobs that can be occupied.
- Supporting vocational education projects in terms of curriculum development, specializations, school construction and teacher training.
- Building a digital system for the vocational education sector that includes all service providers and beneficiaries.
- Merging vocational training centres (affiliated to the Vocational Training Institution) under the MoE.
- Opening new gender-sensitive professional specializations.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024


2.2 Increased participation in vocational education (Intermediate Outcome 2)

Intermediate Outcome 2

Main achievements in 2021/2022

■ Reaching a 13% enrolment rate in vocational education out of the total enrolment in vocational education and vocational training in 2021/2022, while the enrolment rate in vocational education out of the total enrolment in vocational education only reached 12%. This is after activating the double-shift system in three schools (two schools for boys and one school for girls). This increase is in line with the strategic objectives of the MoE as the MoE seeks to increase the enrolment rate in vocational education to 20% in 2025 to provide skilled labour to the labour market in line with the Economic Modernization Vision.

■ Reaching the target of 7,500 students in 2022 from Grades 4 to 10 who received vocational guidance.

■  **Establishing one vocational school for boys in Zarqa Governorate, creating 15 vocational education workshops** (five for males and 10 for females, including one industrial workshop), and rehabilitating 11 classrooms for the academic year 2021/2022. This is due to:

- ◆ The availability of financial allocations from donors.
- ◆ The facilitation and acceleration of the establishment procedures with the support of decision makers.
- ◆ The low cost of equipping female workshops with devices and equipment.
- ◆ The increasing demand of females for vocational education.
- ◆ The opening of industrial education workshops for females.
- ◆ Following the standard lists of updated curricula, which meets the growing demand for vocational education, and thus contributes to providing students with the skills and competencies required in the labour market and increasing employer satisfaction.
- ◆ The establishment of a vocational guidance centre in Zarqa School, recruitment and training its staff.

Intermediate Outcome 2

Main challenges in 2021/2022

- Lack of financial allocations for:
 - ↳ Construction of specialized vocational schools (high cost of building a vocational school).
 - ◆ Implementation of awareness workshops on vocational guidance.
 - ◆ Provision of facilitations for vocational education students (books, transportation, and vocational clothing allowance).
- Absence of legislation to facilitate access for students with disabilities in vocational schools.
- Absence of legislation to implement training programmes for the local community.
- The low percentage of those joining the labour market due to the substantial number of graduates who complete their studies in higher education (universities, colleges) due to the lack of job opportunities, and there is a group who work in small workshops or from their homes and who are not involved in social security.
- Societal perception of female fresh graduates working in vocational education, and employer preference for male employment (employment was 7.9% for males and 2.1% for females).

Intermediate Outcome 2

Recommendations for 2023/2024

To ensure increased participation in vocational education, the MoE needs to:

- Provide financial allocations for:
 - ↳ Starting construction of five vocational schools and rehabilitating 40 vocational workshops and 80 classrooms.
 - ◆ Providing facilities for vocational education students such as books, transportation allowance and vocational clothing.
 - ◆ Conducting workshops and media campaigns for career guidance and awareness-raising for students, expanding the career guidance to include parents, teachers, and partners in the private sector, and providing a media platform for career guidance.
- Creating legislation and providing infrastructure for the inclusion of people with disabilities in vocational schools.
- Creating a vacancy titled career counsellor in approximately 20 academic and vocational schools to provide career guidance counselling.
- Increasing students' practical skills to qualify them to directly join the labour market.
- Integrating work skills into the curriculum from the younger stages of education, including teamwork skills, goal setting and planning, English language, and career choices based on passion and personal talents where the government provides comprehensive and high-quality basic services, including education, and health and social care for people in need within their families and communities.
- Mainstreaming the vocational guidance centres in vocational schools.




2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.3 Improved quality of vocational education (Intermediate Outcome 3)

Vocational education provided in public schools includes four fields, namely: industrial, agricultural, hospitality and food processing, and cosmetology. It is provided in 211 vocational schools divided into 21 specialized schools, 16 vocational schools, and 174 schools integrated with academic schools.

Intermediate Outcome 3

Main achievements in 2021/2022

-  **Developing and updating 10 curricula according to the requirements of the labour market in 2022.**
-  **Rehabilitating/updating 15 workshops and equipping them with new equipment.**
-  **Carrying out maintenance for 50 workshops in vocational education schools to ensure the quality and sustainability in vocational education.**
- Training several vocational education employees on courses related to vocational education by five trainees (two males and three females), noting that the target for 2022 was two.

Intermediate Outcome 3

Main challenges in 2021/2022

- Insufficient financial allocations for:
 - ◆ Conducting specialized training programmes for male and female teachers and administrators in charge of vocational education in the MoE's centre and directorates of education.
 - ◆ Purchasing expert services from the private sector to work in vocational education.
 - ◆ Conducting necessary maintenance programmes for all schools and vocational workshops.

Intermediate Outcome 3

Recommendations for 2023/2024

To improve quality vocational education, the MoE needs to:

- Provide financial allocations for implementing eight specialized programmes, including six for male and female teachers and two for administrators in charge of vocational education in the MoE's centre and directorates of education.
- Including specialized training programmes for teachers and administrators of vocational education in the ranking system.
- Modernizing and accrediting the Quality of Vocational School System granted by the European Union.
- Updating vocational curricula to be designed based on the needs of the labour market and focusing on vocational training.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.4 Partnerships between government and private sector institutions developed (**Intermediate Outcome 4**)

Intermediate Outcome 4

Main achievements in 2021/2022

- In 2022, a partnership agreement was signed with the private sector to train students, with 300 students being trained, which is equivalent to 2% of males in 10 private sector institutions in the hospitality sector.

Intermediate Outcome 4

Main challenges in 2021/2022

- Absence of facilities for students to join the training in private sector institutions (transportation, the existence of a training programme, and qualified trainers in the private sector).
- Absence of financial incentives (tax relief) and legislation that promotes partnership with the private sector for students' training.
- Lack of agreements between the MoE and the private sector to train vocational education students.
- Failure to train female students due to lack of necessary facilities (transportation and agreements with the private sector that is not prepared to train females).

Intermediate Outcome 4

Recommendations for 2023/2024

To ensure the development of partnerships between the government and private sector institutions, the MoE needs to:

- Provide the necessary financial allocations to facilitate the enrolment of students in training in private sector institutions.
- Provide draft legislation to strengthen partnership with the private sector to train students through incentives and the rehabilitation of training workshops (concluding an agreement between the MoE and the private sector to train vocational education students).
- Develop sustainable models of partnership with the private sector to train and employ vocational students.

2 Progress Analysis for 2021/2022 and Recommendations for 2023 /2024

2.5 Student streaming system after the ninth grade updated to meet labour market requirements (**Intermediate Outcome 5**)

Intermediate Outcome 5

Main achievements in 2021/2022

- Setting the general framework for the student streaming system after the ninth grade to either a vocational or academic path (based on the student's academic achievement, desires, and preferences) to meet the requirements of the labour market, where the distribution of students will begin after the ninth grade for 2023/2024.
- Conducting a programme for awareness and vocational guidance to provide guidance and counselling services to tenth grade students of both genders, with 7,500 vocational guidance workshops being implemented (4,000 males and 3,500 females). A career guidance manual has also been developed and a guidance centre established ³²
- Creating pathways between non-formal education and new vocational education pathways (E-TVET), with 1,600 teachers of vocational education being trained to improve their professional abilities. Seventy-six mentors were trained in the Employment-Oriented Vocational Training Project. ³³

Intermediate Outcome 5

Main challenges in 2021/2022

- Non-readiness of appropriate infrastructure (buildings, vocational training centres, workshops, and equipment) for the distribution/streaming of students after the ninth grade.
- Absence of approved curricula for the distribution/streaming system after the ninth grade.
- Poor awareness and sufficient understanding among parents and students about the new streaming system after the ninth grade (its importance, and its purpose), which aims to provide sufficient time to qualify students and provide them with the professional skills necessary for their involvement in the labour market (three years instead of two years).

³² Sector Progress Report (TVET).
³³ Report Advance Sector (TVET).

Intermediate Outcome 5

Recommendations for 2023/2024

To ensure that the system of enrolment of students in the vocational tracks from the ninth grade meets the requirements of the labour market, the MoE needs to:


- Stream students after the ninth grade so that the vocational education becomes a three-year programme. Prepare a national framework for vocational education linking education to the labour market (Economic Modernization).
- Introduce the BTEC programme to the tenth grade in 2023/2024, the eleventh grade in 2024/2025, and the twelfth grade in 2025/2026 (Economic Modernization). Moreover, teach six new majors/specializations, including construction, information technology, project management, design and arts, creative media, and engineering, bringing the total to 10 majors.
- Analyse the labour market's supply and demand.
- Provide the necessary infrastructure to accommodate students in the new vocational tracks after the ninth grade by addressing all directorates of education to provide the MoE with the number of vocational education schools that need rehabilitation to accommodate vocational education students, their needs for maintenance and infrastructure, and adequately training 200 teachers in vocational education on the new curricula for the tenth vocational grade for 2023/2024 as possible.
- Conduct 25 programmes to educate students and parents on the new students streaming system after the ninth grade based on competencies.
- Appoint 20 new teachers to teach tenth grade vocational students according to school formations and train vocational teachers.
- Increase the enrolment rate, raise the absorptive capacity, operate vocational schools for a second shift, and include vocational training centres.
- Establish six specialized vocational schools and rehabilitate 45 vocational workshops (Economic modernization).
- Modify and develop the vocational curricula for Grades 10–12 focusing more on practical training and the new labour market skills required for employment.



Chapter 2

Financial execution





This chapter covers the financial execution of education in Jordan for the fiscal year 2022. Where relevant, trend analyses cover the period from 2019 to 2022.

In terms of financing sources, the chapter mainly covers public financing of education from the general government budget, including donor and general and sectoral budget supports. To the extent possible and depending on data availability, the chapter attempts to provide an overview of off-budget financing. In terms of sectoral coverage, the chapter concentrates on the MoE, although for some analyses it refers to other ministries in charge of education and training to give a full account of the Jordanian Government's efforts in financing education.

Introduction

This chapter covers the financial execution of education in Jordan for the fiscal year 2022. Where relevant, trend analyses cover the period from 2019 to 2022. In terms of financing sources, the chapter mainly covers public financing of education from the general government budget, including donor and general and sectoral budget supports. To the extent possible and depending on data availability, the chapter attempts to provide an overview of off-budget financing. In terms of sectoral coverage, the chapter concentrates on the MoE, although for some analyses it refers to other ministries in charge of education and training to give a full account of the Jordanian Government's efforts in financing education.

National data sources are the de facto reference information. These are primarily annual budget execution reports from the MoF and internal reports and data sets from the MoE. Where necessary, other data sources such as the International Monetary Fund (IMF) World Economic outlook and the Organisation for Economic Co-operation and Development (OECD) database on external aid flows to education were used.

The chapter is structured around four parts: (i) a brief overview of the macroeconomic and government finance outlook; (ii) a detailed account of government expenditure on education for the year 2022; (iii) a brief analysis of off-budget donor financing; and iv) concluding remarks and recommendations.

1. National Macroeconomic Outlook and Government Finances

Overview of the National Macroeconomic Outlook and Government Finances: A Timid Economic Recovery Supported by ambitious Fiscal Reforms. Like many countries around the world, the Jordanian economy has faced several shocks in recent years. The Covid-19 pandemic and resulting disruption to global economic activity and, more recently, the war in Ukraine and its impact on energy prices are major shocks that have characterized the period under review. To cope, Jordan has embarked on ambitious fiscal and public financial management reforms,³⁴ which is already bearing fruit and supporting the country's economic recovery.

Gross domestic product (GDP) growth amounted to 2.7% in 2022 from –1.6% in 2020 and 2.2% in 2021 (Table 2). However, unemployment, estimated at 22.9% in 2022, persists at very high levels, particularly among the youth. Inflation has risen, reaching 4.2% in 2022 from 0.4% in 2020 and 1.4% in 2021.³⁵

Jordan's total general government spending in 2022 was JOD 12.2 billion against JOD 11.5 billion in income, corresponding to respectively 35.5% and 33.5% of GDP. Domestic resource mobilization has improved significantly. Estimated at about 15% of GDP in 2019, tax revenue accounted for 17.8% of GDP in 2022, supported by concerted efforts to reduce tax evasion and close tax loopholes.³⁶ However, Jordan is still reliant on deficit financing through loans and grants. In 2022, the deficit represented JOD 1.5 billion (or 4.4% of GDP) when excluding grants, while the overall public debt stock is estimated at 88.5% of GDP in 2022, up from 75% before Covid-19.

Table 2: Selected macroeconomic indicators and general government revenues and expenditure, 2019–2022

	2019	2020	2021	2022
Socio- and macroeconomic indicators (million JOD and percentage)				
Population, million	10.1	10.2	10.3	10.3
Nominal GDP, million JOD	31,945.7	31,369.4	32,478.4	34,624.0
Real GDP, million JOD	30,151.5	29,678.2	30,339.5	31,162.0
Real GDP real growth rate, %	1.9	–1.60	2.2	2.7
Real GDP per capita, JOD	2,984.7	2,908.8	2,954.5	3,025.1
Inflation, average consumer prices, %	0.7	0.4	1.3	4.2
Unemployment rate, %	19.1	22.7	24.1	22.9

³⁴ Public Finance Management Strategy 2022–2025 of the Hashemite Kingdom of Jordan. [https://www.mof.gov.jo/ebv4.0/root_storage/en/eb_list_page/pfm_strategy_\(2022-2025\).pdf](https://www.mof.gov.jo/ebv4.0/root_storage/en/eb_list_page/pfm_strategy_(2022-2025).pdf)
³⁵ Jordan: 2022 Article IV Consultation and Fourth Review. <https://www.imf.org/en/Publications/CR/Issues/2022/07/13/Jordan-2022-Article-IV-Consultation-and-Fourth-Review-Under-the-Extended-Arrangement-Under-520668>

³⁶ According to the January 2023 Finance Bulletin produced by the MoF (https://mof.gov.jo/EN/List/General_Government_Finance_Bulletins), the increase in tax revenues is attributed to the increase in the general tax on goods and services and the increase in income and profit tax collections. In 2022, the government committed to review the tax system and administrative and structural procedures in combating tax evasion and avoidance

	2019	2020	2021	2022
General government revenues and expenditure (nominal values, million JOD)				
General government revenues	10,344.2	9,605.2	10,789.1	11,586.3
Domestic revenues (taxes and non-taxes)	9,515.0	8,798.6	9,969.8	10,769.0
Taxes	4,810.6	5,118.2	5,773.7	6,150.0
Pension contributions	1,775.5	1,786.3	1,902.4	2,101.2
Non-taxes	2,928.9	1,894.1	2,293.7	2,517.8
Grants and loans	829.2	806.6	819.3	817.3
General government expenditure	10,501.8	11,194.9	11,778.5	12,281.1
Current expenditure	9,366.4	10,169.7	10,497.3	10,643.0
Personnel gross remuneration (incl. pensions)	1,999.0	2,196.2	2,214.0	2,358.3
Other recurrent	6,560.1	7,049.5	7,231.1	7,432.6
Debt servicing	807.3	924.0	1,052.2	852.1
Capital expenditure	1,135.4	1,025.2	1,281.2	1,638.1
Deficit/surplus				
Including grants, millions JOD	-157.60	-1,589.70	-989.40	-694.80
Excluding grants, millions JOD	-986.80	-2,396.30	-1,808.70	-1,512.10
Total general government debt, % of GDP ^(a)	75	84.5	88.60	88.50
General government revenues and expenditure (as percentage of GDP)				
General government revenues	32.4	30.6	33.2	33.5
Domestic revenues (taxes and non-taxes)	29.8	28.0	30.7	31.1
Taxes	15.1	16.3	17.8	17.8
Pension contributions	5.6	5.7	5.9	6.1
Non-taxes	9.2	6.0	7.1	7.3
Grants and loans	2.6	2.6	2.5	2.4
General government expenditure	32.9	35.7	36.3	35.5
Current expenditure	29.3	32.4	32.3	30.7
Personnel gross remuneration (incl. pensions)	6.3	7.0	6.8	6.8
Other recurrent	20.5	22.5	22.3	21.5
Debt servicing	2.5	2.9	3.2	2.5
Capital expenditure	3.6	3.3	3.9	4.7
Deficit/surplus				
Including grants, millions JOD	-0.5	-5.1	-3.0	-2.0
Excluding grants, millions JOD	-3.1	-7.6	-5.6	-4.4
Total general government debt, % of GDP ⁽¹⁾	75	84.5	88.6	88.5

Sources: MoF, Jordan Department of Statistics; consumer price index; ³⁷ General government budget; ³⁸ IMF World Economic Outlook Database, April 2023

Notes: (a) Excluding the debt holding by Social Security Investment Fund

³⁷ <http://dosweb.dos.gov.jo/ar/economic/price-indices/table-price-indices/>

³⁸ https://mof.gov.jo/ebv4.0/root_storage/en/eb_list_page/eng_nov_2022.pdf

2. Public Spending

Public spending on education remains a relatively small share of the total public expenditure and has been stagnant in recent years

In 2022, public spending on education (total including general education, TVET and higher education) amounted to JOD 1.25 billion (Table 3). In real terms, public expenditure on education has increased by 2% on average per year between 2019 and 2022. As a proportion of GDP and of the total public budget, education spending in Jordan has stalled at about 3.5% of GDP and 10% of government spending. International benchmarks recommend public spending on education to be between 4% and 5% of GDP and between 15% and 20% of total public spending³⁹

Table 3: Public spending on education,^(a, b) 2019–2022

	2019	2020	2021	2022
Recurrent expenditure, million JOD	963.3	1,053.9	1,060.5	1,110.7
Capital expenditure, million JOD	138.1	103.8	118.8	138.9
Total recurrent and capital, million JOD	1,101.3	1,157.7	1,179.4	1,249.6
Public expenditure on education as % of GDP	3.4	3.7	3.6	3.6
Expenditure on education as % of public expenditure	10.5	10.3	10.0	10.2
Education recurrent expenditure as % of total public recurrent ^c	10.3	10.4	10.1	10.4

Source: General government budget, MoF.

Note: (a) Includes both the MoE (chapter 2501) and the Ministry of Higher Education (chapter 2601); (b) Includes expenditure funded through both domestic revenues and external grants and loans channelled through budget support; (c) Excludes debt servicing.

With 75% of recurrent spending on education in 2022, basic education remains the largest budget priority, followed by secondary education (9.7%) and higher education (8.7%). On the other hand, despite being hailed as one of most important keys to improving learning achievements, kindergarten received only 0.4% of public recurrent spending in 2022. The same year, TVET, another important sub-sector for youth employment, accounted for 2% of recurrent spending. Sector administration and support services (including the central MoE and field directorates) accounted for 3% of education recurrent spending in 2022 (Graph 10 and Table 4).

Graph 11: Distribution of recurrent education spending in 2022, percentage



Source: Compiled from data obtained from the General government budget, MoF

³⁹ See the recommendations of the Education 2030 Framework for Action. <https://thedocs.worldbank.org/en/doc/5c5cdd4c96799335e263023fa96db454-0200022022/related/EPW-2022-Dec21.pdf>

Table 4: Trends in the distribution of recurrent education spending, million JOD and percentage

	2019	2020	2021	2022
Million JOD				
Kindergarten	3.1	3.8	3.9	4.5
Basic education	683.3	731.9	810.5	838.1
Secondary education	96.8	110.7	91.8	107.9
Vocational education	24.6	28.3	21.8	23.7
Special needs	3.8	5.1	3.8	4.2
Higher education	99.7	117.7	97.1	97.1
Literacy and adult education	0.6	0.5	0.5	0.5
Administration and support services	50.5	54.8	30.3	33.8
Social, sports and educational activities	1.0	1.1	0.8	0.9
Total	963.3	1,053.9	1,060.5	1,110.7
Percentage				
Kindergarten	0.32	0.36	0.36	0.40
Basic education	70.93	69.44	76.43	75.46
Secondary education	10.04	10.51	8.66	9.72
Vocational education	2.55	2.69	2.05	2.14
Special needs	0.40	0.49	0.36	0.37
Higher education	10.35	11.16	9.15	8.74
Literacy and adult education	0.06	0.05	0.05	0.05
Administration and support services	5.24	5.20	2.86	3.04
Social, sports and educational activities	0.10	0.10	0.08	0.08
Total	100	100	100	100

Source: Compiled from data obtained from the General government budget, MoE

The remaining part of this chapter focuses on the MoE budget execution, which includes funding from both domestic revenues and external donor support channelled through grants and loans. Off-budget support is analysed separately at the end of the chapter

The distribution of MoE expenditure per ESP domain shows a significant portion (94% or JOD 1 billion out of the JOD 1.1 billion in 2022) going to the Domain 2 – Access and Equity (Table 5). However, this information needs to be taken cautiously as it also reflects the existing difficulties in financial data reporting. This is particularly the case when matching the government budget data, which are reported by budget programmatic priorities known as ESP domains. The reconciliation or matching of both accounts has so far been done manually and, therefore, is exposed to risks of errors and other irregularities. Current efforts by the MoE to consolidate and digitalize the financial reporting are expected to address this shortcoming

Table 5: MoE expenditure per ESP domains, million JOD

	2019	2020	2021	2022
Recurrent expenditure	863.5	936.3	963.5	1,013.6
Early childhood education and development	3.1	3.1	3.1	3.1
Access and equity	806.2	806.2	806.2	806.2
Quality	0.1	0.1	0.1	0.1
Vocational education	24.6	24.6	24.6	24.6
System strengthening	0.7	0.7	0.7	0.7
Human resources	28.8	28.8	28.8	28.8
Capital expenditure	113.4	77.9	98.0	118.0
Early childhood education and development	2.0	1.9	3.0	3.0
Access and equity	65.4	44.4	55.2	66.4
Quality	22.0	14.9	18.6	18.4
Vocational education	1.5	1.4	2.2	1.9
System strengthening	18.3	12.4	15.5	24.8
Human resources	4.3	2.9	3.6	3.4
Total recurrent and capital	977.0	1,014.1	1,061.5	1,131.6

Source: Compiled from data obtained from the General government budget, MoF, and the MoE

The Wage Bill was recently expanded at the expense of other recurrent spending essentials for the quality inputs and proper functioning of the system (Graph 11 and Table 6). In 2022, personnel remuneration represented 95% of MoE recurrent spending. Estimated at JOD 968 million in 2022, personnel gross remuneration, which comprises personnel wages, salaries, and pension contributions, has expanded by JOD 171 million (in nominal value) since 2019, corresponding to a 21% increase over the period. Meanwhile, expenditure on goods, services, and transfers, which typically support pedagogical inputs and other school and system management expenses, declined over the same period. While no detailed data was available to document specific drivers behind this trend, at least two recent developments may help explain the trend. First, a new public sector salary scale that was earmarked in the 2020 budget but whose effective implementation was delayed by the Covid-19 crisis is gradually being deployed. In addition, new teacher recruitment and double-shift allowances related to increased enrolment in public schools coming from private schools could be behind this trend as well. These data call for further investigations and attention so that the upsurge in the Wage Bill does not reduce essential non-salary expenditure in coming years

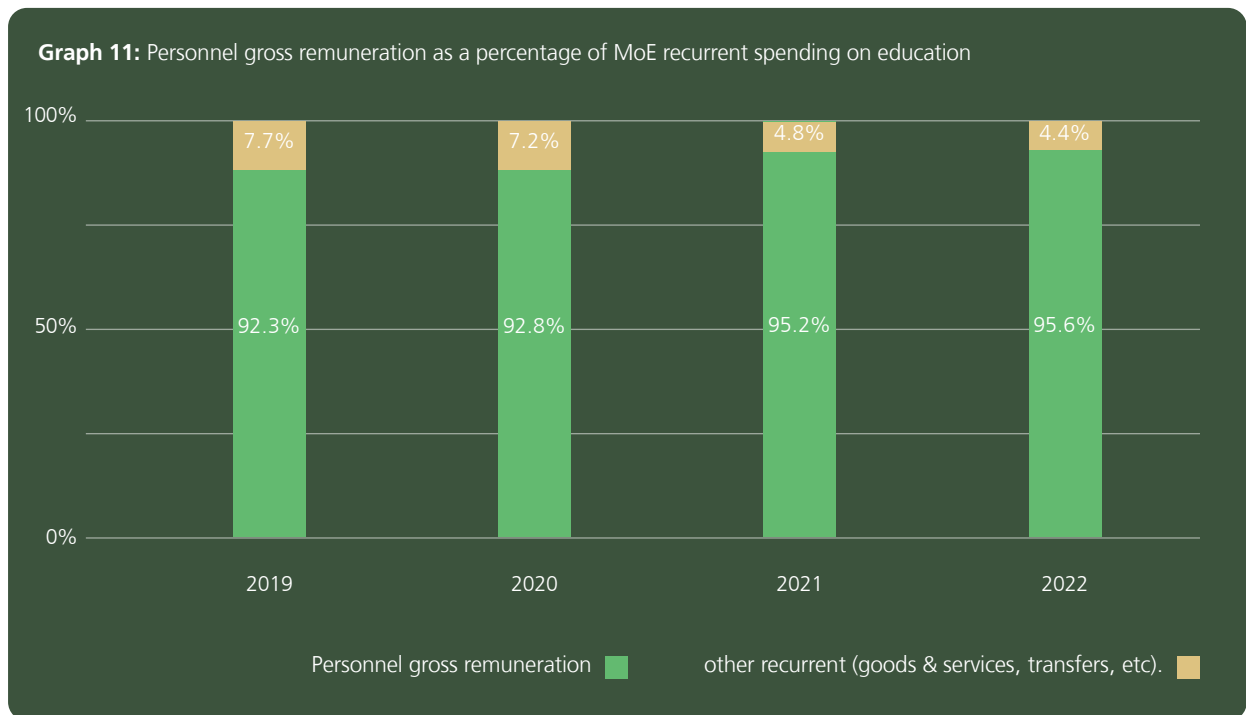


Table 6: Trends in the distribution of MoE expenditure per ESP domains, million JOD

	2019	2020	2021	2022
Recurrent expenditure	863.5	936.3	963.5	1,013.6
Personnel gross remuneration	797.5	868.5	916.8	968.5
Other recurrent	66.1	67.8	46.6	45.1
Capital expenditure	117.0	77.9	98.0	118.0
Total	980.5	1,014.1	1,061.5	1,131.6

Source: Compiled from data obtained from the General government budget, MoF, and MoE

While the budget execution rate of recurrent expenditure is relatively high and improving,⁴⁰ that is not the case for capital expenditure (Graph 12).

The execution rate of the MoE investment budget has been estimated at 74% in 2022, down from 87% in 2021, and 74% in 2020. In general, such a low level of investment implementation is the result of a series of inefficiencies in the planning and programming of investment expenditure coupled with inadequate and/or under-performing procurement procedures.

⁴⁰ As a reminder, recurrent spending is essentially salaries, representing 95%. Five per cent of unimplemented recurrent expenditure is equivalent to the entire non-salary recurrent spending in 2022.



Sources: Computed from data obtained from the General government budget, MoF, and MoE

The MoE’s operational costing is characterized by important discrepancies between planned and actual spending, calling for more coherent and rigorous financial programming by the MoE

An analysis of the gap between programmed expenditure as per the ESP costing and the final actual spending reveals important discrepancies (Table 7). While the total programmed cost for 2022 may seem to be close to final execution (98%), a closer look at single item expenditure items shows another pattern. Non-salary actual spending exceeded programmed cost by 39%, while for capital expenditure, actual spending accounted for only 64% of planned cost. The latter confirms prior findings related to weak capacities for planning and implementing investment projects. Typically, these kinds of discrepancies reveal operational costs that are not updated regularly to reflect changes in the underlying hypotheses, such as those on enrolments, prices and unit costs and personnel pay scale. All these have changed significantly over the recent period in Jordan

Table 7: Comparison of planned versus actual expenditure, million JOD

	2021			2022		
	Planned, million JOD	Actual, million JOD	Actual as % of planned	Planned, million JOD	Actual, million JOD	Actual as % of planned
Recurrent expenditure	940.4	1,060.5	113%	1,063.4	1,110.7	104%
Personnel gross remuneration	867.1	939.1	108%	977.3	990.7	101%
Other recurrent	73.3	121.4	166%	86.0	120.0	139%
Capital expenditure	64.2	118.8	185%	217.3	138.9	64%
Total recurrent and capital	1,004.6	1,179.4	117%	1,280.7	1,249.6	98%

Sources: Data on planned expenditure is from the simulation model, data on actual expenditure is from the general government budget, MoF

3. Off-budget Funding

External resources constitute a significant portion of education financing in Jordan. According to the OECD Creditor Reporting System (CSR) database, disbursement of official development assistance (ODA) for education in Jordan amounted to USD 348 million or JOD 245.8 million in 2021, up from JOD 115.9 million in 2020 (Table 8)⁴¹. This corresponds to more than a doubling of ODA to education and most probably linked to Covid-related external efforts.

The distribution by aid delivery modality shows that in 2021, JOD 130 million (or 53% of the total) was delivered through sectoral budget support, with the remainder being allocated through technical assistance (JOD 23 million) and project-type support (JOD 92 million). Compared with 2021, the sectoral budget support for education has gained in importance since it represented only 23% in 2020.

It is challenging to present a comprehensive account of external funding as off-budget expenditure is not captured through the Government Financial Management Information System. While the execution and reporting of flows channelled through the state budget and thus the Treasury is aligned with national procedures, this is not the case for off-budget aid. This situation makes it challenging to present a comprehensive status of education financing in Jordan.



41 OECD DAC data for 2022 is not yet available.

Table 8: Trends in ODA for education in Jordan, million JOD

	2020	2021
Sector budget support	27.2	130.3
Off-budget support (project-type interventions)	63.3	92.4
Other modalities (a)	25.4	23.1
Total	115.9	245.8

Source: OECD CSR online database ⁴²

Notes: (a) Includes technical assistance, support to non-governmental organizations and other private bodies. Excludes expenditure in donor countries, and donor country personnel cost

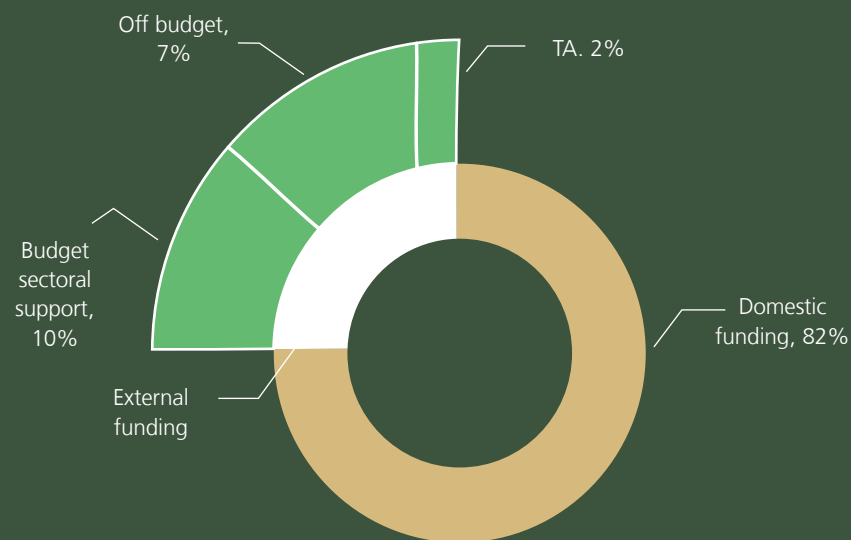
It is challenging to present a comprehensive account of external funding as off-budget expenditure is not captured through the Government Financial Management Information System.

While the execution and reporting of flows are channelled through the state budget, and thus the Treasury is aligned with national procedures, this is not the case for off-budget projects. Among other issues, this situation makes it challenging to present a comprehensive status of education financing in Jordan. Graph 13 below, which presents an attempt to consolidate education financing from all sources, shows that domestic funding accounted for the vast majority of overall education financing in Jordan in 2021 (82% or JOD 1.1 billion), with the remainder (18% or JOD 245 million) comprising sectoral budget support (10% or JOD 130 million), off-budget projects (7% or JOD 92 million) and technical assistance (2% or JOD 23 million).



⁴² <https://stats.oecd.org/Index.aspx?DataSetCode=crs1>

Graph 13: Consolidation of education financing from all sources, Jordan, 2021



Source: ODA data is from the OECD CSR online database;⁴³ Domestic funding data is from the general government budget, MoF (Table 2 above)

Although only partial data are available for off-budget projects, it gives some idea of the off-budget funding landscape of education in Jordan

As shown in Table 9 below, in 2022, 34 off-budget projects were active with an estimated total allocation of JOD 600 million. However, it should be noted that there is a certain amount of double counting because the listing contains both donor and implementing agencies. For example, the European Union funding that is implemented by UNICEF and KfW Development Bank.

Off-budget projects are quite diverse and varied in terms of their objectives (school construction, inclusive education, support to refugees and host communities, etc.) and size (from less than JOD 1 million to more than JOD 100 million).

As of December 2022, the available data also allows for the assessment of the implementation rate of certain projects. While there is some variability in the progress of implementation, the nature and duration of the project are not comparable, which justifies an individual review of each project.

However, the incompleteness of the data and the difficulties encountered during their collection once again confirm the urgency of having a comprehensive and harmonized system for tracking the financial execution of off-budget projects in the interest of efficiency and mutual accountability.

43 <https://stats.oecd.org/Index.aspx?DataSetCode=crs1>.

Table 9 Off-budget projects active in 2022

No	Donor	Project name	Objective
1	WB	Jordan Education Reform Support Program	Technical assistant to P4R to expand Access to early childhood education and improve student assessment and teaching learning conditions for Jordanian and Syrian refugees
2	GIZ	Heroes	Early Childhood Education for Syrian & Jordanian Children
3	GIZ	Promise: Promoting Quality in Inclusive Education	To help the MoE increase access and quality to education for all children with a focus on children with special needs in line with the 10-year Inclusive Education Strategy
4	GIZ	ILEPS	Improving learning environment at public Schools in host communities
5	GIZ	Qudra2	resilience for refugees, IDPs, Returnees and Host communities in response to the Syrian and Iraqi Crises
6	GIZ	S4D	Sports for development
7	GIZ	Start	
8	EU	Support to Quality Education and TVET	Technical assistance to support Inclusive education mainstreaming and vocation education strengthening
9	EU	Support to quality of education through a Safe School environment and enhanced community participation (through Madrasati)	Safe school environment and community engagement
10	EU	Education and WASH COVID-19 response Programmes for Vulnerable Syrians and Syrian and Host Community School-aged Children in Jordan (implemented by UNICEF)	Increase access to quality learning opportunities for children out of school and children at high risk of dropping out, through an enabling package of services, and minimizing the impact of COVID-19 on vulnerable children and their families in refugee camps.
11	EU	EUTF Support for sustained Quality Educational Services for Syrian Refugee Children in Jordan (implemented by UNICEF)	Ensure sustained quality educational services for Syrian refugee children in Jordan.
12	EU	EUTF Support to Construct 10 Schools in Jordan (implemented by KfW)	Increase access to inclusive and child-friendly quality primary and secondary education for children in Jordan, including both refugee and host community children.
13	KfW	School Construction Phase SCP I & II (funded by EU)	Quality Improvement of Basic Education School Construction - Provision of additional school infrastructure
14	KfW	School Construction EU mandate (funded by EU)	Provision of additional school infrastructure
15	KfW	School Construction Phase SCP III & IV (funded by EU)	Provision of additional school infrastructure
16	KfW	Labour Intensive Maintenance in Public Schools - UNOPS on behalf of MoE	Livelihoods improved through the provision of CfW opportunities for both Syrian refugees and vulnerable Jordanians. School environment is improved through the maintenance and cleaning of schools
17	UNICEF	Education (partly funded by EU)	Increased number of children aged 5–18 access quality inclusive early and basic education in a child-friendly and protective environment
18	UNICEF	WASH	Vulnerable people have access to safe drinking water, clean environment, and key hygiene/water conservation practices
19	UNICEF	Child Protection (CP)	Improved and equitable prevention of and response to violence, abuse, exploitation and neglect of children
20	Koica	Establishment of three schools for disadvantaged students/ furniture and equipment provision	Establishment of three schools for disadvantaged students/ furniture and equipment provision
21	Koica	Establishment of Specialized Industrial School in Zarqa	Establishment of Specialized Industrial School in Zarqa
22	JFA, KfW, EU	Accelerating Access Initiative (AAI)	<p>The strategic objective of the Accelerating Access Initiative 2.0 (AAI 2.0) is to support the government of Jordan (GoJ) to deliver a quality education that provides equitable and inclusive opportunities for improved learning outcomes, life-skill development, and work readiness for Syrian refugee girls and boys, and for other vulnerable groups including non-Syrian refugee children, children with disabilities and children out of school</p> <p>JFA (FCDO, USAID, Norway, Australia, Canada)</p> <p>KfW</p> <p>EU</p>

Duration	Total budget	Currency	Expenditure for 2022	Total expenditure as of end 2022	Execution rate, % (overall project duration)
2017-2025	8,000,000	USD	475,769	1,123,435	14%
2019-2025	6,650,000	USD	1,785,000	3,489,000	58%
2019-2027	12,000,000	Euro	4,233,000	9,622,000	80%
2015-2024	12,686,000	USD	1,230,000	10,375,000	82%
2016-2023	4,270,218	USD	1,273,661	2,540,459	59%
2016-2024	10,350,000	USD	1,767,000	9,701,000	94%
2022-2023	595,664	Euro	188,339	188,339	32%
2020-2026	2,269,800	Euro	na	na	na
2022-2023	899,740	Euro	609,138	609,138	67,7%
2018-2022	21,600,000	Euro	2,872,800	21,600,000	100%
2021-2022	9,000,000	Euro	6,300,000	9,000,000	100%
2018-2023	39,500,000	Euro	5,531,538	21,496,965	54%
2019-2024	29,000,000	Euro	225,860	1,195,027	4%
2019-2023	36,600,000	Euro	2,913,934	3,929,945	11%
2020-2027	34,000,000	Euro	175,000	1,050,353	3%
2020-2025	40,500,000	Euro	na	na	na
2018-2022	106,065,284	USD	14,740,778	106,065,284	100%
2018-2022	3,032,755	USD	265,473	3,032,755	100%
2018-2022	3,508,097	USD	634,820	3,508,097	100%
2017-2022	11,100,000	USD	na	na	na
2017-2022	9,980,000	USD		9,980,000	100%
2016-2023	313,009,100	JOD	58,449,792	271,877,971	87%
	131,000,000	JOD	29,419,570	114,320,064	87%
	154,500,000	Euro	24,099,051	136,371,000	88%
	82,800,000	Euro	13,750,000	69,050,000	83%

**Ministry of Education's Education Strategic Plan
Annual Monitoring & Evaluation Report**

No	Donor	Project name	Objective
23	UNESCO/MPTF (Canada, Italy, Norway, Switzerland)	System Strengthening Partnership with Jordan's Ministry of Education	Since 2019, UNESCO has been supporting Jordan's Ministry of Education in enhancing its core policy, planning, coordination, and monitoring functions and capacities linked to the ESP through the System Strengthening Partnership Programme, under a Multi-Partner Trust Fund (MPTF) with Canada, Italy, Norway, and Switzerland. UNESCO's technical support also aims to ensure that the MoE is equipped in areas of data collection, analysis, and utilization for informed decision-making, as well as ensuring an enabling institutional environment is further strengthened for crisis-sensitive planning and response in Jordan
24	Netherlands	PROSPECTS	Education Employment and Social Protection
25	JICA	Holistic learning to mitigate OOSC (Out of school children)	(The project for Holistic learning to mitigate OOSC (Out of school children)
26	JICA	Project for Promoting Positive Learning Environment for All Children (PLEAC)	(Project for Promoting Positive Learning Environment for All Children (PLEAC)
27	USAID	TAP: Technical Assistance Project	.Provide technical assistance in the development, roll-out and tracking of policies and procedures
28	USAID	RAMP	This activity supports literacy and numeracy from KG2-Grade 3 in all public schools in Jordan. It targets essential skills and systems strengthening of the Ministry of Education at the central, field directorate and school levels. The initial five year award was extended for a further two years to institutionalize gains through a performance based contracting mechanism
29	USAID	ESMP: Enhancing school Management and Planning	This activity aims to improve existing management systems and procedures for the planning, implementation, and utilization of public schools in Jordan by working with the Ministry of Education and Ministry of Public Works and Housing – ultimately improving the education environment and enhancing access to education for students in Jordan
30	USAID	CRA II: Cost Reimbursement Agreement	to improve access and quality of education in KG2-Grade 10 in Jordan's public schools and strengthen systems at the MoE's central, field directorate, and school levels, Institutionalization of USAID technical
31	USAID	PRESTIJ: Pre-service Teacher Education Program in Jordan (QRTA plus IREX)	The Pre-service Teacher Education in Jordan (PRESTIJ) prepares aspiring teachers at four universities to become certified and equipped with essential pedagogical skills that supplement their subject-specific degrees. Student-teachers learn relevant pedagogy interactive teaching methods, effective classroom management, and how to integrate issues such as gender equity, disabilities inclusion, and environmental awareness into their teaching. The nine-month diploma program is adapted from the Queen Rania Teacher Academy's widely-recognized pre-service teacher education diploma. Staff at the universities receive training to administer the activity and ensure the quality of graduates
32	USAID	Transforming Education	The Project will ensure maintaining and expansion of schools to ensure the 21 century standards
33	USAID	ISP: Inclusive Schools Program	USAID's Inclusive Schools Program will support the construction and furnishing of 30 Ministry of Education schools throughout Jordan. The Program seeks to increase access to high quality, inclusive education for all students. The schools will provide adaptive, inclusive, and safe learning environments that respond to the Ministry of Education's Education Strategic Plan (2018-2022) and align with USAID/Jordan's Country Development Cooperation Strategy (2020-2025)
34	USAID	PIO grant to UNOPS for school furnishing	Furnishings for SKEP/JSEP education, youth and health infrastructure

Sources: Data compiled by MoE/DCU from relevant donors and implementing agents
Notes: Does not include projects started in 2023 and those under appraisal
na: information not available

Duration	Total budget	Currency	Expenditure for 2022	Total expenditure as of end 2022	Execution rate, % (overall project duration)
first) 2019-2023 (phase	4,000,000	USD	1,447,010	3,117,941	77.9%
2022-2025	74,000,000	USD	na	na	na
2021-2025	2,500,000	USD	na	na	na
2021-2025	2,200,000	USD	na	na	na
2021-2026	40,000,000	USD	na	na	na
2015-2023	60,000,000	USD	na	na	na
2019-2023	9,200,000	USD	na	na	na
2020-2023	30,000,000	USD	na	na	na
2019-2025	28,000,000	USD	na	na	na
2020-2023	120,000,000	USD	na	na	na
2021-2026	17500000	USD	na	na	na
2013-2022	3,800,000	USD	na	na	na
Total off-budget expenditure in 2022, JOD	1,474,116,658				
Exchange rates	0.767	Eu			
	0.709	USD			

4. Conclusion and Way Forward

Jordan, like many countries throughout the world, has recently been hit by several crises that have had a significant impact on its economy and public finances. However, Jordan is showing signs of recovery. After a contraction of its economy (–1.6%) in 2020, GDP has grown at a rate of 2.2% and 2.7% in 2021 and 2022, respectively.

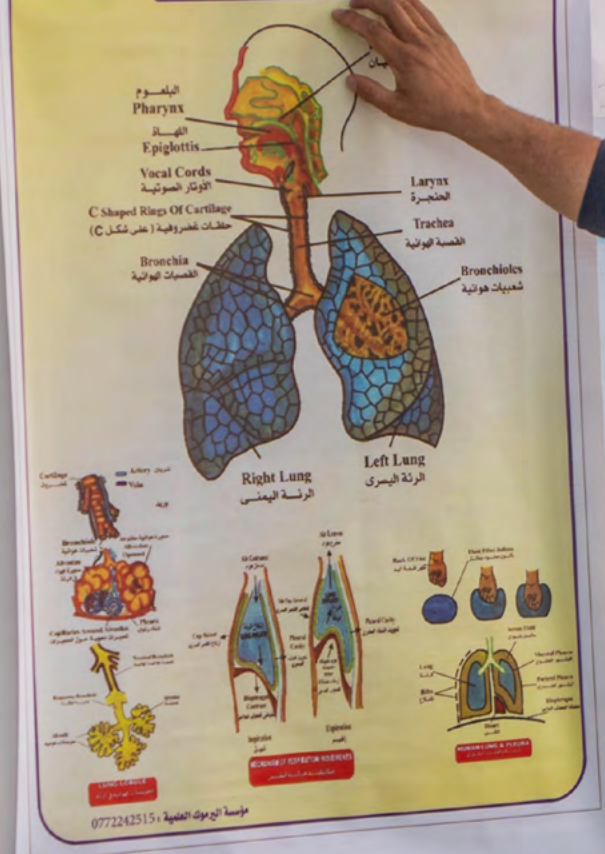
Public expenditure on education remains characterized by a preponderance of personnel remuneration, which represented 95% of current spending in 2022. This is the highest proportion over the recent period, with non-salary expenditure in net decline. Caution will be needed in coming years to guarantee school inputs essential for the quality of learning and good functioning of the system. Similarly, the intra-sectoral allocation of public funding for education seems to be to the disadvantage of key sub-sectors such as kindergarten, non-formal education and TVET. This calls for a re-prioritization of the latter because of their recognized role in the quality of learning and youth employment.

In addition, budget execution shows room for improvement. In 2022, 5% of recurrent expenditure was not executed, which approximately corresponds to all non-salary expenditure in that year. The situation is worse for capital expenditure, with nearly a quarter of the capital budget (25%) not being implemented in 2022. This represents a significant budget execution shortcoming that requires attention through better planning of capital projects and strengthening of the procurement and payment processes.

Overall, the management of the Jordanian education system would also benefit from improved financial reporting. Improvements are particularly needed regarding consolidating off-budgets operations and aligning the structure of the government budget's programmes with those of the ESP.

HUMAN RESPIRATORY SYSTEM

الجهاز التنفسي للإنسان



0772242515 مؤسسة الإحسان العلمية

معلومات إضافية عن الجهاز التنفسي...

الوظائف الرئيسية للجهاز التنفسي هي توفير الأكسجين للجسم وإزالة ثاني أكسيد الكربون...

يتكون الجهاز التنفسي من مجرى الهواء العلوي والسفلي...

المجرى الهوائي العلوي يشمل البلعوم والحنجرة والقصبة الهوائية...

المجرى الهوائي السفلي يشمل الشعبات الهوائية والشعيرات الهوائية...

الرئتان هما العضو الرئيسي في الجهاز التنفسي...

تحتوي الرئتان على ملايين الشعيرات الهوائية التي تتبادل الغازات مع الدم...

يتم تنظيم درجة حرارة الرئتين بواسطة الدم...

يتم تنظيم رطوبة الرئتين بواسطة الدم...

يتم تنظيم ضغط الرئتين بواسطة الدم...

يتم تنظيم معدل التنفس بواسطة الجهاز العصبي...

يتم تنظيم معدل التنفس بواسطة الجهاز اللمفاوي...

يتم تنظيم معدل التنفس بواسطة الجهاز الهضمي...

يتم تنظيم معدل التنفس بواسطة الجهاز البولي...

يتم تنظيم معدل التنفس بواسطة الجهاز العضلي الهيكلي...

يتم تنظيم معدل التنفس بواسطة الجهاز الجلدي...

يتم تنظيم معدل التنفس بواسطة الجهاز التناسلي...

يتم تنظيم معدل التنفس بواسطة الجهاز المناعي...

يتم تنظيم معدل التنفس بواسطة الجهاز اللمفاوي...

يتم تنظيم معدل التنفس بواسطة الجهاز الهضمي...

يتم تنظيم معدل التنفس بواسطة الجهاز البولي...

يتم تنظيم معدل التنفس بواسطة الجهاز العضلي الهيكلي...

يتم تنظيم معدل التنفس بواسطة الجهاز الجلدي...

يتم تنظيم معدل التنفس بواسطة الجهاز التناسلي...

يتم تنظيم معدل التنفس بواسطة الجهاز المناعي...



Chapter 3

ESP Partnerships and Coordination





1 Key Results for 2021/2022

Result 1: Strengthened comprehensive and inclusive partnership and coordination structure for policy dialogue

Under the ESP, the MoE has an existing partnership and coordination structure including three levels, namely: (i) Executive Committee Level: High-Level Steering Committee (HLSC); (ii) Policy, Planning and Coordination Level: Policy, Planning and Coordination Committee (PPCC); and (iii) Technical Level: Technical Working Groups (TWGs). The PPCC and TWGs were activated in 2020 and 2021, respectively. The PPCC is the first MoE-led education sector platform in Jordan for policy dialogue. The TWGs play a critical role in reporting progress and achievements under each ESP domain. After their activation, it was important to further operationalize them and to strengthen this MoE-led structure to be efficient with an inclusive consultation process for effective implementation and M&E of the ESP.

A more structured and diversified PPCC structure was put in place in 2022. Meetings were better mapped to sector priorities. Since the PPCC aims to serve as a policy dialogue forum that helps with prioritization and policy recommendations, and ensures transparency, accountability and cooperation, the more structured approach has paved the way to improved dialogue and coordination. Two PPCC meetings and one ad hoc meeting on the ESP M&E framework were held in 2022. PPCC members were consulted regarding the updated framework as it reflects adjustments and recommendations for the extension of the ESP jointly agreed by partners and the MoE in the Policy Dialogue event held in December 2021. Therefore, 2022 had a strong focus on reflecting adjustments to the extension of the plan. Partners were further involved in key milestones of education as the PPCC members were also part of other joint events such as the launch of the MoE EMIS Policy or the High-Level Policy Dialogue on Inclusion and Diversity in Education.

Result 2: Strengthened capacities of the TWGs and new linkages with PPCC established for improved ESP monitoring

Since the TWGs are responsible for coordinating all ESP activities related to their domain, assessing them and reporting to the PPCC on activities, outputs and outcomes, it was important to clarify their roles, strengthen their capacities, and initiate linkages with the PPCC level of the ESP Partnership and Coordination Structure.

MoE has achieved a more permanent activation of the TWGs in 2022 through the mentioned updated M&E framework development. TWGs were officially nominated, each of them comprising a lead, M&E coordinator and Development Cooperation Unit member in addition to domain technical focal points. As a direct follow-up to the ESP midterm review process and decision to extend its timeline to 2025, the six TWGs have worked extensively on the drafting of the ESP M&E framework, including the results matrices and the M&E calendar, both consulted with partners. Joint consultations between the PPCC and each of the six TWGs were organized successfully, responding to the request of more technical discussions with MoE departments. As their role was clarified to be focusing on data analysis and reporting, it was agreed that it would be more relevant to include partners at the planning phase with technical departments and that some thematic groups could be piloted in 2023.

Throughout the updating process of the M&E ESP framework, capacities of the TWGs have been strengthened and roles and responsibilities related to M&E clarified. For instance, an M&E calendar was prepared highlighting key milestones for ESP monitoring such as the ESP annual report, the annual joint review meeting with partners, the statistical yearbook or the completion of SDDP M&E report. Training of the TWGs included the use of OpenEMIS Monitoring tool in which new results matrices were integrated as a basis for the data collection and data analysis of this 2022 ESP Annual Report.

2 Progress against the main recommendations from the ESP MTR Report

- **To further clarify and communicate the responsibilities of national and international stakeholders in the partnership framework.** Through the PPCC meetings, and on occasions on thematic topics such as inclusion, MoE and partners held joint policy discussions as a group. This has been an added value to the strategic discussions and to promoting better coordination. The lack of a proper mapping of all stakeholder support to the education sector reduced sector effectiveness and burdened the MoE. Such mapping would serve as an asset to clarify the roles and responsibilities of each stakeholder and would need to be aligned with the updated ESP results matrices. This is planned in 2023 under the OpenEMIS Monitoring tool.
- **To identify potentials for synergies among the different programmes and coordinate the communication among relevant stakeholders.** This was partially done through thematic discussions. Although joint policy dialogue has improved, further synergy and alignment can only be achieved with more structured programmatic and financial mapping per ESP domain and thematic areas.
- **To further work for the inclusion of all relevant stakeholders in the partnerships and coordination structure.** MoE has been working on expanding the engagement of stakeholders in thematic consultations and policy discussions held by the MoE. An example is further inclusion of some Education Sector Working Group members to key education sector discussions such as the High-Level Policy Dialogue that led to the endorsement of the Jordan Declaration on Inclusion and Diversity in Education. Although some coordination has been put in place, more is required for 2023, including adding national stakeholders as permanent members in the PPCC.
- **To identify and strengthen the linkages between the TWGs, PPCC and HLSC, and determine the lines of accountability, reporting and M&E system between all levels.** The linkages between TWGs and the PPCC are established with lines of accountability, reporting and M&E system set up between the two levels. The PPCC has transformed from being an information-sharing platform between development partners and the MoE to a more thematic discussion platform. However, more engagement with technical departments in discussions is expected and could be done in the future through the piloting of thematic groups. Furthermore, the HLSC has not been activated yet, and the access of high-level decision makers across the ministries to the progress on the ESP results remains missing.
- **To work on systematizing the internal and external administrative processes of the MoE, in particular, in terms of contracting and procurement.** The MoE has been putting significant effort on automating and reengineering its internal and external administrative processes, and on contracting and procurement to shorten the tendering time and accelerate the implementation of initiatives, including training of key staff.
- **To establish a clear calendar of ESP milestones/key processes to be completed on an annual basis, including planning, monitoring and reporting processes (linked to previous M&E chapter recommendations).** During 2022 and in consultation with partners, MoE TWGs worked on developing the M&E framework for the implementation of the ESP until the end of 2025. The framework includes the key processes for monitoring progress towards the goals, objectives, and targets of the strategic plan through 2025. It specifies the key roles and responsibilities for ESP monitoring and reporting at the central level and the monitoring process for ESP results and indicators, which were discussed with partners through consultations with TWGs. The framework also includes a calendar of annual planning, budgeting, and monitoring milestones.

2 Progress against the main recommendations from the ESP MTR Report

- **To ensure that all on-budget and off-budget interventions are aligned whether supported directly by the MoE budget or by educational partners. MoE is designing a framework for planning the sectoral budgeting and efficiently implementing it in full alignment with the governmental priorities represented by the Executive Programme and ESP as being mapped to the national strategy for Human Resources Development.** The MoE has been working on aligning the on-budget and off-budget support through developing a template that maps the support the MoE is receiving. The template is an updated national budget form that integrates the off-budget support. MoE has finalized and presented it to the MoF and is currently waiting for the Budget Department to approve the financial template (refer to Chapter 2: finance chapter). This mapping will further be strengthened through the Financial Tracking system that the MoE started developing in 2022 within the OpenEMIS Monitoring tool, which will be used to map all partners' support to MoE as well as to support the reporting on the different projects.
- **MoE to review all support initiatives to ensure alignment with the education sector's strategic direction. MoE established an agreement with the Ministry of Planning and International Cooperation (MoPIC) that the concepts of all future support initiatives will be reviewed by the technical line ministries first.** While there has been progress in 2022 in terms of partners reaching out to MoE on their support to the education sector, this has not been done in a systematic manner and not requested by MoPIC as a prerequisite to approving projects. The education component in the Jordan Response Plan continues to lack proper connection with the ESP and the Education During Emergency Plan. A system is not set in place to ensure that partners consult with line ministries on relevant projects from concept to finalization before reaching out to MoPIC.
- Aligning all support initiatives with education sector strategic priorities remains a challenge and an overlap is still being observed, such as for technical assistance. A high-level platform that maps all support initiatives has still not been set up.
- Planning and monitoring in the education sector also require dialogue linked to other planning documents such as the Jordan Response Plan. So far, the Jordan Response Plan has still not been fully mapped with the ESP or MoE strategic priorities. One of the main concerns is the lack of a clear process that requires partners to consult with line ministries before submitting support initiatives to MoPIC. This has been creating an overlap, duplication of resources as well as support not responding to the sector's identified needs.
- The priority of MoE establishing an agreement with MoPIC that the concepts of all future support initiatives will be reviewed by the technical line ministries first was not met. More effort is required to institutionalize a process that includes straightforward steps for partners to follow from designing a project, which should start with line ministries, to signing agreements, which would only be after the approval of the line ministry.
- The HLSC has not been activated yet. It is the highest level in the ESP coordination and partnership structure and aims to provide executive leadership for ESP implementation, M&E and reporting on relevant progress, outputs and outcomes up to the Royal Court. With an active HLSC, the progress made in alignment with relevant government and MoE strategies could be better conveyed through proper channels to government policy-makers. The structure will be activated at Secretary-General level or ministerial level.

3 Recommendations for 2023/2024

- **Create better linkages between the TWGs, the PPCC and the HLSC:** Establishing clear reporting lines within the partnership and coordination hierarchy ensures transparency, mutual accountability, and better and more effective reporting on results, and strengthens leadership and ownership.
- **Set up a more structured calendar for PPCC and TWGs:** While the progress on the PPCC and the TWGs has been solid during 2022, there is still a need for a clear and jointly agreed calendar that focuses on education priorities and ensures policy dialogues on thematic areas. This would include piloting thematic groups that include MoE technical managers and relevant partners.
- **Conduct a joint national education sector analysis (ESA):** Jordan has not had a comprehensive ESA. Conducting an ESA will contribute to building a common understanding on where the education sector stands in Jordan, will be timely as evidence for the planning of the upcoming ESP, and will inform policy-making. The role of partners will be critical in the planning, support and implementation of the ESA.
- **Ensure partner engagement in the Economic Modernization Vision 2023–2033:** As 2024 is the year to start planning for the new MoE strategic plan, it is important to ensure that the Economic Modernization Vision is used as the basis for the next sector plan. Partners and MoE should work together to review the Economic Modernization Vision's executive plan for 2023–2025, including priorities and agenda, to support the implementation and to ensure complete alignment between the vision's next executive plan and the new MoE strategy.
- **Establish a clear process to decide on partner support to the Education sector:** In the absence of a platform that maps all support to the education sector, it is common that the overlap and support are not responding to needs. The MoE, MoPIC and partners should work on developing a clear workflow that sets concrete steps for partner support from concept to agreement signing, including ensuring that prior consultation is done with line ministries. The MoE's Financial Tracking system being developed should be used as a basis for the process.
- **Strengthen the engagement of national stakeholders in PPCC:** Include national stakeholders such as the HCD and National Center for Curriculum Development (NCCD) as permanent members in the PPCC and ensure that other stakeholders such as Technical and Vocational Skills Development Commission (TVSDC) and National Council for Family Affairs (NCFA) are invited to thematic meetings.



Chapter 4

Conclusions and Prioritized Recommendations





This ESP annual M&E report has presented the Jordan MoE's results in implementing the ESP in 2022.

The purpose of the report is to present the achievements and challenges from the past year's implementation, to be used for shaping the MoE's 2023/2024 workplans. Building closely on the agenda of the Economic Modernization Vision, this final chapter presents a coherent set of recommendations for the detailed and costed planning of next year's work.

Conclusions

The education sector priorities as set out in the Economic Modernization Vision have provided a useful guideline for the annual report across the six ESP domains and the identification of future actions to be prioritized as recommendations under the transformation education agenda. By building on the achievements of the past year and by acknowledging the challenges that remain to be overcome, the MoE will be on track to provide a sustainable post-Covid-19 response to learning recovery for all children across Jordan. In accordance with the Economic Modernization Vision and Jordan's statement of commitment at the United Nations Transforming Education Summit in September 2022, the MoE's priorities ahead include:

1. Setting the necessary foundations to achieve compulsory and free education in KG2 and improve the quality of secondary education through:

- ◆ Implementing the KG2 universalization programme, including expanding infrastructure and develop KG1 curricula.
- ◆ Developing and implementing a sustainable remedial education programme to compensate for educational loss.
- ◆ Developing and reforming curricula of basic and secondary education frameworks.
- ◆ Developing a national strategy to evaluate students and approving the legal framework for Tawjihi reform.

2. Developing communications and IT infrastructure to ensure access to all educational systems, including leveraging existing planning tools, such as WebGIS, to optimize the planning of school infrastructure, maintenance, and resources to accommodate and further developing, maintaining, and investing in the MoE's EMIS for evidence-based policy-making.

3. Executing training and qualifying teachers and educational leaders (pre- and in-service).

4. Developing vocational and technical education by reforming the TVET system to enhance quality and relevance and to respond to the requirements of the labour market.

5. Updating the school construction plan, developing school planning to reduce overcrowding, cancelling the double-shift system in schools, rationalizing construction, reducing the number of rented schools and expanding the kindergartens and vocational education sectors.

Key Recommendations

For each of the six ESP domains, these overall priorities translate into the following per domain prioritized recommendations:

Domain 1 Early Childhood Education and Development

- To increase access to quality early childhood education for children – boys and girls – and their readiness to learn for life (i.e., the ESP Domain 1 Key Result Statement) and building on the 2022 adoption of the Jordan Economic Modernization Vision, the prioritized recommendations for 2023/2024 are that MoE plans for and approves compulsory KG2 in February 2024:
 - ◆ The target will be to reach full absorption in KG2 by 2026. There is a need for 2,600 new classrooms to accommodate 200,000 children.
 - ◆ The KG1 framework will be developed and a pilot experiment conducted in the year 2024/2025.
 - ◆ Nurseries will be integrated under the umbrella of the MoE, reaching 1,500 nurseries in 2023/2024.

Domain 2 Access and Equity

- To ensure access and equity to achieve justice for both sexes by raising the enrolment rate in schools and absorbing all age groups in education for all (ESP Domain 2 Key Result), the prioritized recommendations for 2023/2024 are that the MoE supports:
 - ◆ Funding of new building projects and rehabilitation of existing schools by strengthening partnerships with the private sector.
 - ◆ Expansion of internal and external partnerships in the field of inclusive education.
 - ◆ Expanded implementation of awareness-raising programmes on the importance of education and the risks of illiteracy and dropout through training in measures to reduce school dropout and child labour.
 - ◆ Investment in vocational workshops in schools to conduct vocational training courses for students, graduates, and centres to promote the culture of dropouts.
 - ◆ Reference to and introduction of studies regarding the male/female gap in non-formal education and how to adopt remedial actions based on the study's results.

Domain 3

System Strengthening

- To ensure the educational system for innovation and excellence is strengthened, based on effective educational policies, to achieve the priorities of the Jordanian education sector (ESP Domain 3 Key Result), the prioritized recommendations for 2023/2024 are that:
 - ◆ Intensify the MoE's efforts towards excellency based on the recommendations of the King Abdullah II Award. The MoE is committed to submitting its effort report highlighting achievements at the end of 2023 and the actual assessment will be in early 2024.
 - ◆ Activate the Crisis and Risk Management unit, including staffing and equipment. The MoE will start implementing the action plan of the strategy by: (i) linking the implementation plan for risk management and institutionalizing operational planning for the field, and (ii) raising awareness for risk management.
 - ◆ Apply the updated ESP M&E framework, in particular by adhering to the defined roles and responsibilities, on-the-job training of the recently appointed M&E liaison officers, and further improvements of the OpenEMIS monitoring tool.
 - ◆ Ed-Tech (education technology) Strategy: finish connecting all schools to the Internet to be able to implement the Ed-Tech policy in a complete way.
 - ◆ EMIS policy: develop the action plan for implementation of the EMIS policy.

Domain 4

Quality

- To improve the quality of education for the preparation of good and productive citizens who are loyal (feeling of belonging) to their country (ESP Domain 4 Key Result), the prioritized recommendations for 2023/2024 are to:
 - ◆ Institutionalize the diagnostic assessment and develop an action plan for Tawjihi reform.
 - ◆ Develop competency-based teaching curriculum for Grades 4–7 and a blended learning strategy.
 - ◆ Promote concepts of community participation and the school leadership programme to support schools in implementation of development plans.
 - ◆ Strengthen the system of accountability of school quality through capacity-building of evaluators, reviewing of accountability roles and indicators of effective schools, and extending the accountability cycle.
 - ◆ Increase the school feeding programme and funding for health schools by approximately 60%.
 - ◆ Develop tools for detecting violence in schools in all its forms based on gender, defining types of violence and finding a detection mechanism, and implement risk survey for safe school environments.

Domain 5

Human Resources

- To ensure qualified human resources for the educational system are provided, developed and sustained (ESP Domain 5 Key Result), the prioritized recommendations for 2023/2024 are to:
 - ◆ Expand the pre-service teacher training programme to include some new majors and universities, especially in the southern region, and provide the necessary financial support to ensure sustainability.
 - ◆ Develop a new professional development framework for educators and a training accreditation system.
 - ◆ Prepare a professional development curriculum based on the Educational Leaders Standards document and enhance the capacity of females to qualify for leadership positions.
 - ◆ Develop and approve a teacher licensing system.
 - ◆ Develop and change the ranking system, develop an in-service training and qualification programme, and strengthen the capacity of professional development training centres in the governorates.

Domain 6

Vocational Education

- To ensure increased access to and improved quality of vocational education (ESP Domain 6 Key Result) and building on the 2022 adoption of the Jordan Economic Modernization Vision, the key target is to increase vocational education enrolment by 5% each year to reach 20% by 2025 and 30% of the relevant school population cohort by 2027. Prioritized recommendations for 2023/2024 are to:
 - ◆ Ensure that students are enrolled in the new ninth grade vocational track, in particularly by providing the necessary infrastructure and teachers.
 - ◆ Establish the national TVET framework linking education with employment.
 - ◆ Integrate the BTEC programme – project-based learning, starting with the tenth grade in 2023/2024.
 - ◆ Construct six new specialized vocational schools.
 - ◆ Digitalize 500 vocational workshops.
 - ◆ Ensure community outreach and awareness-raising.



ESP Financing: Prioritized Recommendations

Public expenditure on education remains characterized by a preponderance of personnel remuneration, which represented 95% of current spending in 2022. This is the highest proportion over the recent period, with non-salary expenditure in net decline:

- ◆ Caution will be needed in coming years to guarantee school inputs essential for the quality of learning and good functioning of the system.
- ◆ Similarly, the intra-sectoral allocation of public funding for education seems to be to the disadvantage of key sub-sectors such as kindergarten, non-formal education and TVET. This calls for a re-prioritization of the latter because of their recognized role in the quality of learning and youth employment.

In addition, budget execution shows room for improvement. In 2022, 5% of recurrent expenditure was not executed, which approximately corresponds to all non-salary expenditure in that year. The situation is worse for capital expenditure, with nearly a quarter of the capital budget (25%) not being implemented in 2022:

- ◆ This represents a significant budget execution shortcoming that requires attention through better planning of capital projects and strengthening of the procurement and payment processes.

Overall, the management of the Jordanian education system would also benefit from improved financial reporting. Improvements are particularly needed regarding consolidating off-budgets operations and aligning the structure of the government budget's programmes with those of the ESP.

ESP Partnerships and Coordination: Prioritized Recommendations for 2023/24

- **Create better linkages between the ESP TWGs, the PPCC and the HLSC:** Establish clear reporting lines within the partnership and coordination hierarchy to ensure transparency, mutual accountability, and better and more effective reporting on results that further strengthen leadership and ownership.
- **Set up a more structured calendar for the PPCC and the TWGs:** While the progress on the PPCC and the TWGs has been solid during 2022, there is still a need for a clear and jointly agreed calendar that focuses on education priorities and ensures policy dialogues on thematic areas. This will include piloting thematic groups that include MoE technical managers and relevant partners.
- **Conduct a joint national ESA:** Jordan has not conducted a comprehensive ESA yet. Conducting an ESA will build a common understanding on where the education sector stands in Jordan, is timely as evidence for the upcoming ESP, and informs policy-making.
- **Ensure partner engagement in the Economic Modernization Vision 2023–2033:** As 2024 is the year to start planning for the MoE's new strategic plan, it is important to ensure that the Economic Modernization Vision is used as the basis for the next sector plan.
- **Establish a clear process to decide on partner support to the education sector:** In the absence of a platform that maps all support to the education sector, overlap and support not responding to needs are common. The MoE, MoPIC and partners should work on developing a clear workflow for partner support from concept to agreement signing, including prior consultation with line ministries. The MoE's Financial Tracking system that is being developed should be used as a basis.
- **Strengthen the engagement of national stakeholders in PPCC:** Include national stakeholders such as the HCD and NCCD as permanent members in the PPCC and ensure that other stakeholders such as TVSDC & NCFA are invited to thematic meetings.

Annexes



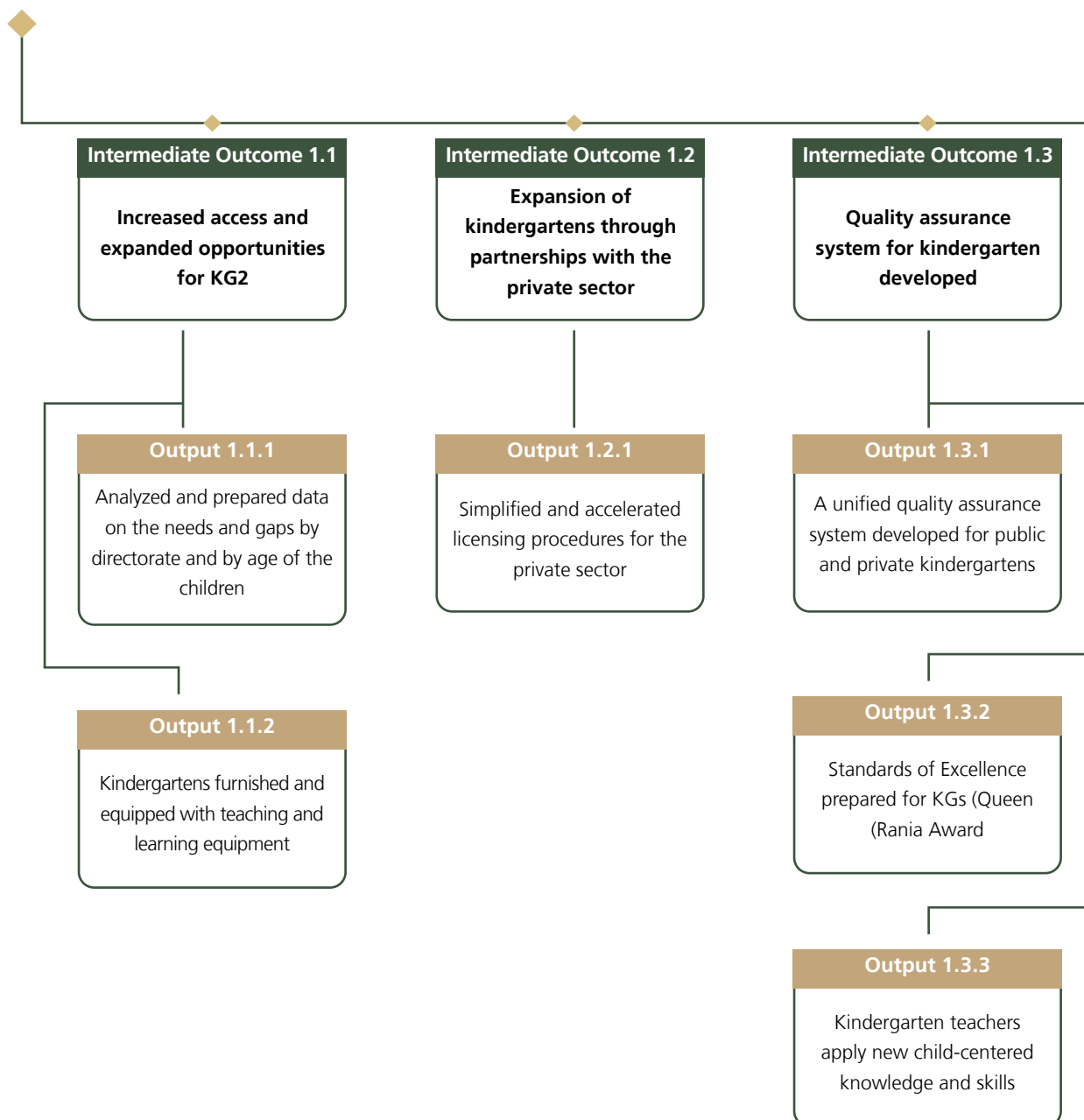
Annex 1

ESP Results Chain



OUTCOME 1

Increased access to quality education for children (male and female) in ECED and increased readiness to learn for life



Intermediate Outcome 1.4
Increased enrollment of children with disabilities in kindergartens

Output 1.4.1
Inclusive education mainstreamed in kindergartens

Intermediate Outcome 1.5
Children's school readiness improved

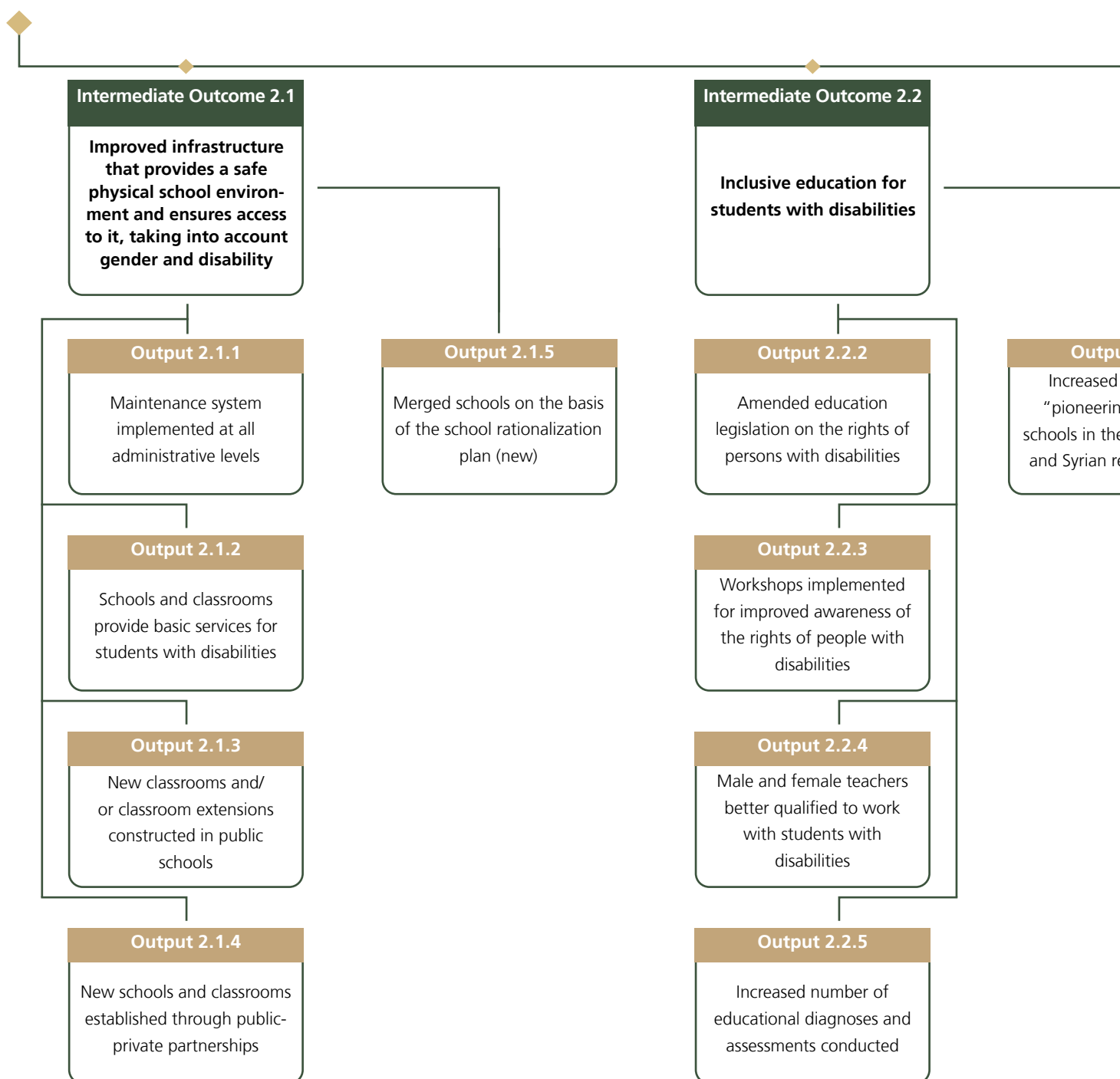
Output 1.5.1
Children enrolled in the "Raising Children's Readiness for Learning" program

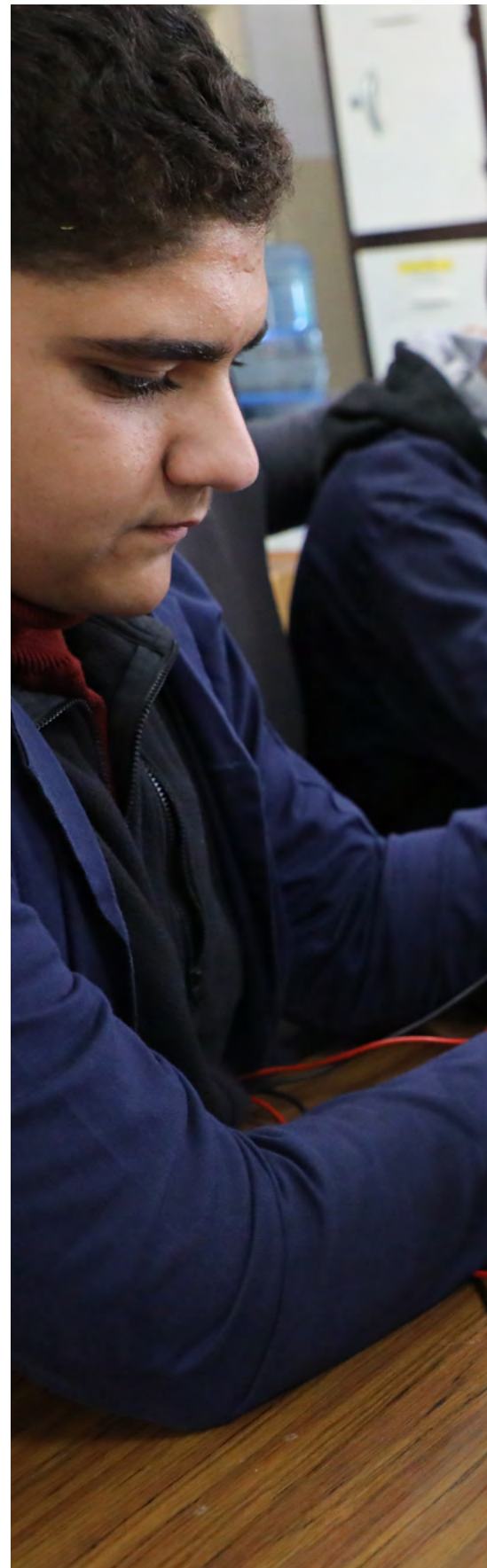
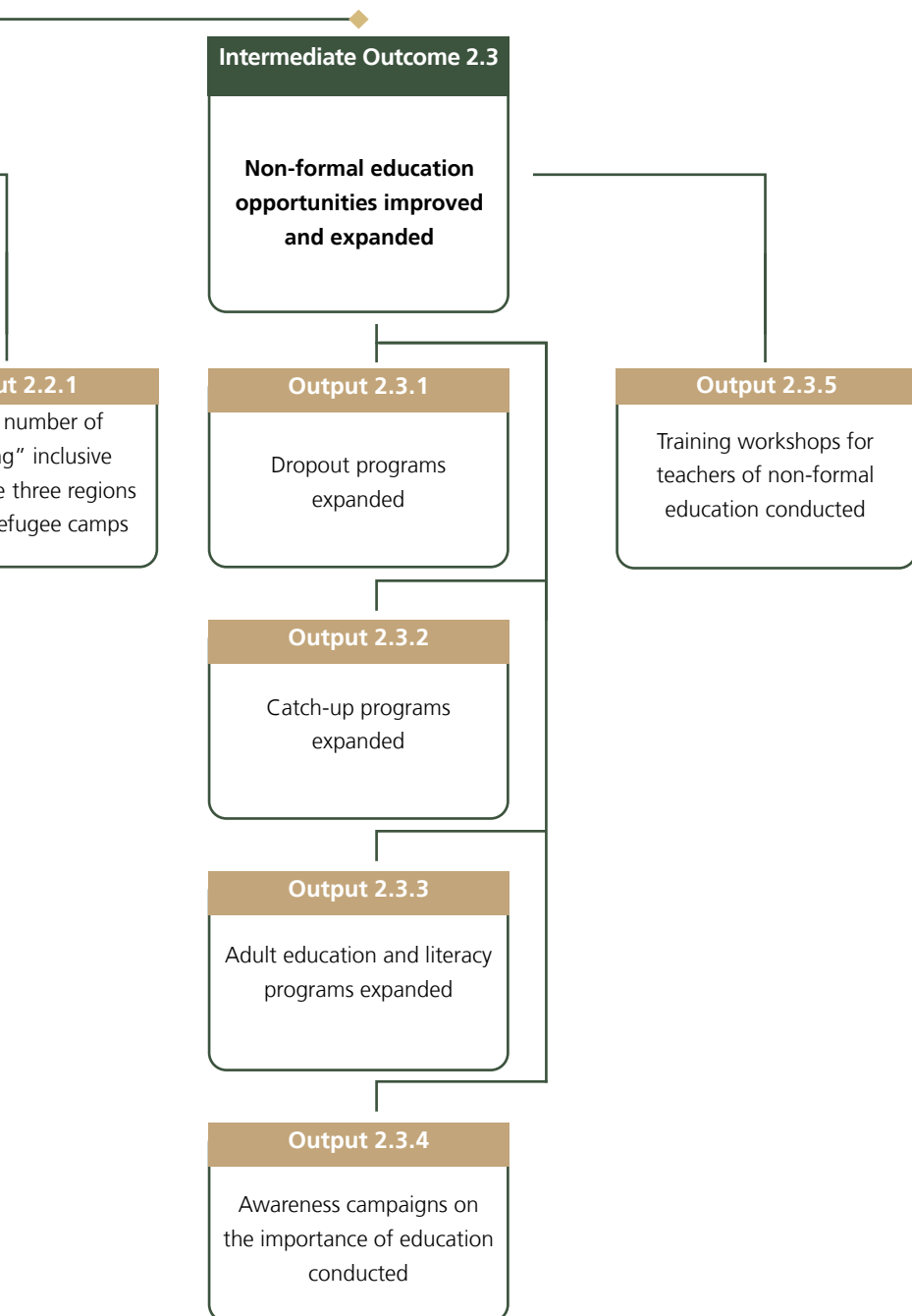
Output 1.5.2
Parents participated in the "Raising Children's Readiness for Learning" program



OUTCOME 2

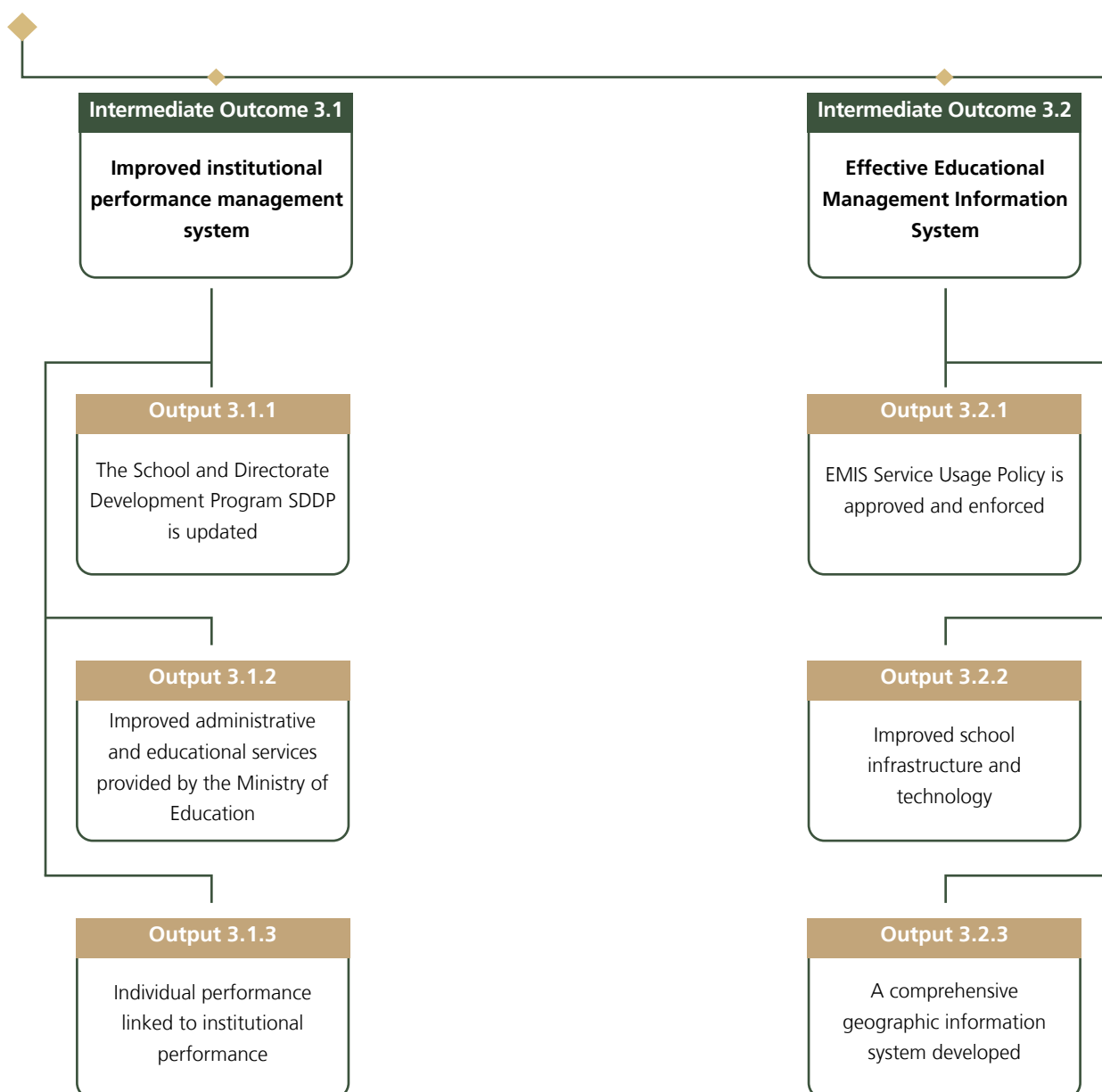
Access and equity ensured to achieve justice for both sexes by raising the enrolment rate in schools and absorbing all age groups in education for all





OUTCOME 3

Educational system for innovation and excellence strengthened, based on effective educational policies, to achieve the priorities of the Jordanian education sector



Intermediate Outcome 3.3

Risk and crisis management institutionalized in the Ministry of Education

Output 3.3.1

Higher level of awareness about risk management at all levels

Output 3.3.2

An established risk and crisis management department

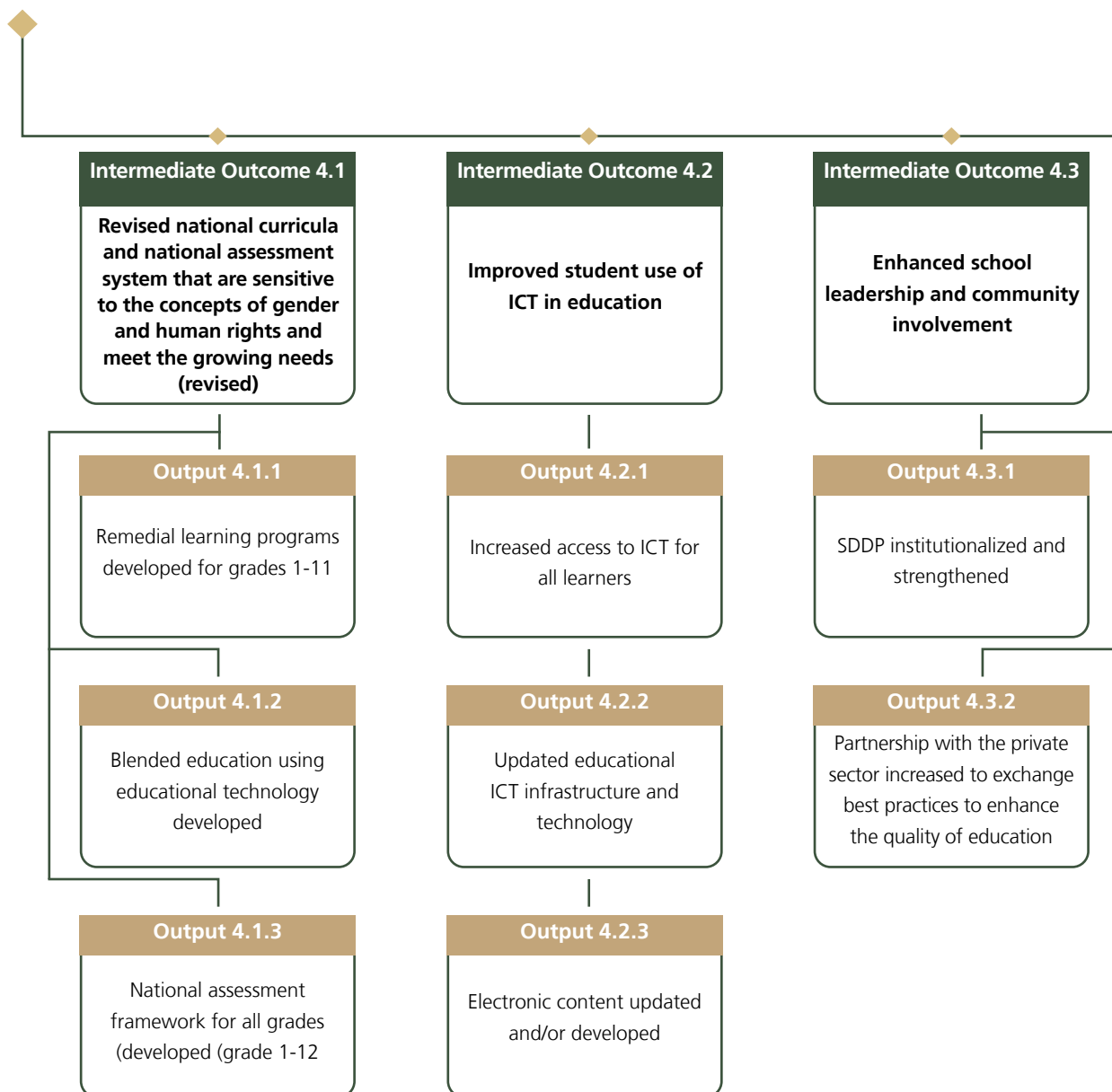
Output 3.3.3

Approved risk and crisis management strategy is linked to the national strategy for security and crisis management



OUTCOME 4

Improved quality of education for the preparation of good and productive citizens who are loyal (feeling of belonging) to their country



Intermediate Outcome 4.4

Improved school performance

Output 4.4.1

Accountability cycle completed for the 3 administrative levels (center, (FD and school

Output 4.4.2

Policy-making and approval based on policy-oriented reports from EQAU

Output 4.4.3

Quality assessment tools for EQAU developed and designed

Output 4.4.4

Increased awareness of importance of conducting self-assessments

Intermediate Outcome 4.5

Safe, Attractive, stimulating and risk-free learning environment provided

Output 4.5.1

Expanded school feeding programmes

Output 4.5.2

Enhanced socio-emotional learning

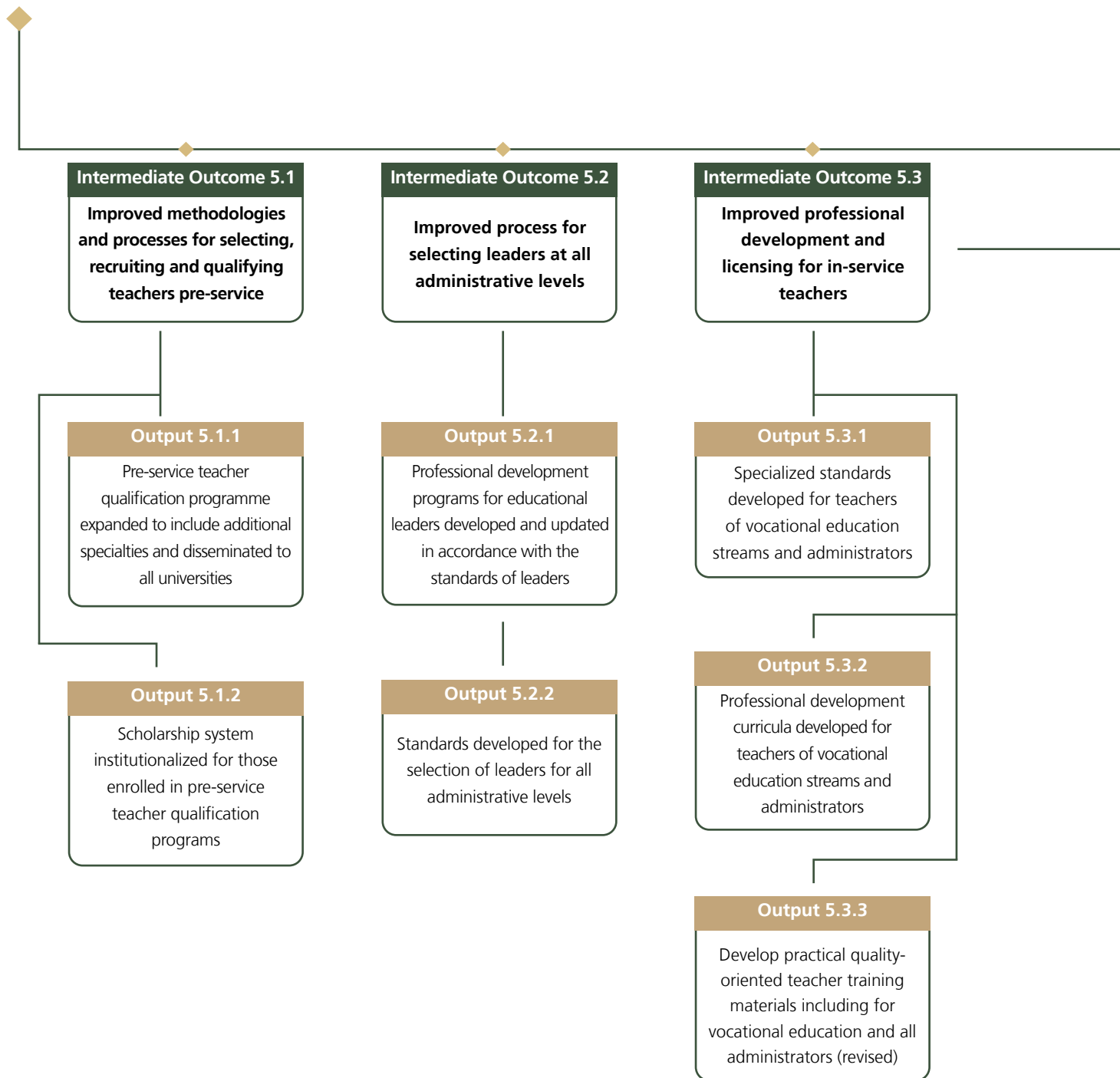
Output 4.5.3

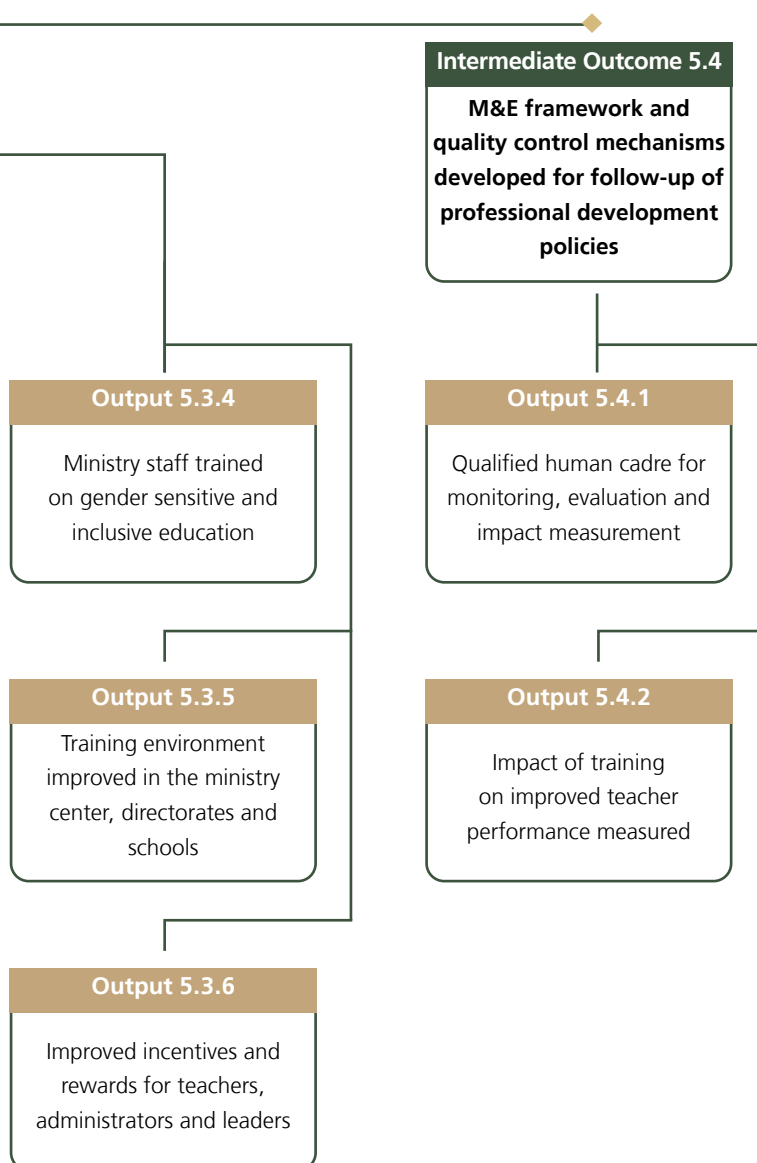
Improved career guidance for students



OUTCOME 5

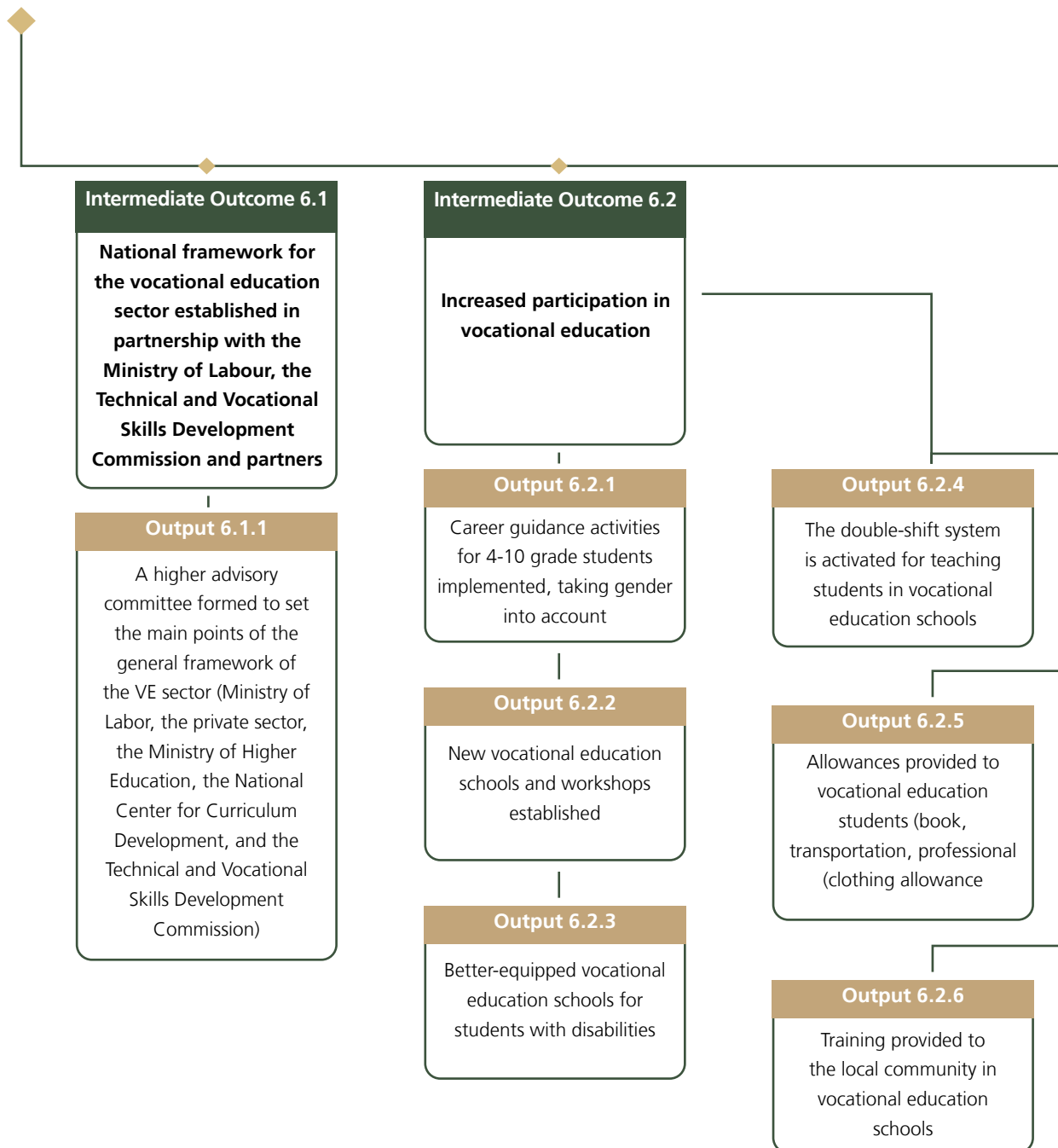
Qualified human resources for the educational system provided, developed and sustained

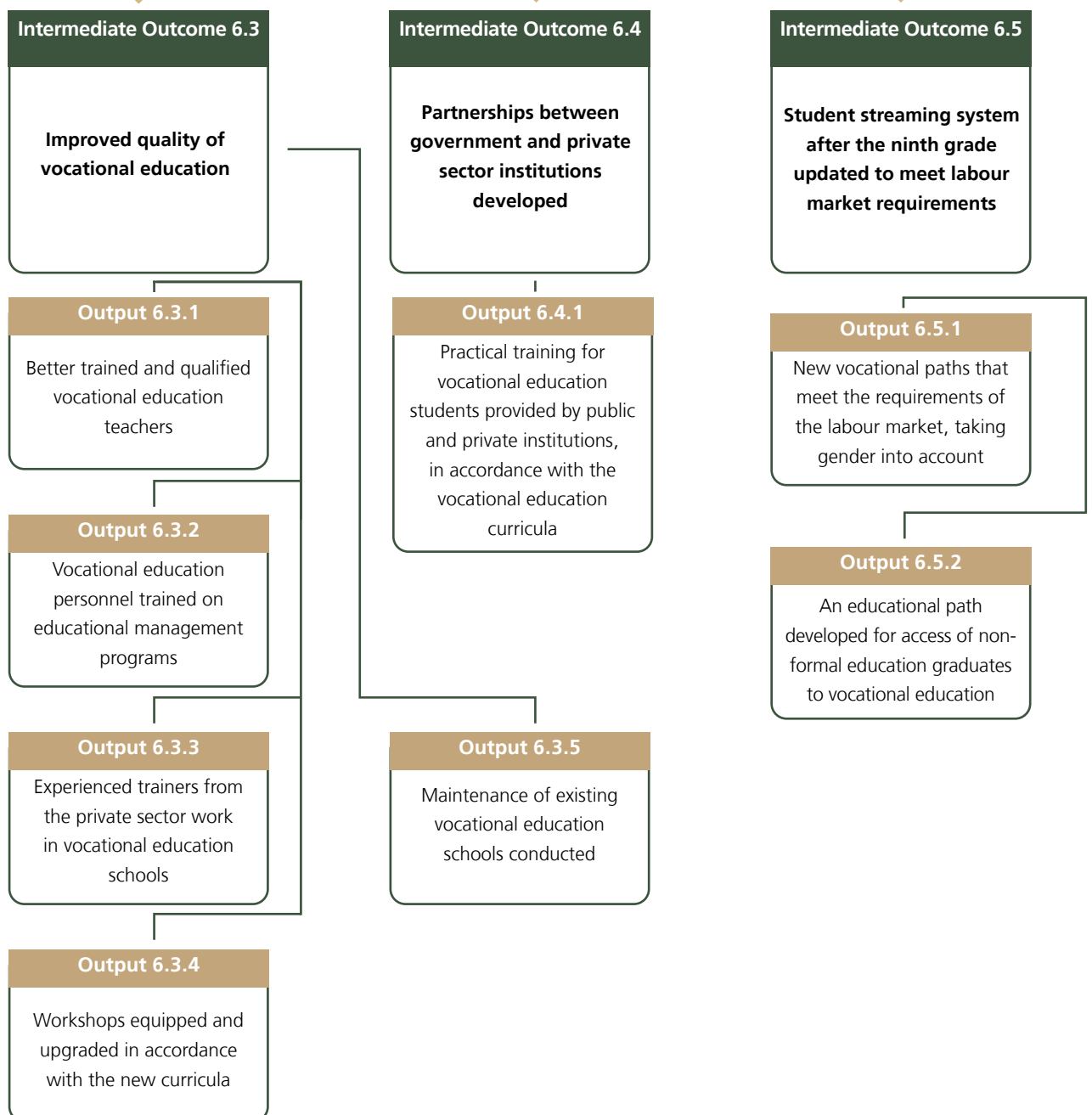




OUTCOME 6

Increased access to and improved quality of vocational education





Annex 2

ESP Results Matrix

- **NA:** (1) Indicator not applicable for the reporting period; or (2) Disaggregated data cannot be aggregated. Thus, total values are not applicable
- **NEW:** Indicator recently added, data to be provided and/or confirmed at a later stage
- **Revised:** Indicator with recent revisions, later to be applied or confirmed
- 79 Indicator-adjustment requests are currently being reviewed before confirmation. Adjustments are not reflected in this version of the ESP Results matrices.
- Empty cells for years 2016/17 – 2021/2022 indicate data was not provided



ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 1 - ECED		1							
Outcome 1 - Increased access to quality education for children (male and female) in ECED and increased readiness to learn for life		1							
Indicator i.1 - (ESP) Percentage of gross enrolment in KG2, Percentage		i.1	Total	62.2	Target	62.3	62.4	62.5	62.6
					Actual	62.2	63.5	68	63.6
Indicator (ESP) Percentage of gross enrolment in KG2, Percentage			Male	62.8	Target	62.9	63	63.1	63.2
					Actual	62.8	64.1	68.6	64
Indicator (ESP) Percentage of gross enrolment in KG2, Percentage			#Female	61.6	Target	61.7	61.8	61.9	62
					Actual	61.6	62.9	67.4	63.2
Indicator (ESP) Percentage of gross enrolment in KG2, Percentage			Jordanian	38.6	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrolment in KG2, Percentage			Male Jordanian	38.7	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrolment in KG2, Percentage			Female Jordanian	38.6	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrolment in KG2, Percentage			Syrian	43.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrolment in KG2, Percentage			Male Syrian	40.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrolment in KG2, Percentage			Female Syrian	46.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Intermediate Outcome 1.1 - Increased access and expanded opportunities for KG2	Access and Expansion	1.1							
Indicator i.1.1 - (ESP) Number of public KG2 sections (classes) established, Number	Access and Expansion	i.1.1	Total	170	Target	142	142	142	142
					Actual	142	170	155	182
Output 1.1.1 - Analyzed and prepared data on the needs and gaps by directorate and by age of the children	Access and Expansion	1.1.1							
Indicator i.1.1.1 - (ESP) Number of public and private KG2 sections (classes) needed to fully accommodate students based on analysed data, Number	Access and Expansion	i.1.1.1	Total	3535	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 1.1.2 - Kindergartens furnished and equipped with teaching and learning equipment	Access and Expansion	1.1.2							
Indicator i.1.1.2 - (ESP) Number of public KG2 sections (classes) furnished and equipped with learning and education tools, Number	Access and Expansion	i.1.1.2	Total	1451	Target	1600	1750	1875	2377
					Actual	1600	1735	1877	2377
Intermediate Outcome 1.2 - Expansion of kindergartens through partnerships with the private sector	Access and Expansion	1.2							
Indicator i.1.2 - (ESP) Number of KG sections (classes) established in the private sector, Number	Access and Expansion	i.1.2	Total	261	Target	120	130	140	150
					Actual	38	48	361	152
Output 1.2.1 - Simplified and accelerated licensing procedures for the private sector	Access and Expansion	1.2.1							
Indicator i.1.2.1 - (ESP) Number of new licenses granted to private kindergartens, Number	Access and Expansion	i.1.2.1	Total	261	Target	265	100	100	100
					Actual	350	17	135	55

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	62.7	68	73	80	Annual	Educational, Planning and Research Department (EPRD)		
	65.1							
	63.3	69	74	81				
	65.4							
	62.1	67	72	79				
	64.7							
	NA	68	73	80				
	NA							
	NA	68	74	81				
	NA							
	NA	67	72	79				
	NA							
	NA	67	54	56				
	NA							
	NA	51	53	55				
	NA							
	NA	53	55	57				
	NA							
	142	142	142	142	Annual	Education Department		
	138							
							ECED1.1 KG2 enrolment (public and private)	Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
	NA	2014	2068	1721	Annual	Education Department		
	NA							
	2577	2713	2855	2997	Annual	Education Department		
	2719							
	160	195	184	173	Annual	Private Education Department, Statistical Division		
	146	171						
	100	100	100	100	Annual	Special Education Department, Private Education Department		
	54	68						

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 1 - ECED		1							
Intermediate Outcome 1.3 - Quality assurance system for kindergarten developed	Quality assurance in early childhood	1.3							
Indicator i.1.3 - (ESP) Percentage of KG2 sections/classes (public & private) that achieve the minimum quality and accreditation standards*, Percentage	Quality assurance in early childhood	i.1.3	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of KG2 sections/classes (public & private) that achieve the minimum quality and accreditation standards*, Percentage			Public Quality criteria	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of KG2 sections/classes (public & private) that achieve the minimum quality and accreditation standards*, Percentage			Public Accreditation Criteria	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of KG2 sections/classes (public & private) that achieve the minimum quality and accreditation standards*, Percentage			Private Quality criteria	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of KG2 sections/classes (public & private) that achieve the minimum quality and accreditation standards*, Percentage			Private Accreditation Criteria	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 1.3.1 - A unified quality assurance system developed for public and private kindergartens	Quality assurance in early childhood	1.3.1							
Indicator i.1.3.1 - (ESP) Quality assurance system unified and developed for public and private KGs, Text	Quality assurance in early childhood	i.1.3.1	Total	نظام الجودة لرياض الأطفال الحكومية	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 1.3.2 - Standards of Excellence prepared for KGs (Queen Rania Award)	Quality assurance in early childhood	1.3.2							
Indicator i.1.3.2 - (ESP) Percentage of KG sections/classes that received the Excellence Award, Percentage	Quality assurance in early childhood	i.1.3.2	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 1.3.3 - Kindergarten teachers apply new child-centered knowledge and skills	Quality assurance in early childhood	1.3.3							
Indicator i.1.3.3.a - (ESP) Percentage of kindergarten teachers who got 80% or higher in the classroom observation tool when observed against teaching effectiveness indicators, Percentage	Quality assurance in early childhood	i.1.3.3.a	Total	65	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of kindergarten teachers who got 80% or higher in the classroom observation tool when observed against teaching effectiveness indicators, Percentage			Female teachers of first shift	65	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of kindergarten teachers who got 80% or higher in the classroom observation tool when observed against teaching effectiveness indicators, Percentage			Female teachers of second shift	65	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.1.3.3.b - (ESP) Percentage of KG2 teachers applying new child-centered knowledge and skills in the education (NEW)	Quality assurance in early childhood	i.1.3.3.b	Total	92	Target				
					Actual				

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	0	0	0	Annual	Internal Oversight unit		
	NA							
	NA	0	0	80				
	NA							
	NA	0	0	1				
	NA							
	NA	0	0	80				
	NA							
	NA	0	0	50				
	NA							
	NA	مسودة	مسودة	نظام ضمان الجودة موحد ومطور ومعتمد لرياض الاطفال الحكومية والخاصة	Annual	Internal Oversight unit		
	NA							
	NA	3	3	3		Education Department		
	NA							
	65	67	69	71	Annual	Supervision and Educational Training Department		
	80							
	65							
	88							
	65							
	87							
					Annual	Supervision and Educational Training Department		

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 1 - ECED		1							
Intermediate Outcome 1.4 - Increased enrollment of children with disabilities in kindergartens	Access and Expansion	1.4							
Indicator i.1.4 - (ESP) Number of five-year-olds with disabilities attending KG2, Number	Access and Expansion	i.1.4	Total	220	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 1.4.1 - Inclusive education mainstreamed in kindergartens	Access and Expansion	1.4.1							
Indicator i.1.4.1.a - (ESP) An approved procedural guide for inclusive education for CWD in kindergartens, Text	Access and Expansion	i.1.4.1.a	Total	None	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.1.4.1.b - (ESP) Percentage of KG teachers who reported that the necessary skills for inclusive education for CWDs are available, Percentage	Access and Expansion	i.1.4.1.b	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Intermediate Outcome 1.5 - Childrens school readiness improved	Quality assurance in early childhood	1.5							
Indicator i.1.5.a - (ESP) Percentage of children ready to learn, Percentage	Quality assurance in early childhood	i.1.5.a	Total	73	Target	70	70	70	80
					Actual	0	73	73	80
Indicator i.1.5.b - (ESP) Literacy rate for children enrolled in grade one according to the initial diagnostic test, Percentage	Quality assurance in early childhood	i.1.5.b	Total	42	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 1.5.1 - Children enrolled in the "Raising Children's Readiness for Learning" program	Quality assurance in early childhood	1.5.1							
Indicator i.1.5.1 - (ESP) Number of children (not enrolled in kindergarten) aged five years who have received the Readiness Raising Program, Number	Quality assurance in early childhood	i.1.5.1	Total	1000	Target	1000	1000	5000	5000
					Actual	0	0	0	5833
Indicator (ESP) Number of children (not enrolled in kindergarten) aged five years who have received the Readiness Raising Program, Number			Male	550	Target	550	550	2600	2600
					Actual	0	0	0	2936
Indicator (ESP) Number of children (not enrolled in kindergarten) aged five years who have received the Readiness Raising Program, Number			#Female	450	Target	450	450	2400	2400
					Actual	0	0	0	2897
Indicator (ESP) Number of children (not enrolled in kindergarten) aged five years who have received the Readiness Raising Program, Number			Jordanian	790	Target	790	790	3950	3950
					Actual	0	0	0	4571
Indicator (ESP) Number of children (not enrolled in kindergarten) aged five years who have received the Readiness Raising Program, Number			Syrian	170	Target	170	170	850	850
					Actual	0	0	0	1042
Indicator (ESP) Number of children (not enrolled in kindergarten) aged five years who have received the Readiness Raising Program, Number			Other Nationalities	40	Target	40	40	200	200
					Actual	0	0	0	220

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	220	250	280	300	Annual	Queen Rania Center (QRC)		
	220	250						
								Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education, Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
	مسودة دليل اجرائي	دليل اجرائي معتمد	NA	NA	Annual	Early Childhood Directorate, Education Department		
	مسودة دليل اجرائي							
	NA				Annual	Early Childhood Directorate, Education Department		
	NA							
	80	83				Education Department		
	80							
	NA	NA	NA	65		Supervision and Educational Training Department, Education Department		
	NA							
								Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
	5000	5000	5000	5000	Annual	Education Department		
	7346							
	2600	2600	2600	2600				
	3638							
	2400	2400	2400	2400				
	3708							
	3950	3950	3950	3950				
	5820							
	850	850	850	850				
	1123							
	200	200	200	200				
	403							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 1 - ECED		1							
Output 1.5.2 - Parents participated in the "Raising Children's Readiness for Learning" program	Quality assurance in early childhood	1.5.2							
Indicator i.1.5.2.a - (ESP) Number of parents and caregivers who have received the Readiness Raising Program*, Number	Quality assurance in early childhood	i.1.5.2.a	Total	1000	Target	1000	1000	5000	5000
					Actual	0	0	0	5641
Indicator i.1.5.2.b - (ESP) 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 (NEW)	Quality assurance in early childhood	i.1.5.2.b	Total	50000	Target	50000	52456	NA	55575
					Actual				
Indicator i.1.5.2.c - (ESP) The number of volunteer parents participating in the parental participation program in kindergarten and the first three grades (NEW)	Quality assurance in early childhood	i.1.5.2.c	Total		Target				
					Actual				
Domain 2 - Access and equity		2							
Outcome 2 - Access and equity ensured to achieve justice for both sexes by raising the enrolment rate in schools and absorbing all age groups in education for all		2							
Indicator i.2.a - (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage		i.2.a	Total	97.3	Target	96.7	96.8	96.9	97
					Actual	97.9	97.8	97.9	96.8
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Male	97.3	Target	96.7	96.8	96.9	97
					Actual	97.9	97.8	97.8	96.8
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			#Female	97.3	Target	96.8	96.9	97	97.1
					Actual	97.9	97.8	97.9	96.9
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Male 1-3	99.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Boys 1-3	99.6	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Girls 1-3	98.9	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Jordanian 1-3	101.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Boys Jordanian 1-3	101.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Girls Jordanian 1-3	101	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Syrian 1-3	84.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Boys Syrian 1-3	85.8	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Girls Syrian 1-3	83.2	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
								Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
	5000	5000	5000	5000	Annual	Education Department		
	6500							
	57875	60000	70000	80000	Annual	Education Department		
					Annual	Education Department		
	97.1	97.2	97.3	97.4	Annual	Educational, Planning and Research Department (EPRD)		
	97.1							
	97.1	97.2	97.3	97.4				
	97.1							
	97.2	97.3	97.4	97.5				
	97.2							
	NA	99.3	99.4	99.5				
	NA							
	NA	99.7	99.8	99.9				
	NA							
	NA	99	99.1	99.2				
	NA							
	NA	101.2	101.3	101.4				
	NA							
	NA	101.2	101.3	101.4				
	NA							
	NA	101.1	101.2	101.3				
	NA							
	NA	84.6	84.7	84.8				
	NA							
	NA	85.9	86	86.1				
	NA							
	NA	83.3	83.4	83.5				
	NA							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Other Nationalities 1-3	96	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Boys Other Nationalities 1-3	98.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Girls Other Nationalities 1-3	94	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Total 4 -10	96.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Male 4-10	96	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Female 4-10	96.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Jordanian 4-10	97.9	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Boys Jordanian 4-10	97.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Girls Jordanian 4-10	98.2	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Syrian 4-10	77.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Boys Syrian 4-10	75.2	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Girls Syrian 4-10	79.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Other Nationalities 4-10	92.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Boys Other Nationalities 4-10	96.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrollment in basic Education (1-10), Percentage			Girls Other Nationalities 4-10	88.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.2.b - (ESP) Percentage of gross enrolment rate- secondary, Percentage		i.2.b	Total	77.5	Target	81.6	81.7	81.8	81.9
					Actual	75.6	75.4	77.5	82
Indicator (ESP) Percentage of gross enrolment rate- secondary, Percentage			Boys	70.8	Target	76.1	76.2	76.3	76.4
					Actual	69	68.7	70.8	76.5
Indicator (ESP) Percentage of gross enrolment rate- secondary, Percentage			Girls	84.9	Target	87.7	87.8	87.9	88
					Actual	82.5	82.9	84.9	88.1
Indicator (ESP) Percentage of gross enrolment rate- secondary, Percentage			Jordanian	85.7	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	96.1	96.2	96.3				
	NA							
	NA	98.4	98.5	98.6				
	NA							
	NA	92.4	92.5	92.6				
	NA							
	NA	97.4	97.5	97.6				
	NA							
	NA	96.1	96.2	96.3				
	NA							
	NA	97.6	97.7	97.8				
	NA							
	NA	98.4	98.5	98.6				
	NA							
	NA	98.3	98.4	98.5				
	NA							
	NA	98.4	98.5	98.6				
	NA							
	NA	67.4	67.5	67.6				
	NA							
	NA	67	67.1	67.2				
	NA							
	NA	79.2	79.3	79.4				
	NA							
	NA	92.2	92.3	92.4				
	NA							
	NA	96.4	96.5	96.6				
	NA							
	NA	88.4	88.5	88.6				
	NA							
	82	82.1	82.2	82.3	Annual	Educational, Planning and Research Department (EPRD)		
	81							
	75.5	76.6	76.7	76.8				
	76.5							
	88.1	88.2	88.3	88.4				
	88.1							
	NA	85.8	85.9	86				
	NA							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) Percentage of gross enrolment rate- secondary, Percentage		Boys Jordanian		81.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrolment rate- secondary, Percentage		Girls Jordanian		90.7	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrolment rate- secondary, Percentage		Syrian		51.9	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrolment rate- secondary, Percentage		Boys Syrian		43.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrolment rate- secondary, Percentage		Girls Syrian		63	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrolment rate- secondary, Percentage		Other Nationalities		54.4	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrolment rate- secondary, Percentage		Boys Other Nationalities		44.6	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross enrolment rate- secondary, Percentage		Girls Other Nationalities		66.9	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.2.c - (ESP) net enrollment rate*- KG2, Percentage		i.2.c	Total	58.8	Target	64.1	64.2	64.3	64.4
					Actual	61.4	62.5	66.9	63
Indicator (ESP) net enrollment rate*- KG2, Percentage			Male	58.3	Target	64.3	64.4	64.5	64.6
					Actual	61.9	62.9	67.4	63.4
Indicator (ESP) net enrollment rate*- KG2, Percentage			#Female	58.2	Target	63.8	63.9	64	64.1
					Actual	61	62	66.5	62.6
Indicator i.2.d - (ESP) net enrolment rate*- basic, Percentage		i.2.d	Total	93.3	Target	94.1	94.2	94.3	94.4
					Actual	94.7	94.7	94.2	93.3
Indicator (ESP) net enrolment rate*- basic, Percentage			Male	92.4	Target	93.7	93.8	93.9	94
					Actual	94.5	94.4	94.1	92.9
Indicator (ESP) net enrolment rate*- basic, Percentage			#Female	94.1	Target	94.4	94.5	94.6	94.7
					Actual	94.9	95	94.4	93.7
Indicator i.2.e - (ESP) net enrolment rate*- secondary, Percentage		i.2.e	Total	68.2	Target	76.7	76.8	76.9	77
					Actual	71.2	71.2	71.4	73.8
Indicator (ESP) net enrolment rate*- secondary, Percentage			Male	61.9	Target	71.3	71.4	71.5	71.6
					Actual	64.8	65	65.4	68
Indicator (ESP) net enrolment rate*- secondary, Percentage			#Female	74.7	Target	82.7	82.8	82.9	83
					Actual	77.9	78.1	77.9	80.4
Indicator i.2.f - (ESP) Percentage of gross intake for the last grade of the basic stage (10th grade)*, Percentage		i.2.f	Total	90	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross intake for the last grade of the basic stage (10th grade)*, Percentage			Male	85.6	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross intake for the last grade of the basic stage (10th grade)*, Percentage			Female	94.8	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	81.2	81.3	81.4				
	NA							
	NA	90.8	90.9	91				
	NA							
	NA	52	52.1	52.2				
	NA							
	NA	43.6	43.7	43.8				
	NA							
	NA	63.1	63.2	63.3				
	NA							
	NA	54.5	54.6	54.7				
	NA							
	NA	44.7	44.8	44.9				
	NA							
	NA	67	67.1	67.2				
	NA							
	64.5	64.6	64.7	64.8	Annual	Educational, Planning and Research Department (EPRD)		
	64.5							
	64.7	64.8	64.9	65				
	64.7							
	64.2	64.3	64.4	64.5				
	64.2							
	94.5	94.6	94.7	94.8	Annual	Educational, Planning and Research Department (EPRD)		
	94.5							
	94.1	94.2	94.3	94.4				
	94.1							
	94.8	94.9	95	95.1				
	94.8							
	77.1	77.2	77.2	77.3	Annual	Educational, Planning and Research Department (EPRD)		
	77							
	71.7	71.8	71.9	72				
	71.7							
	83.1	83.2	83.3	83.4				
	83.1							
	NA	90.1	90.2	90.3	Annual	Educational, Planning and Research Department (EPRD)		
	NA							
	NA	85.7	85.8	85.9				
	NA							
	NA	94.9	95	95.1				
	NA							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) Percentage of gross intake for the last grade of the basic stage (10th grade)*, Percentage		Jordanian		91.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross intake for the last grade of the basic stage (10th grade)*, Percentage		Male Jordanian		87	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross intake for the last grade of the basic stage (10th grade)*, Percentage		Female Jordanian		96.2	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross intake for the last grade of the basic stage (10th grade)*, Percentage		Syrian		59.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross intake for the last grade of the basic stage (10th grade)*, Percentage		Male Syrian		45.8	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of gross intake for the last grade of the basic stage (10th grade)*, Percentage		Female Syrian		63.7	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.2.g - (ESP) Completion rate*-basic level, Percentage		i.2.g	Total	96	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Completion rate*-basic level, Percentage			Male	94.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Completion rate*-basic level, Percentage			#Female	97.4	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Completion rate*-basic level, Percentage			Jordanian	96.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Completion rate*-basic level, Percentage			Male Jordanian	95.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Completion rate*-basic level, Percentage			Female Jordanian	97.6	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Completion rate*-basic level, Percentage			Syrian	87.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Completion rate*-basic level, Percentage			Male Syrian	80.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Completion rate*-basic level, Percentage			Female Syrian	93.4	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.2.h - (ESP) out-of-school children rate* - basic, Percentage		i.2.h	Total	5.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	91.4	91.5	91.6				
	NA							
	NA	87.1	87.2	87.3				
	NA							
	NA	96.2	96.3	96.3				
	NA							
	NA	59.4	59.5	59.6				
	NA							
	NA	54.9	55	55.9				
	NA							
	NA	63.8	63.9	64				
	NA							
	NA	96.1	96.2	96.3	Annual	Educational, Planning and Research Department (EPRD)		
	NA							
	NA	94.6	94.7	94.8				
	NA							
	NA	97.5	95.6	95.7				
	NA							
	NA	96.4	96.5	96.6				
	NA							
	NA	95.2	95.3	95.4				
	NA							
	NA	97.7	97.8	97.9				
	NA							
	NA	87.2	87.3	78.4				
	NA							
	NA	80.6	80.7	80.8				
	NA							
	NA	93.5	93.6	93.7				
	NA							
	5.5	5.4	5.3	5.2	Annual	Building and International Projects Department		
	0							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) out-of-school children rate* - basic, Percentage			Male	5.9	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - basic, Percentage			#Female	5.2	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - basic, Percentage			Jordanian	5.8	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - basic, Percentage			Male Jordanian	6.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - basic, Percentage			Female Jordanian	5.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - basic, Percentage			Syrian	37.6	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - basic, Percentage			Male Syrian	38.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - basic, Percentage			Female Syrian	36.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - basic, Percentage			Other Nationalities	11.2	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - basic, Percentage			Male Other Nationalities	7.9	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - basic, Percentage			Female Other Nationalities	14.2	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.2.i - (ESP) out-of-school children rate* - secondary, Percentage		i.2.i	Total	23	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - secondary, Percentage			Male	28.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - secondary, Percentage			#Female	16.9	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - secondary, Percentage			Jordanian	23.2	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - secondary, Percentage			Male Jordanian	27.7	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - secondary, Percentage			Female Jordanian	18.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - secondary, Percentage			Syrian	69.9	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - secondary, Percentage			Male Syrian	74.8	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	5.9	5.8	5.7	5.6				
	0							
	5.2	5.1	5	4.9				
	0							
	5.8	5.7	5.6	5.5				
	0							
	6.5	6.4	6.3	6.2				
	0							
	5.1	5	4.9	4.8				
	0							
	37.6	37.5	37.4	37.3				
	0							
	38.5	38.4	38.3	38.2				
	0							
	36.5	36.4	36.3	36.2				
	0							
	11.2	11.1	11	10.9				
	0							
	7.9	7.8	7.7	7.6				
	0							
	14.2	14.1	14	13.9				
	0							
	NA	22.9	22.8	22.7	Annual	Educational, Planning and Research Department (EPRD)		
	NA							
	NA	28.2	28.1	28				
	NA							
	NA	16.8	16.7	16.6				
	NA							
	NA	23.1	23	22.9				
	NA							
	NA	27.6	27.5	27.4				
	NA							
	NA	18.2	18.1	18				
	NA							
	NA	69.8	69.7	69.6				
	NA							
	NA	74.7	74.6	74.5				
	NA							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) out-of-school children rate* - secondary, Percentage			Female Syrian	63.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - secondary, Percentage			Other Nationalities	52.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - secondary, Percentage			Male Other Nationalities	60.9	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) out-of-school children rate* - secondary, Percentage			Female Other Nationalities	41.9	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.2.j - (ESP) Dropout Rate - primary (1-3), Percentage		i.2.j	Total	0.4	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - primary (1-3), Percentage			Male	0.4	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - primary (1-3), Percentage			#Female	0.4	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - primary (1-3), Percentage			Jordanian	0.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - primary (1-3), Percentage			Male Jordanian	0.4	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - primary (1-3), Percentage			Female Jordanian	0.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - primary (1-3), Percentage			Syrian	1.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - primary (1-3), Percentage			Male Syrian	1.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - primary (1-3), Percentage			Female Syrian	1.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - primary (1-3), Percentage			Other Nationalities	0.2	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - primary (1-3), Percentage			Male Other Nationalities	0.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - primary (1-3), Percentage			Female Other Nationalities	0.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.2.k - (ESP) Dropout Rate - basic (4-10), Percentage		i.2.k	Total	0.7	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage			Male	0.8	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage			#Female	0.7	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	63.2	63.1	63				
	NA							
	NA	52.4	52.3	52.2				
	NA							
	NA	60.8	60.7	60.6				
	NA							
	NA	41.8	41.7	41.6				
	NA							
	NA	0.4	0.4	0.4	Annual	Educational, Planning and Research Department (EPRD)		
	NA							
	NA	0.4	0.4	0.4				
	NA							
	NA	0.4	0.4	0.4				
	NA							
	NA	0.3	0.3	0.3				
	NA							
	NA	0.3	0.3	0.3				
	NA							
	NA	0.3	0.3	0.3				
	NA							
	NA	1.3	1.3	1.3				
	NA							
	NA	1.3	1.3	1.3				
	NA							
	NA	1.3	1.3	1.3				
	NA							
	NA	0.2	0.2	0.2				
	NA							
	NA	0.1	0.1	0.1				
	NA							
	NA	0.3	0.2	0.2				
	NA							
	NA	0.7	0.7	0.7	Annual	Educational, Planning and Research Department (EPRD)		
	NA							
	NA	0.8	0.7	0.7				
	NA							
	NA	0.7	0.7	0.7				
	NA							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) Dropout Rate - basic (4-10), Percentage		Jordanian		0.6	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage		Male Jordanian		0.6	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage		Female Jordanian		0.6	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage		Syrian		2.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage		Male Syrian		2.8	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage		Female Syrian		2.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage		Other Nationalities		0.3	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage		Male Other Nationalities		0.5	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage		Female Other Nationalities		0.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage		10th Grade		1.1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage		Male 10th Grade		1.2	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Dropout Rate - basic (4-10), Percentage		Female 10th Grade		1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.2.L - (ESP) Pupil/Teacher ratio - PTR/PTTR (NEW)		i.2.L	Total		Target				
					Actual				
Intermediate Outcome 2.1 - Improved infrastructure that provides a safe physical school environment and ensures access to it, taking into account gender and disability	Infrastructure	2.1							
Indicator i.2.1.a - (ESP) Percentage of rented schools* (total) - basic and secondary, Percentage	Infrastructure	i.2.1.a	Total	21.7	Target	21.5	21.3	21.1	20.9
					Actual	21	20.1	19.6	19.5
Indicator (ESP) Percentage of rented schools* (total) - basic and secondary, Percentage			Basic	30.8	Target	30.7	30.6	30.5	30.4
					Actual	30.3	29.2	28.9	28.9
Indicator (ESP) Percentage of rented schools* (total) - basic and secondary, Percentage			Secondary	1.1	Target	1.1	1.1	1	1
					Actual	1.2	1.4	1.4	1.2
Indicator i.2.1.b - (ESP) Percentage of double-shift schools* - basic and secondary, Percentage		i.2.1.b	Total	18.7	Target	18.6	18.5	18.4	18.3
					Actual	19.5	18.7	18.4	20.3
Indicator (ESP) Percentage of double-shift schools* - basic and secondary, Percentage			Basic	22.7	Target	22.6	22.5	22.4	22.3
					Actual	23.8	23.3	23	25.4

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	0.6	0.6	0.6				
	NA							
	NA	0.6	0.6	0.6				
	NA							
	NA	0.6	0.6	0.6				
	NA							
	NA	2.5	2.5	2.5				
	NA							
	NA	2.7	2.7	2.7				
	NA							
	NA	2.3	2.3	2.3				
	NA							
	NA	0.3	0.3	0.3				
	NA							
	NA	0.4	0.4	0.4				
	NA							
	NA	0.1	0.1	0.1				
	NA							
	NA	1.1	1.1	1.1				
	NA							
	NA	1.2	1.2	1.2				
	NA							
	NA	0.1	0.1	0.1				
	NA							
						Educational, Planning and Research Department (EPRD)		
	20.7	20.5	20.3	20.1	Annual	Educational, Planning and Research Department (EPRD)		
	19.1							
	30.3	3.2	30.1	30				
	30							
	0.1	0.1	0.9	0.9				
	1.2							
	18.2	18.1	18	17.9	Annual	Educational, Planning and Research Department (EPRD)		
	20.6							
	22.2	22.1	22	21.9				
	25.7							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) Percentage of double-shift schools* - basic and secondary, Percentage			Secondary	9.5	Target	9.5	9.5	9.4	9.4
					Actual	10.2	9.5	9.4	10.4
Indicator i.2.1.c (ESP) Percentage of Overall facility management score as per the 100 school sample survey (NEW)	i.2.1.c	Total			Target				
					Actual				
Indicator i.2.1.d (ESP) Number of students benefitting from the school transportation program (NEW)	i.2.1.d	Total			Target				
					Actual				
Output 2.1.1 - Maintenance system implemented at all administrative levels	Infrastructure	2.1.1							
Indicator i.2.1.1.a - (ESP) Number of schools that have been maintained according to approved maintenance standards, Percentage Number of schools equipped with upgraded WASH facilities (REVISED)	Infrastructure	i.2.1.1.a	Total		Target	330			
					Actual	220	170	520	1142
Indicator (ESP) Number of schools that have been maintained according to approved maintenance standards, Percentage			Percentage of schools in which water and sanitation facilities are maintained		Target	8.7	9.2	10.1	10.7
					Actual	8.7	9.2	10.1	10.7
Indicator (ESP) Number of schools that have been maintained according to approved maintenance standards, Percentage			Percentage of schools in which water and sanitation facilities are maintained Annually		Target	5.1	5.9	6.8	7.9
					Actual	5.1	5.9	6.8	7.9
Indicator (ESP) Number of schools that have been maintained according to approved maintenance standards, Percentage			Percentage of boys' schools out of all schools that have been maintained		Target	2	2.5	2.9	3.3
					Actual	2	2.5	2.9	3.3
Indicator (ESP) Number of schools that have been maintained according to approved maintenance standards, Percentage			Number of boys' schools in which water and sanitation facilities are maintained Annually	6	Target	65	73	83	95
					Actual	65	73	83	95
Indicator (ESP) Number of schools that have been maintained according to approved maintenance standards, Percentage			Percentage of girls' schools in which water and sanitation facilities are maintained Annually		Target	2.5	4.5	6.5	8.5
					Actual	2.5	4.5	6.5	8.5

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	9.4	9.4	9.3	9.3				
	10.8							
					Annual	Education Quality and Accountability Unit		
					Annual	Educational, Planning and Research Department (EPRD)		
							Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	
	500	500	500	500				
	671				Annual	Building and International Projects Department		
	11.4	12.1	12.8	13.5				
	11.4							
	9.1	10.1	11.1	12.1				
	10							
	3.7	4.1	4.5	4.9				
	3.7							
	103	113	123	133				
	103							
	10.5	12.5	14.5	16.5				
	9.5							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) Number of schools that have been maintained according to approved maintenance standards, Percentage			Percentage of girls' schools out of all schools that have been maintained		Target	0.3	0.7	1	1.4
					Actual	1.3	0.7	1	1.4
Indicator (ESP) Number of schools that have been maintained according to approved maintenance standards, Percentage	0		Number of girls' schools in which water and sanitation facilities are maintained Annually	11	Target	28	34	40	46
					Actual	28	34	40	46
Indicator (ESP) Number of schools that have been maintained according to approved maintenance standards, Percentage			Percentage of mixed schools in which water and sanitation facilities are maintained Annually		Target	7.5	9.1	10.7	12.3
					Actual	7.5	9.1	10.7	12.3
Indicator (ESP) Number of schools that have been maintained according to approved maintenance standards, Percentage			Percentage of mixed schools out of all schools that have been maintained		Target	2.7	3.5	4.3	5
					Actual	2.7	3.5	4.3	5
Indicator (ESP) Number of schools that have been maintained according to approved maintenance standards, Percentage			Number of mixed schools in which water and sanitation facilities are maintained Annually		Target	110	155	180	200
					Actual	100	135	190	210
Indicator i.2.1.1.b - (ESP) Number of schools rehabilitated to meet minimum health and safety requirements as defined in MOE specification documents (NEW)	Infrastructure	i.2.1.1.b	Total		Target				
					Actual				
Output 2.1.2 - Schools and classrooms provide basic services for students with disabilities	Infrastructure	2.1.2							
Indicator i.2.1.2 - (ESP) Schools and classrooms that provide basic services for students with disabilities, Number	Infrastructure	i.2.1.2	Total	0	Target		900	950	1003
					Actual	0	850	900	1002
Indicator (ESP) Schools and classrooms that provide basic services for students with disabilities, Number			Number of gifted students' rooms in all schools, including King Abdullah II Schools for Excellence	90	Target	NA	0	0	0
					Actual	0	70	70	70

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	1.8	2.2	2.6	3				
	1.8							
	52	58	64	70				
	52							
	13.9	15.5	17.7	18.7				
	13.9							
	5.9	6.7	7.5	8.3				
	4.9							
	217	248	279	310				
	217							
						Building and International Projects Department		
							Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	
	1005				Annual	Education Department		
	1002							
	0	80	88	96				
	63							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) Schools and classrooms that provide basic services for students with disabilities, Number			Learning resource rooms	1050	Target	1100	1000	1000	1150
					Actual	0	1006	1050	1100
Indicator (ESP) Schools and classrooms that provide basic services for students with disabilities, Number			Maintenance works to serve CWDs in all schools	168	Target	168	200	220	250
					Actual	0			
Indicator (ESP) Schools and classrooms that provide basic services for students with disabilities, Number			Maintenance works to serve CWDs in mixed and girls schools	84	Target	84	100	110	120
					Actual	0			
Indicator (ESP) Schools and classrooms that provide basic services for students with disabilities, Number			Maintenance works to serve CWDs in male schools	84	Target	81	90	100	110
					Actual	0	0	0	0
Output 2.1.3 - New classrooms and/or classroom extensions constructed in public schools	Infrastructure	2.1.3							
Indicator i.2.1.3.a - (ESP) Number of newly constructed public schools, Number	Infrastructure	i.2.1.3.a	Total	60	Target	60	60	60	60
					Actual	46	34	18	35
Indicator i.2.1.3.b - (ESP) Number of classroom additions constructed in public schools, Number	Infrastructure	i.2.1.3.b	Total		Target	0	0	0	0
					Actual	546	396	237	571
Output 2.1.4 - New schools and classrooms established through public-private partnerships	Infrastructure	2.1.4							
Indicator i.2.1.4 - (ESP) Number of schools that will be executed under a public-private partnership, Number	Infrastructure	i.2.1.4	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 2.1.5 - Merged schools on the basis of the school rationalization plan (NEW)	Infrastructure	2.1.5							
Indicator i.2.1.5 - (ESP) Number of schools merged based on the School Rationalization Plan (NEW)		i.2.1.5	Total		Target				
					Actual				
Intermediate Outcome 2.2 - Inclusive education for students with disabilities	inclusive education/ Special Needs	2.2							

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	1150	1287	1387	1487				
	1250							
	250	252	336	420				
	136							
	120	126	168	210				
	73							
	120	126	168	210				
	63							
								Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
	100	100	100	100	Annual	Building and International Projects Department		
	33							
	400	400	400	400	Annual	Building and International Projects Department		
	571							
								Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
	NA	NA	NA	14	End of the cycle	Building and International Projects Department		
	NA	NA	NA					
						Dept of Educational Planning and Research		

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator i.2.2.a - (ESP) Number of students with disabilities enrolled in schools, Number	inclusive education/ Special Needs	i.2.2.a	Total	18588	Target	20000	20000	20500	23000
					Actual	20000	20500	22000	24869
Indicator (ESP) Number of students with disabilities enrolled in schools, Number			Basic	10294	Target	12000	12000	12500	14000
					Actual	12000	8599	9228	10432
Indicator (ESP) Number of students with disabilities enrolled in schools, Number			Male Basic	4850	Target	6000	6000	6000	7000
					Actual	600	5375	5768	6520
Indicator (ESP) Number of students with disabilities enrolled in schools, Number			Female Basic	5444	Target	6000	6000	6500	7000
					Actual	600	6526	7004	7917
Indicator (ESP) Number of students with disabilities enrolled in schools, Number			Secondary	8294	Target	8000	8000	8000	9000
					Actual	800	11901	12772	14437
Indicator (ESP) Number of students with disabilities enrolled in schools, Number			Male Secondary	2400	Target	2500	2500	2500	4000
					Actual	2500	3071	3296	33726
Indicator (ESP) Number of students with disabilities enrolled in schools, Number			Female Secondary	5894	Target	5500	5500	5500	5000
					Actual	5500	5528	5933	6706
Indicator (ESP) Number of students with disabilities enrolled in schools, Number			Non-formal education	60	Target	60	60	80	100
					Actual	60	92	99	112
Indicator (ESP) Number of students with disabilities enrolled in schools, Number			Male Non-formal education	30	Target	30	30	40	50
					Actual	30	54	58	65
Indicator (ESP) Number of students with disabilities enrolled in schools, Number			Female Non-formal education	30	Target	30	30	40	50
					Actual	30	38	41	47
Indicator i.2.2.b - (ESP) Number of schools receiving CWD, Number	inclusive education/ Special Needs	i.2.2.b	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of schools receiving CWD, Number			Basic	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of schools receiving CWD, Number			Secondary	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of schools receiving CWD, Number			Non-formal education	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 2.2.1 - Increased number of «pioneering» inclusive schools in the three regions and Syrian refugee camps		2.2.1							
Indicator i.2.2.1 - (ESP) Number of pioneering inclusive schools, Number	inclusive education/ Special Needs	i.2.2.1	Total	102	Target	NA	NA	18	18
					Actual	NA	NA	102	120

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	25000	26700	28600	30000	Annual	Education Department		
	26700							
	15000	15500	16600	17500				
	11200							
	7500	7000	7500	8000				
	7000							
	7500	8500	9100	9500				
	8500							
	10000	11200	12000	12500				
	15500							
	4500	4000	4500	4800				
	4000							
	5500	7200	7500	7700				
	7200							
	110	120	150	180				
	120							
	55	70	85	100				
	70							
	55	50	65	80				
	50							
	1002	1300	1420	1540	Annual	Education Department		
	1002							
	500	700	750	800				
	500							
	422	500	550	600				
	422							
	80	100	120	140				
	80							
							Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	
	30	120	132	150	Annual	Education Department		
	132							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Output 2.2.2 - Amended education legislation on the rights of persons with disabilities	inclusive education/ Special Needs	2.2.2							
Indicator i.2.2.2 - (ESP) Number of amended educational legislation, Number	inclusive education/ Special Needs	i.2.2.2	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 2.2.3 - Workshops implemented for improved awareness of the rights of people with disabilities	inclusive education/ Special Needs	2.2.3							
Indicator i.2.2.3 - (ESP) Number of awareness workshops conducted, Number	inclusive education/ Special Needs	i.2.2.3	Total	0	Target	NA	NA	10	10
					Actual	NA	NA	10	10
Output 2.2.4 - Male and female teachers better qualified to work with students with disabilities	inclusive education/ Special Needs	2.2.4							
Indicator i.2.2.4 - (ESP) Number of teachers trained on inclusive education guides, Number	inclusive education/ Special Needs	i.2.2.4	Total	510	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of teachers trained on inclusive education guides, Number			Male	200	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of teachers trained on inclusive education guides, Number			#Female	310	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 2.2.5 - Increased number of educational diagnoses and assessments conducted	inclusive education/ Special Needs	2.2.5							
Indicator i.2.2.5 - (ESP) Number of students diagnosed and evaluated, Number	inclusive education/ Special Needs	i.2.2.5	Total	18588	Target	19500	20500	22000	23000
					Actual	19500	20500	22000	22500
Indicator (ESP) Number of students diagnosed and evaluated, Number			Male	9294	Target	9750	10500	11000	11750
					Actual	9750	10500	11000	11250
Indicator (ESP) Number of students diagnosed and evaluated, Number			#Female	9000	Target	9750	10000	11000	11250
					Actual	9750	10000	11000	11250

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
								Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
	5	10	15	20	Annual	Education Department		
	5							
								Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
	10	18	25	32	Annual	Education Department		
	10	10						
								Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
	510	1000	3500	15000	Annual	Education Department		
	510							
	200	350	1500	5700				
	200							
	310	650	2000	9300				
	310							
								Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
	25000	24304	25800	27400	Annual	Education Department		
	25000							
	23000	12179	12950	13750				
	13000							
	22000	12125	12850	13650				
	12000							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Intermediate Outcome 2.3 - Non-formal education opportunities improved and expanded	Life-long learning and Non-formal education	2.3							
Indicator i.2.3 - (ESP) The number of students transferred from catch-up education program to formal education, Number	Life-long learning and Non-formal education	i.2.3	Total	0	Target	NA	NA	NA	342
					Actual	NA	NA	NA	342
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number			Number of students transferred from catch-up education program to formal education	0	Target	NA	NA	NA	342
					Actual	NA	NA	NA	342
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number			Male Number of students transferred from catch-up education program to formal education	0	Target	NA	NA	NA	217
					Actual	NA	NA	NA	217
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number			Female Number of students transferred from catch-up education program to formal education	0	Target	NA	NA	NA	125
					Actual	NA	NA	NA	125
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number			Jordanian Number of students transferred from catch-up education program to formal education	0	Target	NA	NA	NA	76
					Actual	NA	NA	NA	76
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number			Male Jordanian Number of students transferred from catch-up education program to formal education	0	Target	NA	NA	NA	47
					Actual	NA	NA	NA	76

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	400	600	750	850	Annual	Education Department		
	400							
	400	450	500	550				
	400							
	235	257	274	287				
	235							
	165	193	226	263				
	165							
	90	102	125	136				
	90							
	58	63	78	84				
	58							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Female Jordanian		Number of students transferred from catch-up education program to formal education	0	Target	NA	NA	NA	29
					Actual	NA	NA	NA	29
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Syrian		Number of students transferred from catch-up education program to formal education	0	Target	NA	NA	NA	247
					Actual	NA	NA	NA	247
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Male Syrian		Number of students transferred from catch-up education program to formal education	0	Target	NA	NA	NA	159
					Actual	NA	NA	NA	159
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Female Syrian		Number of students transferred from catch-up education program to formal education	0	Target	NA	NA	NA	88
					Actual	NA	NA	NA	88
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Other Nationalities		Number of students transferred from catch-up education program to formal education	0	Target	NA	NA	NA	19
					Actual	NA	NA	NA	19
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Male Other Nationalities		Number of students transferred from catch-up education program to formal education	0	Target	NA	NA	NA	11
					Actual	NA	NA	NA	11

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	32	39	47	52				
	32							
	282	312	335	370				
	282							
	158	176	175	180				
	158							
	124	136	160	190				
	124							
	28	36	40	44				
	28							
	19	18	21	23				
	19							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Female Other Nationalities	Number of students transferred from catch-up education program to formal education	0	Target	NA	NA	NA	8	
				Actual	NA	NA	NA	8	
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Number of students transferred from the drop-out culture enhancement program to formal education	Number of students transferred from the drop-out culture enhancement program to formal education	0	Target	NA	NA	NA	NA	
				Actual	NA	NA	NA	NA	
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Male	Number of students transferred from the drop-out culture enhancement program to formal education	0	Target	NA	NA	NA	NA	
				Actual	NA	NA	NA	NA	
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Female	Number of students transferred from the drop-out culture enhancement program to formal education	0	Target	NA	NA	NA	NA	
				Actual	NA	NA	NA	NA	
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Jordanian	Number of students transferred from the drop-out culture enhancement program to formal education	0	Target	NA	NA	NA	NA	
				Actual	NA	NA	NA	NA	
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Male Jordanian	Number of students transferred from the drop-out culture enhancement program to formal education	0	Target	NA	NA	NA	NA	
				Actual	NA	NA	NA	NA	

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	9	18	19	21				
	9							
	NA	150	250	300				
	NA							
	NA	82	137	164				
	NA							
	NA	68	113	136				
	NA							
	NA	38	63	75				
	NA							
	NA	23	39	47				
	NA							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Female Jordanian		Number of students transferred from the drop-out culture enhancement program to formal education	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Syrian		Number of students transferred from the drop-out culture enhancement program to formal education	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Male Syrian		Number of students transferred from the drop-out culture enhancement program to formal education	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Female Syrian		Number of students transferred from the drop-out culture enhancement program to formal education	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Other Nationalities		Number of students transferred from the drop-out culture enhancement program to formal education	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number	Male Other Nationalities		Number of students transferred from the drop-out culture enhancement program to formal education	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	15	24	28				
	NA							
	NA	101	168	201				
	NA							
	NA	53	88	105				
	NA							
	NA	48	80	96				
	NA							
	NA	12	20	24				
	NA							
	NA	6	10	13				
	NA							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) The number of students transferred from catch-up education program to formal education, Number			Female Other Nationalities Number of students transferred from the drop-out culture enhancement program to formal education	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 2.3.1 - Dropout programs expanded	Life-long learning and Non-formal education	2.3.1							
Indicator i.2.3.1.a - (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number	Life-long learning and Non-formal education	i.2.3.1.a	Total	4806	Target	NA	NA	NA	4806
					Actual	NA	NA	NA	4806
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Boys		Target	NA	NA	NA	2692
					Actual	NA	NA	NA	2692
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Girls		Target	NA	NA	NA	2114
					Actual	NA	NA	NA	2114
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Boys Jordanian		Target	NA	NA	NA	1419
					Actual	NA	NA	NA	1419
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Girls Jordanian		Target	NA	NA	NA	1036
					Actual	NA	NA	NA	1036
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Boys Syrian		Target	NA	NA	NA	1141
					Actual	NA	NA	NA	1141
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Girls Syrian		Target	NA	NA	NA	967
					Actual	NA	NA	NA	967
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Boys Other Nationalities		Target	NA	NA	NA	132
					Actual	NA	NA	NA	132
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Girls Other Nationalities		Target	NA	NA	NA	111
					Actual	NA	NA	NA	111
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Host communities		Target	NA	NA	NA	4252
					Actual	NA	NA	NA	4252
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Boys Host communities		Target	NA	NA	NA	2384
					Actual	NA	NA	NA	2384
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Girls Host communities		Target	NA	NA	NA	1868
					Actual	NA	NA	NA	1868
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Male Jordanian Host communities		Target	NA	NA	NA	1419
					Actual	NA	NA	NA	1419

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
NA	6	10	11					
NA								
								Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
4543	5100	5742	6345					
4543				Annual	Education Department			
2436	2703	2784	2938					
2436								
2107	2397	2958	3407					
2107								
1011	1073	1104	1187					
1011								
968	987	994	1122					
968								
1297	1493	1537	1598					
1297								
1041	1309	1855	2171					
1041								
128	137	143	153					
128								
98	101	109	114					
98								
3968	4499	5101	5646					
3968								
2114	2365	2430	2537					
2114								
1854	2134	2671	3109					
1854								
1011	1073	1104	1187					
1011								

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Female Jordanian Host communities	184	Target	NA	NA	NA	1036
					Actual	NA	NA	NA	1063
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Male Syrian Host communities	833	Target	NA	NA	NA	833
					Actual	NA	NA	NA	833
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Female Syrian Host communities	721	Target	NA	NA	NA	721
					Actual	NA	NA	NA	721
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Male Other Nationalities Host communities	132	Target	NA	NA	NA	132
					Actual	NA	NA	NA	132
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Female Other Nationalities Host communities	111	Target	NA	NA	NA	111
					Actual	NA	NA	NA	111
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Camps	554	Target	NA	NA	NA	554
					Actual	NA	NA	NA	554
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Boys Camps	308	Target	NA	NA	NA	308
					Actual	NA	NA	NA	308
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Girls Camps	246	Target	NA	NA	NA	246
					Actual	NA	NA	NA	246
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Boys Syrian Camps	308	Target	NA	NA	NA	308
					Actual	NA	NA	NA	308
Indicator (ESP) Number of students enrolled in culture enhancement programs for drop-outs, Number			Girls Syrian Camps	246	Target	NA	NA	NA	246
					Actual	NA	NA	NA	246
Indicator i.2.3.1.b - (ESP) Number of drop-outs' centers in camps and host communities, Number	Life-long learning and Non-formal education	i.2.3.1.b	Total	184	Target	NA	NA	NA	184
					Actual	NA	NA	NA	184
Indicator (ESP) Number of drop-outs' centers in camps and host communities, Number			Male	106	Target	NA	NA	NA	106
					Actual	NA	NA	NA	106
Indicator (ESP) Number of drop-outs' centers in camps and host communities, Number			#Female	78	Target	NA	NA	NA	78
					Actual	NA	NA	NA	78
Indicator (ESP) Number of drop-outs' centers in camps and host communities, Number			Male Host communities	95	Target	NA	NA	NA	95
					Actual	NA	NA	NA	95
Indicator (ESP) Number of drop-outs' centers in camps and host communities, Number			Female Host communities	67	Target	NA	NA	NA	67
					Actual	NA	NA	NA	67
Indicator (ESP) Number of drop-outs' centers in camps and host communities, Number			Male Camps	11	Target	NA	NA	NA	11
					Actual	NA	NA	NA	11
Indicator (ESP) Number of drop-outs' centers in camps and host communities, Number			Female Camps	11	Target	NA	NA	NA	11
					Actual	NA	NA	NA	11

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	968	987	994	1122				
	968							
	975	1155	1183	1197				
	975							
	788	1046	1568	1873				
	788							
	128	137	143	153				
	128							
	98	101	109	114				
	98							
	575	601	641	699				
	575							
	322	338	354	401				
	322							
	253	263	287	298				
	253							
	322	338	354	401				
	322							
	253	263	287	298				
	253							
	194	204	214	224				
	194				Annual	Education Department		
	111	114	117	121				
	111							
	83	90	97	103				
	83							
	98	98	99	100				
	98							
	70	75	80	84				
	70							
	13	16	18	21				
	13							
	13	15	17	19				
	13							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator i.2.3.1.c - (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number	Life-long learning and Non-formal education	i.2.3.1.c	Total	1372	Target	NA	NA	NA	1372
					Actual	NA	NA	NA	1372
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Boys	754	Target	NA	NA	NA	754
					Actual	NA	NA	NA	754
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Girls	618	Target	NA	NA	NA	618
					Actual	NA	NA	NA	618
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Boys Jordanian	458	Target	NA	NA	NA	458
					Actual	NA	NA	NA	458
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Girls Jordanian	357	Target	NA	NA	NA	357
					Actual	NA	NA	NA	357
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Boys Syrian	268	Target	NA	NA	NA	268
					Actual	NA	NA	NA	268
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Girls Syrian	220	Target	NA	NA	NA	220
					Actual	NA	NA	NA	220
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Male Other Nationalities	28	Target	NA	NA	NA	28
					Actual	NA	NA	NA	28
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Female Other Nationalities	41	Target	NA	NA	NA	41
					Actual	NA	NA	NA	41
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Host communities	1187	Target	NA	NA	NA	1187
					Actual	NA	NA	NA	1187
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Boys Host communities	676	Target	NA	NA	NA	676
					Actual	NA	NA	NA	676
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Girls Host communities	511	Target	NA	NA	NA	511
					Actual	NA	NA	NA	511
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Male Jordanian Host communities	458	Target	NA	NA	NA	458
					Actual	NA	NA	NA	458
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Female Jordanian Host communities	357	Target	NA	NA	NA	357
					Actual	NA	NA	NA	357
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Male Syrian Host communities	190	Target	NA	NA	NA	190
					Actual	NA	NA	NA	190
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Female Syrian Host communities	113	Target	NA	NA	NA	113
					Actual	NA	NA	NA	511
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Male Other Nationalities Host communities	28	Target	NA	NA	NA	28
					Actual	NA	NA	NA	28

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	1380	1390	1400	1410	Annual	Education Department		
	1380							
	760	764	769	773				
	760							
	620	626	631	637				
	620							
	462	466	469	471				
	462							
	359	362	364	366				
	359							
	267	263	264	264				
	267							
	221	222	225	231				
	221							
	31	35	36	38				
	31							
	40	42	42	40				
	40							
	1190	1194	1199	1208				
	1190							
	679	681	683	684				
	679							
	511	513	516	524				
	511							
	462	466	469	471				
	462							
	359	362	364	366				
	359							
	186	180	178	175				
	186							
	112	109	110	118				
	112							
	31	35	36	38				
	31							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Female	41	Target	NA	NA	NA	41
			Other Nationalities Host communities		Actual	NA	NA	NA	41
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Camps	185	Target	NA	NA	NA	185
					Actual	NA	NA	NA	185
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Boys Camps	78	Target	NA	NA	NA	78
					Actual	NA	NA	NA	78
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Girls Camps	107	Target	NA	NA	NA	107
					Actual	NA	NA	NA	107
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Boys Syrian Camps	78	Target	NA	NA	NA	78
					Actual	NA	NA	NA	78
Indicator (ESP) Number of students graduating from culture enhancement programs for drop-outs (accumulative), Number			Girls Syrian Camps	107	Target	NA	NA	NA	107
					Actual	NA	NA	NA	1
Output 2.3.2 - Catch-up programs expanded		Life-long learning and Non-formal education	2.3.2						
Indicator i.2.3.2.a - (ESP) Number of students enrolled in catch-up programs, Number	Life-long learning and Non-formal education	i.2.3.2.a	Total	763	Target	NA	NA	NA	763
					Actual	NA	NA	NA	763
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Boys	466	Target	NA	NA	NA	466
					Actual	NA	NA	NA	466
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Girls	297	Target	NA	NA	NA	297
					Actual	NA	NA	NA	297
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Boys Jordanian	156	Target	NA	NA	NA	156
					Actual	NA	NA	NA	156
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Girls Jordanian	98	Target	NA	NA	NA	98
					Actual	NA	NA	NA	98
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Boys Syrian	282	Target	NA	NA	NA	282
					Actual	NA	NA	NA	282
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Girls Syrian	176	Target	NA	NA	NA	176
					Actual	NA	NA	NA	176
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Male Other Nationalities	28	Target	NA	NA	NA	28
					Actual	NA	NA	NA	28
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Female Other Nationalities	23	Target	NA	NA	NA	23
					Actual	NA	NA	NA	23
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Host communities	684	Target	NA	NA	NA	684
					Actual	NA	NA	NA	684
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Boys Host communities	427	Target	NA	NA	NA	427
					Actual	NA	NA	NA	427

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	40	42	42	40				
	40							
	190	196	201	202				
	190							
	81	83	86	89				
	81							
	109	113	115	113				
	109							
	81	83	86	89				
	81							
	109	113	115	113				
	109							
							Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	
	861	900	1100	1200	Annual	Education Department		
	861							
	473	487	543	572				
	473							
	388	413	557	628				
	388							
	163	178	197	217				
	163							
	101	115	133	163				
	101							
	281	275	303	307				
	281							
	263	271	395	428				
	263							
	29	34	43	48				
	29							
	24	27	29	37				
	24							
	779	802	986	1081				
	779							
	433	440	485	511				
	433							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Girls Host communities	257	Target	NA	NA	NA	257
					Actual	NA	NA	NA	257
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Male Jordanian Host communities	156	Target	NA	NA	NA	156
					Actual	NA	NA	NA	156
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Female Jordanian Host communities	98	Target	NA	NA	NA	98
					Actual	NA	NA	NA	98
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Male Syrian Host communities	243	Target	NA	NA	NA	243
					Actual	NA	NA	NA	243
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Female Syrian Host communities	136	Target	NA	NA	NA	136
					Actual	NA	NA	NA	136
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Male Other Nationalities Host communities	28	Target	NA	NA	NA	28
					Actual	NA	NA	NA	28
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Female Other Nationalities Host communities	23	Target	NA	NA	NA	23
					Actual	NA	NA	NA	23
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Camps	79	Target	NA	NA	NA	79
					Actual	NA	NA	NA	79
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Boys Camps	39	Target	NA	NA	NA	39
					Actual	NA	NA	NA	39
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Girls Camps	40	Target	NA	NA	NA	40
					Actual	NA	NA	NA	40
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Boys Syrian Camps	39	Target	NA	NA	NA	39
					Actual	NA	NA	NA	39
Indicator (ESP) Number of students enrolled in catch-up programs, Number			Girls Syrian Camps	40	Target	NA	NA	NA	40
					Actual	NA	NA	NA	40
Indicator i.2.3.2.b - (ESP) Number of education catch-up centers, Number	Life-long learning and Non-formal education	i.2.3.2.b	Total	58	Target	NA	NA	NA	58
					Actual	NA	NA	NA	58
Indicator (ESP) Number of education catch-up centers, Number			Host communities	49	Target	NA	NA	NA	49
					Actual	NA	NA	NA	
Indicator (ESP) Number of education catch-up centers, Number			Camps	9	Target	NA	NA	NA	9
					Actual	NA	NA	NA	9
Output 2.3.3 - Adult education and literacy programs expanded		Life-long learning and Non-formal education		2.3.3					
Indicator i.2.3.3.a - (ESP) Number of students enrolled in literacy programs, Number	Life-long learning and Non-formal education	i.2.3.3.a	Total	1823	Target	1823	1911	2125	1721
					Actual	1823	1911	2125	1721

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	346	362	501	570				
	346							
	163	178	197	217				
	163							
	101	115	133	163				
	101							
	241	228	245	246				
	241							
	221	220	339	370				
	221							
	29	34	43	48				
	29							
	24	27	29	37				
	24							
	82	98	114	119				
	82							
	40	47	58	61				
	40							
	42	51	56	58				
	42							
	40	47	58	61				
	40							
	42	51	56	58				
	42							
	65	75	80	85				
	65				Annual	Education Department		
	11	17	19	21				
	54	58	61	64				
	54							
	2000	2500	3000	3500				
	1729				Annual	Education Department		

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 2 - Access and equity		2							
Indicator (ESP) Number of students enrolled in literacy programs, Number			Male	306	Target	306	306	328	316
					Actual	306	306	325	316
Indicator (ESP) Number of students enrolled in literacy programs, Number			#Female	1517	Target	1517	1605	1797	1405
					Actual	1517	1605	1797	1405
Indicator i.2.3.3.b - (ESP) Number of students enrolled in home studies program, Number	Life-long learning and Non-formal education	i.2.3.3.b	Total	3591	Target	3591	5950	6215	5840
					Actual	3591	5950	6215	5840
Indicator (ESP) Number of students enrolled in home studies program, Number			Male	2182	Target	2182	3689	3915	3680
					Actual	2182	4025	4050	3663
Indicator (ESP) Number of students enrolled in home studies program, Number			#Female	1409	Target	1409	2261	2300	2160
					Actual	1409	1925	2165	2177
Indicator i.2.3.3.c - (ESP) Number of adult learning an literacy centers, Number	Life-long learning and Non-formal education	i.2.3.3.c	Total	147	Target	NA	NA	NA	147
					Actual	NA	NA	NA	147
Indicator (ESP) Number of adult learning an literacy centers, Number			Male	20	Target	NA	NA	NA	20
					Actual	NA	NA	NA	20
Indicator (ESP) Number of adult learning an literacy centers, Number			#Female	127	Target	NA	NA	NA	127
					Actual	NA	NA	NA	127
Output 2.3.4 - Awareness campaigns on the importance of education conducted		Life-long learning and Non-formal education		2.3.4					
Indicator i.2.3.4 - (ESP) Number of awareness campaigns held, Number	Life-long learning and Non-formal education	i.2.3.4	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 2.3.5 - Training workshops for teachers of non-formal education conducted		Life-long learning and Non-formal education		2.3.5					
Indicator i.2.3.5 - (ESP) Number of trained non-formal education center teachers and facilitators, Number	Life-long learning and Non-formal education	i.2.3.5	Total	647	Target	NA	NA	NA	647
					Actual	NA	NA	NA	647
Indicator (ESP) Number of trained non-formal education center teachers and facilitators, Number			Male	340	Target	NA	NA	NA	341
					Actual	NA	NA	NA	341
Indicator (ESP) Number of trained non-formal education center teachers and facilitators, Number			#Female	306	Target	NA	NA	NA	306
					Actual	NA	NA	NA	306
Domain 3 - System Strengthening		3							
Outcome 3 - Educational system for innovation and excellence strengthened, based on effective educational policies, to achieve the priorities of the Jordanian education sector		3							

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	340	360	375	385				
	340							
	1660	2140	2625	3115				
	1660							
	6000	6500	7000	7500				
	6680				Annual	Education Department		
	3763	4180	4500	4750				
	3849							
	2237	2320	2500	2750				
	2831							
	144	160	165	170				
	144				Annual	Education Department		
	23	24	27	29				
	23							
	121	136	138	141				
	121							
							Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	
	NA	3	4	5				
	NA				Annual	Education Department		
							Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	
	700	750	800	850				
	700				Annual	Education Department		
	384	425	450	480				
	384							
	316	325	350	370				
	316							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 3 - System Strengthening		3							
Indicator i.3 - (ESP)The Ministrys mark in the King Abdullah II Award for Excellence in Government Performance and Transparency, Percentage		i.3	Total	51	Target	NA	55	NA	55
					Actual	NA	49.7	NA	NA
Intermediate Outcome 3.1 - Improved institutional performance management system	Institutional Performance Management	3.1							
Indicator i.3.1 - (ESP) Percentage of educational institutions effective in institutional performance, Percentage	Institutional Performance Management	i.3.1	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of educational institutions effective in institutional performance, Percentage			School	15	Target	17	20	25	30
					Actual	17	30	34	35
Indicator (ESP) Percentage of educational institutions effective in institutional performance, Percentage			Directorate	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 3.1.1 - The School and Directorate Development Program SDDP is updated	Institutional Performance Management	3.1.1							
Indicator i.3.1.1 - (ESP) Percentage of accredited development plans that have been implemented*, Percentage	Institutional Performance Management	i.3.1.1	Total	70	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 3.1.2 - Improved administrative and educational services provided by the Ministry of Education	Institutional Performance Management	3.1.2							
Indicator i.3.1.2 - (ESP) Satisfaction rate with the services provided by the Ministry of Education, Percentage	Institutional Performance Management	i.3.1.2	Total		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Satisfaction rate with the services provided by the Ministry of Education, Percentage			Students	73.2	Target	73.2	73.5	74	NA
					Actual	73.2	77	74	NA COVID-19
Indicator (ESP) Satisfaction rate with the services provided by the Ministry of Education, Percentage			Male Students	73.4	Target	0	73.6	73.8	NA
					Actual		77	73.8	76
Indicator (ESP) Satisfaction rate with the services provided by the Ministry of Education, Percentage			Female Students	73	Target	0	73.2	73.4	0
					Actual		75	73.4	
Indicator (ESP) Satisfaction rate with the services provided by the Ministry of Education, Percentage			Staff	52.6	Target	0	55	58	0
					Actual	70	70.3	NA COVID-19	72.2
Indicator (ESP) Satisfaction rate with the services provided by the Ministry of Education, Percentage			Male Staff	53	Target	0	55	58	0
					Actual		68		72
Indicator (ESP) Satisfaction rate with the services provided by the Ministry of Education, Percentage			Female Staff	52.2	Target	0	54	57	0
					Actual		71		72.4
Indicator (ESP) Satisfaction rate with the services provided by the Ministry of Education, Percentage			Inquisitors	78	Target	79	80	82	84
					Actual	79	81	86	84
Indicator (ESP) Satisfaction rate with the services provided by the Ministry of Education, Percentage			Male Inquisitors	77	Target	0	79	81	83
					Actual		82	84.6	83.4

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	55	NA	55		Educational, Planning and Research Department (EPRD)		
	NA							
	NA	NA	NA	NA	Annual	Education Quality and Accountability Unit		
	NA							
	35	40	42	50				
	38							
	NA	NA	25	35				
	NA							
	70	80	90	100	Annual	Supervision and Educational Training Department		
	81							
	NA				Annual	Educational, Planning and Research Department (EPRD), Directorate of Administrative Affairs, Internal Oversight unit		
	NA							
		80	85	90				
	76							
		80	85	90				
	76							
		80	85	90				
	75.7							
	0	60	70	80				
	72	65.4						
	0	60	70	80				
	0	60	70	80				
	Ongoing	85	90	95				
	Ongoing							
	0	85	90	95				

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 3 - System Strengthening		3							
Indicator (ESP) Satisfaction rate with the services provided by the Ministry of Education, Percentage			Female Inquisitors	79	Target		80	81	82
					Actual		79	83	82.9
Output 3.1.3 - Individual performance linked to institutional performance	Institutional Performance Management	3.1.3							
Indicator i.3.1.3 - (ESP) Percentage of foundations and standards adopted to link individual performance with institutional performance, Percentage	Institutional Performance Management	i.3.1.3	Total		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Intermediate Outcome 3.2 - Effective Educational Management Information System	Effective management of educational information systems	3.2							
Indicator i.3.2.a - (ESP) Percentage of development requirements that have been met through the OpenEMIS, Percentage	Effective management of educational information systems	i.3.2.a	Total	65	Target	65	65	65	70
					Actual	65	65	65	70
Indicator i.3.2.b - (ESP) Percentage of competent individuals who use the educational information system for policy purposes (NEW)	Effective management of educational information systems	i.3.2.b	Total	50	Target				
					Actual				
Output 3.2.1 - EMIS Service Usage Policy is approved and enforced	Effective management of educational information systems	3.2.1							
Indicator i.3.2.1 - (ESP) Percentage of MoE employees who have been able to access to the OpenEMIS*, Percentage	Effective management of educational information systems	i.3.2.1	Total	50	Target	50	55	60	70
					Actual	50	55	60	70
Output 3.2.2 - Improved school infrastructure and technology	Effective management of educational information systems	3.2.2							
Indicator i.3.2.2 - (ESP) Percentage of schools qualified to employ educational technology, Percentage	Effective management of educational information systems	i.3.2.2	Total	53	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of schools qualified to employ educational technology, Percentage			Electricity network	100	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of schools qualified to employ educational technology, Percentage			Internet	93	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of schools qualified to employ educational technology, Percentage			Computer labs	73	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	0	85	90	95				
	50	50	75	100	Annual	Educational, Planning and Research Department (EPRD)		
	0							
	70				Annual	Queen Rania Center (QRC)		
	70							
		80	90	100				
	75				Annual	Queen Rania Center (QRC)		
	75							
							Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	
	54	56	66	77	Annual	Queen Rania Center (QRC)		
	54							
	100	100	100	100				
	100							
	97	97	97.5	98				
	97							
	73	73	75	80				
	73							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021	
Domain 3 - System Strengthening		3								
Indicator (ESP) Percentage of schools qualified to employ educational technology, Percentage			Technology tools		Target	NA	NA	NA	NA	
					Actual	NA	NA	NA	NA	
Indicator (ESP) Percentage of schools qualified to employ educational technology, Percentage			Internet (Wi-Fi)		Target	NA	NA	NA	NA	
					Actual	NA	NA	NA	NA	
Output 3.2.3 - A comprehensive geographic information system developed	Effective management of educational information systems	3.2.3								
Indicator i.3.2.3 - (ESP) Percentage of external data sources linked to GIS, Percentage	Effective management of educational information systems	i.3.2.3	Total		40	Target	NA	NA	NA	NA
						Actual	NA	NA	NA	NA
Intermediate Outcome 3.3 - Risk and crisis management institutionalized in the Ministry of Education		Risks and Crisis Management			3.3					
Indicator i.3.3 - (ESP) Percentage of risks that have been responded to at all levels (school, directorate, ministry center), Percentage	Risks and Crisis Management	i.3.3	Total		50	Target	NA	NA	NA	NA
						Actual	NA	NA	NA	NA
Output 3.3.1 - Higher level of awareness about risk management at all levels	Risks and Crisis Management	3.3.1								
Indicator i.3.3.1 - (ESP) Number of those trained on the concepts of risk and crisis management, Number	Risks and Crisis Management	i.3.3.1	Total		180	Target	NA	NA	NA	NA
						Actual	NA	NA	NA	NA
Output 3.3.2 - An established risk and crisis management department		Risks and Crisis Management			3.3.2					
Indicator i.3.3.2 - (ESP) Control of operations accredited by the Risk Management Division, Text	Risks and Crisis Management	i.3.3.2	Total		None	Target	None	None	None	None
						Actual	None	None	None	None
Output 3.3.3 - Approved risk and crisis management strategy is linked to the national strategy for security and crisis management	Risks and Crisis Management	3.3.3								
Indicator i.3.3.3 - (ESP) Percentage of the components of the national security and crisis management plan that were responded to in the ministry's risk and crisis strategy, Percentage	Risks and Crisis Management	i.3.3.3	Total		0	Target	NA	NA	NA	NA
						Actual	NA	NA	NA	NA
Domain 4 - Quality		4								
Outcome 4 - Improved quality of education for the preparation of good and productive citizens who are loyal (feeling of belonging) to their country		4								
Indicator i.4.a - (ESP) Success rate of students in the Tawjihi exam, Percentage (REVISED)		i.4.a	Total		Target					
					Actual					
Indicator (ESP) Success rate of students in the new Tawjihi exam, Percentage			Total (new system)		Target					
					Actual					
Indicator (ESP) Success rate of students in the new Tawjihi exam, Percentage			Male (new system)		Target					
					Actual					

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	0	10	25				
	NA							
	NA	20	50	90				
	NA							
	40	60	80	100				
	60				Annual	Educational, Planning and Research Department (EPRD)		
	NA	60	80	100				
	NA				Annual	Educational, Planning and Research Department (EPRD)		
	180	500	1500	2500				
	200				Annual	Educational, Planning and Research Department (EPRD)		
	None	Accredited control operations	NA	NA				
	None				Once	Educational, Planning and Research Department (EPRD)		
	NA	100	NA	NA				
	NA				Once	Educational, Planning and Research Department (EPRD)		
					Annual	Examinations and Tests Department		

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 4 - Quality		4							
Indicator (ESP) Success rate of students in the new Tawjihi exam , Percentage			Female (new system)		Target				
					Actual				
Indicator (ESP) Success rate of students in the oldTawjihi exam , Percentage			Total (old system)	50.3	Target	NA	NA	NA	60
					Actual	54.7	58.3	56.6	60.8
Indicator (ESP) Success rate of students in the oldTawjihi exam , Percentage			Male (old system)	45.8	Target	NA	NA	NA	55
					Actual	46.9	48.6	48.5	54.3
Indicator (ESP) Success rate of students in the oldTawjihi exam , Percentage			Female (old system)	53.1	Target	NA	NA	NA	65
					Actual	60.5	66.9	64.8	67.6
Indicator i.4.b - (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text	i.4.b	Total		NA	Target	NA	NA	NA	NA
				Actual	NA	NA	NA	NA	
Indicator (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text			Science International TIMSS	452/490	Target				
					Actual		51/77		
Indicator (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text			Science Arab TIMSS	452/439	Target				
					Actual				
Indicator (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text			Science International PISA	51/77	Target				
					Actual				
Indicator (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text			Science Arab PISA	2/6	Target				
					Actual				
Indicator (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text			Mathematic International TIMSS	420/489	Target				
					Actual				
Indicator (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text			Mathematic Arab TIMSS	420/426	Target				
					Actual			33/39	
Indicator (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text			Mathematic International PISA	65/77	Target				
					Actual		65/77		
Indicator (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text			Reading International PISA	55/77	Target				
					Actual				
Indicator (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text			Mathematic Arab PISA	3/6	Target				
					Actual			31/39	
Indicator (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text			Reading Arab PISA	2/6	Target				
					Actual		55/77		
Indicator (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text			Reading International PIRLS		Target				
					Actual				
Indicator (ESP) Jordan's Ranking in International Trends - Tests in International Science, Mathematics and Global Reading Studies, Text			Reading Arab PIRLS		Target				
					Actual				
Indicator i.4.c - (ESP)Percentage of students in the second and third grades who can read and do arithmetics with understanding, Percentage	i.4.c	Total		0	Target	NA	NA	NA	NA
				Actual	NA	NA	NA	NA	

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	63	65	70	75				
	63.1							
	60	1	1	1				
	55.9							
	66	1	1	1				
	70.3							
	NA	NA	NA	NA	Annual	Supervision and Educational Training Department		
	NA							
				29/39				
	29/39							
				4/10				
			40/75					
	40/75							
			1/6					
	50/75							
				30/39				
				4/10				
	30/39							
			60/75					
	60/75							
			50/75					
			2/6					
			1/6					
				Results in 2026				
				Results in 2027				
	NA	NA	NA	NA	Annual	Examinations and Tests Department		
	NA							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 4 - Quality		4							
Indicator (ESP)Percentage of students in the second and third grades who can read and do arithmetics with understanding, Percentage	Male Reading Grade 2			12.2	Target	NA	55	NA	55
					Actual	NA	12.2	NA	9.1
Indicator (ESP)Percentage of students in the second and third grades who can read and do arithmetics with understanding, Percentage	Female Reading Grade 2			16.9	Target	NA	55	NA	55
					Actual	NA	16.9	NA	12.2
Indicator (ESP)Percentage of students in the second and third grades who can read and do arithmetics with understanding, Percentage	Male Mathematic Grade 2			20.8	Target	NA	55	NA	55
					Actual	NA	20.8	NA	10.1
Indicator (ESP)Percentage of students in the second and third grades who can read and do arithmetics with understanding, Percentage	Female Mathematic Grade 2			17.8	Target	NA	55	NA	55
					Actual	NA	7.8	NA	2.3
Indicator (ESP)Percentage of students in the second and third grades who can read and do arithmetics with understanding, Percentage	Male Reading Grade 3			30.9	Target	NA	55	NA	55
					Actual	NA	30.9	NA	32.8
Indicator (ESP)Percentage of students in the second and third grades who can read and do arithmetics with understanding, Percentage	Female Reading Grade 3			37.2	Target	NA	55	NA	55
					Actual	NA	37.2	NA	44.8
Indicator (ESP) Percentage of students in the second and third grades who can read and do arithmetics with understanding, Percentage	Male Mathematic Grade 3			36.4	Target	NA	55	NA	55
					Actual	NA	36.4	NA	21.2
Indicator (ESP) Percentage of students in the second and third grades who can read and do arithmetics with understanding, Percentage	Female Mathematic Grade 3			25.2	Target	NA	55	NA	55
					Actual	NA	25.2	NA	16.2
Intermediate Outcome 4.1 - Revised national curricula and national assessment system that are sensitive to the concepts of gender and human rights and meet the growing needs (REVISED)		Curricula and Assessment 4.1							
Indicator i.4.1.a - (ESP) Percentage of curricula that are sensitive to the concepts of gender and human rights*, Percentage	Curricula and Assessment	i.4.1.a	Total	11	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.4.1.b - (ESP) Percentage of students that streamed to academic education after Grade 9 (NEW)	Curricula and Assessment	i.4.1.b	Total		Target				
					Actual				
Indicator i.4.1.c - (ESP) Percentage of students that undertook the tawjih exam (NEW)	Curricula and Assessment	i.4.1.c	Total		Target				
					Actual				
Indicator (ESP) Percentage of students that undertook the tawjih exam			Total (new system)		Target				
					Actual				
Indicator (ESP) Percentage of students that undertook the tawjih exam			Male (new system)		Target				
					Actual				
Indicator (ESP) Percentage of students that undertook the tawjih exam			Female (new system)		Target				
					Actual				
Indicator (ESP) Percentage of students that undertook the tawjih exam			Total (old system)		Target				
					Actual				
Indicator (ESP) Percentage of students that undertook the tawjih exam			Male (old system)		Target				
					Actual				
Indicator (ESP) Percentage of students that undertook the tawjih exam			Female (old system)		Target				
					Actual				

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	55		55				
	NA							
	NA	55		55				
	NA							
	NA	55		55				
	NA							
	NA	55		55				
	NA							
	NA	55		55				
	NA							
	NA	55		55				
	NA							
	NA	55		55				
	NA							
	25	50	75	100	Annual	Curricula and School books Department		
	19	30						
					Annual			
					Annual			

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 4 - Quality		4							
Output 4.1.1 - Remedial learning programs developed for grades 1-11	Curricula and Assessment	4.1.1							
Indicator i.4.1.1.a - (ESP) Percentage of students who received supportive remedial programs, Percentage	Curricula and Assessment	i.4.1.1.a	Total		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of students who received supportive remedial programs, Percentage			Grades 1-3		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of students who received supportive remedial programs, Percentage			Grades 4-6		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of students who received supportive remedial programs, Percentage			Grades 7-11		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.4.1.1.b - (ESP) Percentage of students who have achieved a proficient level in the diagnostic study for Arabic and Mathematics' subjects, Percentage	Curricula and Assessment	i.4.1.1.b			Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of students who have achieved a proficient level in the diagnostic study for Arabic and Mathematics' subjects, Percentage			Arabic Grades 4-6		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of students who have achieved a proficient level in the diagnostic study for Arabic and Mathematics' subjects, Percentage			Arabic Grades 7-11		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of students who have achieved a proficient level in the diagnostic study for Arabic and Mathematics' subjects, Percentage			Mathematic Grades 4-6		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of students who have achieved a proficient level in the diagnostic study for Arabic and Mathematics' subjects, Percentage			Mathematic Grades 7-11		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.4.1.1.c - (ESP) Percentage of teachers and supervisors trained on remedial education (NEW)	Curricula and Assessment	i.4.1.1.c			Target				
					Actual				
Indicator (ESP) Percentage of teachers and supervisors trained on remedial education			Total teachers		Target				
					Actual				
Indicator (ESP) Percentage of teachers and supervisors trained on remedial education			Male - teachers		Target				
					Actual				
Indicator (ESP) Percentage of teachers and supervisors trained on remedial education			Female - teachers		Target				
					Actual				
Indicator (ESP) Percentage of teachers and supervisors trained on remedial education			Total supervisors		Target				
					Actual				
Indicator (ESP) Percentage of teachers and supervisors trained on remedial education			Male - supervisors		Target				
					Actual				
Indicator (ESP) Percentage of teachers and supervisors trained on remedial education			Female - supervisors		Target				
					Actual				

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
								Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
	NA					Supervision and Educational Training Department		
	NA							
	NA							
	NA							
	NA							
	NA							
	NA							
	NA							
	NA							
	NA							
	NA					Annual	Examinations and Tests Department	
	NA							
	NA							
	NA							
	NA							
	NA							
	NA							
	NA							
						Annual	Examinations and Tests Department	
						Annual	Examinations and Tests Department	

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 4 - Quality		4							
Output 4.1.2 - Blended education using educational technology developed	Curricula and Assessment	4.1.2							
Indicator i.4.1.2.a - (ESP) Percentage of schools that implemented blended learning*, Percentage	Curricula and Assessment	i.4.1.2.a	Total	NA	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.4.1.2.b - (ESP) Percentage of teachers who applied blended learning, Percentage	Curricula and Assessment	i.4.1.2.b	Total		Target	NA	NA	NA	NA
				NA	Actual	NA	NA	NA	NA
Output 4.1.3 - National assessment framework for all grades developed (grade 1-12)	Curricula and Assessment	4.1.3							
Indicator i.4.1.3.a - (ESP) Average performance rate in assessment test for students in Grade 3, Number	Curricula and Assessment	i.4.1.3.a	Total	NA	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Average performance rate in assessment test for students in Grade 3, Number			Arabic	64	Target	60	65		68
					Actual	64	68		92
Indicator (ESP) Average performance rate in assessment test for students in Grade 3, Number			Mathematic	63	Target	60	65		68
					Actual	63	69		90
Indicator i.4.1.3.b - (ESP) Average performance of students in national examination to ensure quality of teaching for grades four, eight and ten*, Percentage	Curricula and Assessment	i.4.1.3.b	Total	NA	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Average performance of students in national examination to ensure quality of teaching for grades four, eight and ten*, Percentage			Arabic	50	Target	53	57	59	62
					Actual	56	51	49	85
Indicator (ESP) Average performance of students in national examination to ensure quality of teaching for grades four, eight and ten*, Percentage			English	54	Target	55	56	58	60
					Actual	53	53	54	75
Indicator (ESP) Average performance of students in national examination to ensure quality of teaching for grades four, eight and ten*, Percentage			Mathematic	34	Target	52	54	56	59
					Actual	54	38	33	79
Indicator (ESP) Average performance of students in national examination to ensure quality of teaching for grades four, eight and ten*, Percentage			Science	41	Target	53	55	57	60
					Actual	56	47	39	80
Intermediate Outcome 4.2 - Improved student use of ICT in education	ICT in education	4.2							
Indicator i.4.2.a - (ESP) Percentage of male and female teachers who use science and ICT tools effectively, Percentage	ICT in education	i.4.2.a	Total	18	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of male and female teachers who use science and ICT tools effectively, Percentage			Male	18	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of male and female teachers who use science and ICT tools effectively, Percentage			#Female	18	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.4.2.b - (ESP) Percentage of students who use science and ICT tools effectively, Percentage	ICT in education	i.4.2.b	Total	16	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
								Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
	NA				Annual	Queen Rania Center (QRC)		
	NA							
	NA				Annual	Curricula and School books Department, Queen Rania Center (QRC)		
	NA							
								Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
	NA	NA	NA	NA	Annual	Examinations and Tests Department		
	NA							
	70	75	75	85				
	67							
	70	76	75	85				
	59							
	NA	NA	NA	NA	Annual	Examinations and Tests Department		
	NA							
	65	51	65	70				
	46							
	61	53	65	70				
	44							
	62	38	49	60				
	34							
	63	47	60	70				
	42							
	23	30	35	40	Annual	Supervision and Educational Training Department		
	63							
	23	30	35	40				
	50							
	23	30	35	40				
	64							
	22	30	35	40	Annual	Supervision and Educational Training Department		

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 4 - Quality		4							
Indicator (ESP) Percentage of students who use science and ICT tools effectively, Percentage			Male	16	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of students who use science and ICT tools effectively, Percentage			#Female	16	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 4.2.1 - Increased access to ICT for all learners	ICT in education	4.2.1							
Indicator i.4.2.1 - (ESP) Percentage of students who use E-learning management system tools and materials, Percentage	ICT in education	i.4.2.1	Total	NA	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of students who use E-learning management system tools and materials, Percentage			Male	NA	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of students who use E-learning management system tools and materials, Percentage			#Female	NA	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 4.2.2 - Updated educational ICT infrastructure and technology	ICT in education	4.2.2							
Indicator i.4.2.2 - (ESP) Percentage of schools connected to the Internet and the network (UMNIAH project), Percentage	ICT in education	i.4.2.2	Total	93	Target	93	94	95	95
					Actual	93	94	95	95
Output 4.2.3 - Electronic content updated and/or developed	ICT in education	4.2.3							
Indicator i.4.2.3 - (ESP) Percentage of educational materials and developed curricula that have been included in electronic content, including e-books for the deaf and sign language, Percentage	ICT in education	i.4.2.3	Total	11	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Intermediate Outcome 4.3 - Enhanced school leadership and community involvement	School leadership and community engagement	4.3							
Indicator i.4.3 - (ESP) Number of community partnerships concluded between the public and private sectors*, Number	School leadership and community engagement	i.4.3	Total		Target	0	0	1	1
					Actual	0	0	1	1
Output 4.3.1 - SDDP institutionalized and strengthened	School leadership and community engagement	4.3.1							
Indicator i.4.3.1 - (ESP) Percentage of development needs that have been implemented at the school - directorate- ministry levels, Percentage	School leadership and community engagement	i.4.3.1	Total		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 4.3.2 - Partnership with the private sector increased to exchange best practices to enhance the quality of education	School leadership and community engagement	4.3.2							

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	22	30	35	40				
	22	30	35	40				
								Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
	10	25	45	60	Annual	Queen Rania Center (QRC)		
	27							
	10	25	45	60				
	25.2							
	10	25	45	60				
	29.7							
								Target 4. a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
	97	97	97.5	98	Annual			
	97							
								Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
	25	50	75	100	Annual	Curricula and School books Department		
	23							
	1				Annual	Building and International Projects Department		
	1							
	80	85	90	95	Annual	Supervision and Educational Training Department		
	81							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 4 - Quality		4							
Indicator i.4.3.2 - (ESP) Percentage of the development councils' contribution to meeting the needs at the directorate network level, Percentage	School leadership and community engagement	i.4.3.2	Total	53	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Intermediate Outcome 4.4 - Improved school performance	Accountability	4.4							
Indicator i.4.4.a - (ESP) Percentage of schools rated as performing acceptable or better according to the criteria of Education Quality and Accountability Unit, Percentage	Accountability	i.4.4.a	Total	15	Target	17	20	25	30
					Actual	15	30	34	35
Indicator (ESP) Percentage of schools rated as performing acceptable or better according to the criteria of Education Quality and Accountability Unit, Percentage			Male	13	Target	15	18	23	28
					Actual	13	21	28	29
Indicator (ESP) Percentage of schools rated as performing acceptable or better according to the criteria of Education Quality and Accountability Unit, Percentage			#Female	16	Target	17	20	25	30
					Actual	16	33	36	37
Indicator (ESP) Percentage of schools rated as performing acceptable or better according to the criteria of Education Quality and Accountability Unit, Percentage			Mixed	15	Target	19	22	27	32
					Actual	15	36	38	38
Indicator i.4.4.b - (ESP) Percentage of Field Directorates in the 3 regions rated as performing acceptable or better according to the criteria of Education Quality and Accountability Unit, Percentage	Accountability	i.4.4.b	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 4.4.1 - Accountability cycle completed for the 3 administrative levels (center, FD and school)	Accountability	4.4.1							
Indicator i.4.4.1 - (ESP) Number of evaluation visits conducted annually, Number	Accountability	i.4.4.1	Total	182	Target	250	450	600	800
					Actual	180	485	590	810
Indicator (ESP) Number of evaluation visits conducted annually, Number			Schools	140	Target	250	250	600	800
					Actual	180	485	590	810
Indicator (ESP) Number of evaluation visits conducted annually, Number			Education Directorates	42	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 4.4.2 - Policy-making and approval based on policy-oriented reports from EQAU	Accountability	4.4.2							
(NEW)			Education Directorates						
Output 4.4.3 - Quality assessment tools for EQAU developed and designed	Accountability	4.4.3							
Indicator i.4.4.3 - (ESP) Number of manuals prepared and developed by the Education Quality and Accountability Unit related to evaluation criteria for educational institutions, Number	Accountability	i.4.4.3	Total	0	Target	NA	NA	NA	1
					Actual	NA	NA	NA	1
Output 4.4.4 - Increased awareness of importance of conducting self-assessments	Accountability	4.4.4							
Indicator i.4.4.4 - (ESP) Number of awareness programs about self-assessment for schools, directorates and the Ministry's center, Number	Accountability	i.4.4.4	Total	1	Target	1	1	1	1
					Actual	1	1	1	1
Intermediate Outcome 4.5 - Safe, Attractive, stimulating and risk-free learning environment provided	School environment safe and stimulating	4.5							
Indicator i.4.5.a - (ESP) Number of schools that have implemented violence detection and referral procedures, Number	School environment safe and stimulating	i.4.5.a	Total	3750	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of schools that have implemented violence detection and referral procedures, Number			Referrals done	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	53	65	75	85	Annual	Supervision and Educational Training Department		
	53							
	35	35	40	45	Annual	Education Quality and Accountability Unit		
	38							
	33	30	38	40				
	33							
	35	38	42	48				
	39							
	37	37	40	47				
	41							
	NA	25	35	50	Annual	Education Quality and Accountability Unit		
	NA							
	1000	1342	1442	1742	Annual	Education Quality and Accountability Unit		
	1057							
	1000	1300	1400	1700				
	1057							
	NA	42	42	42				
	NA							
	1	2	1	3	Annual	Education Quality and Accountability Unit		
	1							
	1	1	2	4	Annual	Education Quality and Accountability Unit		
	1							
								Target 4. a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
	3750	3850	3950	4005	Annual	Education Department		
	3750							
	NA	7	10	14				
	NA							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 4 - Quality		4							
Indicator i.4.5.b - (ESP) Number of schools that activate student parliaments, Number	School environment safe and stimulating	i.4.5.b	Total	3000	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 4.5.1 - Expanded school feeding programmes		4.5.1							
Indicator i.4.5.1.a - (ESP) Number of students benefiting from school feeding programs, Number	School environment safe and stimulating	i.4.5.1.a	Total	450000	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of students benefiting from school feeding programs, Number			KGs	30000	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of students benefiting from school feeding programs, Number			Grades 1-6	420000	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.4.5.1.b - (ESP) Number of directorates benefiting from school feeding programs, Number	School environment safe and stimulating	i.4.5.1.b	Total	32	Target	32	32	32	34
					Actual	32	32	32	34
Output 4.5.2 - Enhanced socio-emotional learning		4.5.2							
Indicator i.4.5.2.a - (ESP) Percentage of school cadres who completed PSS training*, Percentage	School environment safe and stimulating	i.4.5.2.a	Total	80	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.4.5.2.b - (ESP) Number of students from grades (7-10) of the host schools and camp schools who benefited from PSS programs & activities, Number	School environment safe and stimulating	i.4.5.2.b	Total	42196	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.4.5.2.c - (ESP) Number of KG-12 teachers meeting minimum standards in socioemotional practices as defined in the teacher evaluation framework (NEW)	School environment safe and stimulating	i.4.5.2.c	Total	5934	Target				
					Actual				
Output 4.5.3 - Improved career guidance for students		4.5.3							
Indicator i.4.5.3 - (ESP) Percentage of students who reported that they have acquired skills that qualify them to determine their career paths*, Percentage	School environment safe and stimulating	i.4.5.3	Total	67	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of students who reported that they have acquired skills that qualify them to determine their career paths*, Percentage			Male	60	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of students who reported that they have acquired skills that qualify them to determine their career paths*, Percentage			#Female	70	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Domain 5 - HR		5							
Outcome 5 - Qualified human resources for the educational system provided, developed and sustained		5							
Indicator i.5 - (ESP) Percentage of male and female trainees at the Ministry of Education who have successfully passed professional development programs, Percentage		i.5	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	3000	3282	3282	3282	Annual	Education Department		
	3282							
	450000	500000	500000	500000	Annual	Education Department		
	450000							
	30000	35000	35000	35000				
	30000							
	420000	465000	465000	465000				
	420000							
	34	34	34	34	Annual	Education Department		
	34							
							Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	
	80	85	90	95	Annual	Education Department		
	80							
	42196	42869	43596	44296	Annual	Education Department		
	42190							
		11000	20000	26000	Annual	Education Department		
	67	78	88	98	Annual	Education Department		
	60							
	60	75	85	95				
	58							
	70	80	90	100				
	67							
	66.7	20	35	50	Annual	Supervision and Educational Training Department		
	66.7							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 5 - HR		5							
Indicator (ESP) Percentage of male and female trainees at the Ministry of Education who have successfully passed professional development programs, Percentage			Male	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of male and female trainees at the Ministry of Education who have successfully passed professional development programs, Percentage			#Female	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Intermediate Outcome 5.1 - Improved methodologies and processes for selecting, recruiting and qualifying teachers pre-service	Teacher selection, recruitment and pre-service qualification	5.1							
Indicator i.5.1 - (ESP) Percentage of human resources appointed in the ministry based on approved professional development standards and professional development programs (pre-service diploma or its equivalent), Percentage	Teacher selection, recruitment and pre-service qualification	i.5.1	Total	13	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of human resources appointed in the ministry based on approved professional development standards and professional development programs (pre-service diploma or its equivalent), Percentage			Male	10	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of human resources appointed in the ministry based on approved professional development standards and professional development programs (pre-service diploma or its equivalent), Percentage			#Female	16	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 5.1.1 - Pre-service teacher qualification programme expanded to include additional specialties and disseminated to all universities	Teacher selection, recruitment and pre-service qualification	5.1.1							
Indicator i.5.1.1.a - (ESP) Number of specializations included in the pre-service teacher qualification program, Number	Teacher selection, recruitment and pre-service qualification	i.5.1.1.a	Total	0	Target	NA	NA	NA	4
					Actual	NA	NA	NA	4
Indicator i.5.1.1.b - (ESP) Number of universities implementing the pre-service teacher qualification program, Number	Teacher selection, recruitment and pre-service qualification	i.5.1.1.b	Total	0	Target	NA	NA	NA	2
					Actual	NA	NA	2	2
Output 5.1.2 - Scholarship system institutionalized for those enrolled in pre-service teacher qualification programs	Teacher selection, recruitment and pre-service qualification	5.1.2							
Indicator i.5.1.2 - (ESP) scholarship instructions institutionalized for those enrolled in pre-service teacher education programs, Text Number of scholarships awarded based on the instructions for the enrolled teachers in the pre-service program (REVISED)	Teacher selection, recruitment and pre-service qualification	i.5.1.2	Total	178	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Intermediate Outcome 5.2 - Improved process for selecting leaders at all administrative levels	Developing a mechanism for selecting leaders at all administrative levels	5.2							

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	59.2	15	30	45				
	59.2							
	69.4	25	40	55				
	69.4							
	13	15	20	30	Annual	Supervision and Educational Training Department		
	0.0							
	10	12	17	27				
	0.0							
	16	18	23	33				
	0.4							
							Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	
	3	4	4	5	Annual	Supervision and Educational Training Department		
	4							
	4	4	4	5	Annual	Supervision and Educational Training Department		
	4							
							Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	
	NA	650	1200	2000	Annual	Development Coordination Unit (DCU)		
	NA							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 5 - HR		5							
Indicator i.5.2 - (ESP) Number of male and female educational leaders who were selected according to the new, developed and adopted standards of the educational leader, Number	Developing a mechanism for selecting leaders at all administrative levels	i.5.2	Total	564	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of male and female educational leaders who were selected according to the new, developed and adopted standards of the educational leader, Number			Male	218	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of male and female educational leaders who were selected according to the new, developed and adopted standards of the educational leader, Number			#Female	346	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 5.2.1 - Professional development programs for educational leaders developed and updated in accordance with the standards of leaders	Developing a mechanism for selecting leaders at all administrative levels	5.2.1							
Indicator i.5.2.1 - (ESP) Number of professional development programs adopted for leaders, Number	Developing a mechanism for selecting leaders at all administrative levels	i.5.2.1	Total	1	Target	1	1	1	1
					Actual	1	1	1	1
Output 5.2.2 - Standards developed for the selection of leaders for all administrative levels	Developing a mechanism for selecting leaders at all administrative levels	5.2.2							
Indicator i.5.2.2 - (ESP) Updated and developed standards for selecting leaders at all levels, duly approved, Text	Developing a mechanism for selecting leaders at all administrative levels	i.5.2.2	Total	Current document	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	Mechanism not developed
Intermediate Outcome 5.3 - Improved professional development and licensing for in-service teachers	Professional development for in-service teachers and teacher licensing, Institutional Performance Management, Teachers' rewards and incentives	5.3							
Indicator i.5.3.a - (ESP) Percentage of new male and female teachers who attained the first rank, Percentage	Professional development for in-service teachers and teacher licensing	i.5.3.a	Total	70	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	564	574	584	594	Annual	Human Resources Department		
	396							
	218	223	228	233				
	174							
	346	351	356	361				
	222							
								Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
	2	2	3	4	Annual	Supervision and Educational Training Department		
	2	2						
								Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
	NA	Mechanism draft developed	Mechanism draft developed and tested	Mechanism developed fully	Annual	Staff Department, Human Resources Department		
	Mechanism partially developed							
	70	71	72	73	Annual	Human Resources Department		
	70.5							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 5 - HR		5							
					Target				
Indicator i.5.3.b - (ESP) Percentage of teacher trainings with quality-oriented competencies (NEW)	Professional development for in-service teachers and teacher licensing	i.5.3.b	Total		Actual				
Output 5.3.1 - Specialized standards developed for teachers of vocational education streams and administrators	Professional development for in-service teachers and teacher licensing	5.3.1							
Indicator i.5.3.1.a - (ESP) Accredited specialized professional standards for teachers of vocational education, Text	Professional development for in-service teachers and teacher licensing	i.5.3.1.a	Total	None	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.5.3.1.b - (ESP) Accredited specialized professional standards for all administrative staff, Text	Professional development for in-service teachers and teacher licensing	i.5.3.1.b	Total	None	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 5.3.2 - Professional development curricula developed for teachers of vocational education streams and administrators	Professional development for in-service teachers and teacher licensing, Institutional Performance Management	5.3.2							
Indicator i.5.3.2.a - (ESP) Professional development curriculum prepared and adopted for teachers of vocational education, Text	Professional development for in-service teachers and teacher licensing	i.5.3.2.a	Total	None	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.5.3.2.b - (ESP) Professional development curriculum prepared and adopted for all administrative staff, Text	Professional development for in-service teachers and teacher licensing	i.5.3.2.b	Total	None	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 5.3.3 - Develop practical quality-oriented teacher training materials including for vocational education and all administrators (REVISED)	Professional development for in-service teachers and teacher licensing	5.3.3							

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
					Annual	Human Resources Department		
								Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
	NA	Licensing criteria draft developed	Licensing criteria draft developed and tested	Licensing criteria developed accredited	Annual	Supervision and Educational Training Department		
	NA							
	NA	Licensing criteria draft developed	Licensing criteria draft developed and tested	Licensing criteria developed accredited	Annual	Supervision and Educational Training Department		
	NA							
								Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
	NA	Curriculum draft prepared	Curriculum draft prepared and tested	Curriculum draft prepared and adopted	Annual	Supervision and Educational Training Department		
	NA							
	NA	Curriculum draft prepared	Curriculum draft prepared and tested	Curriculum draft prepared and adopted	Annual	Supervision and Educational Training Department		
	NA							
								Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 5 - HR		5							
Indicator i.5.3.3.a - (ESP) Number of training materials prepared for teachers of vocational education according to gender-sensitive standards and inclusive education, Number	Professional development for in-service teachers and teacher licensing	i.5.3.3.a	Total	0	Target	NA	NA	NA	NA
Percentage of training materials prepared for teachers of vocational education according to gender-sensitive standards and inclusive education, Percentage (REVISED)					Actual	NA	NA	NA	NA
Indicator i.5.3.3.b - (ESP) Number of training materials prepared for admin staff according to gender-sensitive standards and inclusive education, Number	Professional development for in-service teachers and teacher licensing	i.5.3.3.b	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.5.3.3.c - (ESP) Percentage of teacher trainings that include a practical component, Percentage (NEW)	Professional development for in-service teachers and teacher licensing	i.5.3.2.c	Total		Target				
					Actual				
Indicator i.5.3.3.d - (ESP) Percentage of teacher trainings accredited nationally (NEW)	Professional development for in-service teachers and teacher licensing	i.5.3.2.d	Total		Target				
					Actual				
Output 5.3.4 - Ministry staff trained on gender sensitive and inclusive education	Professional development for in-service teachers and teacher licensing	5.3.4							
Indicator i.5.3.4.a - (ESP) Number of male and female teachers trained on gender-sensitive and inclusive education programs, Number	Professional development for in-service teachers and teacher licensing	i.5.3.4.a	Total	0	Target				
Percentage of male and female teachers trained on gender-sensitive and inclusive education programs, Percentage (REVISED)					Actual				
Indicator (ESP) Number of male and female teachers trained on gender-sensitive and inclusive education programs, Number			Education teachers	0	Target				
					Actual		46485	44969	40242
Indicator (ESP) Number of male and female teachers trained on gender-sensitive and inclusive education programs, Number			Male Education teachers	0	Target				
					Actual		13118	10101	9121
Indicator (ESP) Number of male and female teachers trained on gender-sensitive and inclusive education programs, Number			Female Education teachers	0	Target				
					Actual		33367	34868	31121
Indicator (ESP) Number of male and female teachers trained on gender-sensitive and inclusive education programs, Number			Vocational education teachers	0	Target				
					Actual				
Indicator (ESP) Number of male and female teachers trained on gender-sensitive and inclusive education programs, Number			Male Vocational education teachers	0	Target				
					Actual				
Indicator (ESP) Number of male and female teachers trained on gender-sensitive and inclusive education programs, Number			Female Vocational education teachers	0	Target				
					Actual				

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	0	4	10	Annual	Supervision and Educational Training Department		
	NA							
	NA	12	15	18	Annual	Supervision and Educational Training Department		
	NA	6						
					Annual	Supervision and Educational Training Department		
					Annual	Supervision and Educational Training Department		
							Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	
	4525	6000	7000	8000	Annual	Supervision and Educational Training Department		
	5084							
	4525	6000	7000	8000				
	130962							
	1453	2500	3500	3500				
	47499							
	3072	3500	3500	4500				
	83463							
			500	700				
			250	350				
			250	350				

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 5 - HR		5							
Indicator i.5.3.4.b - (ESP) Number of male and female admin staff trained on gender-sensitive and inclusive education programs, Number	Professional development for in-service teachers and teacher licensing	i.5.3.4.b	Total	0	Target	NA	1930	986	1705
					Actual	NA	1930	986	1705
Indicator (ESP) Number of male and female admin staff trained on gender-sensitive and inclusive education programs, Number			Male	0	Target	NA	911	603	1025
					Actual	NA	911	603	1025
Indicator (ESP) Number of male and female admin staff trained on gender-sensitive and inclusive education programs, Number			#Female	0	Target	NA	1019	383	680
					Actual	NA	1019	383	680
Output 5.3.5 - Training environment improved in the ministry center, directorates and schools	Professional development for in-service teachers and teacher licensing	5.3.5							
Indicator i.5.3.5 - (ESP) Number of training centers established at the directorates and the center of the ministry, Number	Professional development for in-service teachers and teacher licensing	i.5.3.5	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 5.3.6 - Improved incentives and rewards for teachers, administrators and leaders	Teachers' rewards and incentives	5.3.6							
Indicator i.5.3.6.a - (ESP) Number of male and female teachers and MoE administrative staff who received ranks according to the new system, Number	Teachers' rewards and incentives	i.5.3.6.a	Total	2605	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of male and female teachers and MoE administrative staff who received ranks according to the new system, Number			Male	280	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of male and female teachers and MoE administrative staff who received ranks according to the new system, Number			#Female	2325	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.5.3.6.b - (ESP) Number of male and female teachers and MoE administrative staff who have been promoted, Number	Teachers' rewards and incentives	i.5.3.6.b	Total	19600	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of male and female teachers and MoE administrative staff who have been promoted, Number			Male	7451	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of male and female teachers and MoE administrative staff who have been promoted, Number			#Female	12149	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Intermediate Outcome 5.4 - M&E framework and quality control mechanisms developed for follow-up of professional development policies	Monitoring, evaluation and quality control of teacher policies	5.4							

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	5280	100	150	200	Annual	Supervision and Educational Training Department		
	5280							
	2494	50	75	100				
	2494							
	2786	50	75	100				
	2786							
	NA	1	2	3	Annual	Building and International Projects Department		
	NA							
							Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	
	2605	2615	2625	2635	Annual	Human Resources Department		
	17898							
	280	285	290	295				
	7070							
	2325	2330	2335	2340				
	10828							
	19600	19700	19800	19900	Annual	Human Resources Department		
	20356							
	7451	7501	7551	7601				
	7454							
	12149	12199	12249	12299				
	12902							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 5 - HR		5							
Indicator i.5.4.a - (ESP) Monitoring, evaluation and learning framework for the Monitoring, Evaluation and Quality Assurance Directorate developed and adopted at the ministry level, Text	Monitoring, evaluation and quality control of teacher policies	i.5.4.a	Total	None	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.5.4.b - (ESP) Percentage of revised supervision tools that include qualitative criteria for measuring teacher performance (NEW)	Monitoring, evaluation and quality control of teacher policies	i.5.4.b	Total		Target				
					Actual				
Output 5.4.1 - Qualified human cadre for monitoring, evaluation and impact measurement		5.4.1							
Indicator i.5.4.1 - (ESP) Number of available and qualified human cadres for M&E and impact measurement, Number	Monitoring, evaluation and quality control of teacher policies	i.5.4.1	Total		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of available and qualified human cadres for M&E and impact measurement, Number			Male		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of available and qualified human cadres for M&E and impact measurement, Number			#Female		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 5.4.2 - Impact of training on improved teacher performance measured		5.4.2							
Indicator i.5.4.2.a - (ESP) Number of M&E visits carried out to measure the impact of training on the teacher, Number	Monitoring, evaluation and quality control of teacher policies	i.5.4.2.a	Total	150	Target	NA	NA	NA	70
					Actual	NA	NA	NA	60
Indicator i.5.4.2.b - (ESP) Percentage of male and female teachers who have achieved the outcomes of the gender-sensitive and inclusive education programs they have been trained on, Percentage	Monitoring, evaluation and quality control of teacher policies	i.5.4.2.b	Total		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.5.4.2.c - (ESP) Percentage of teachers with improvement in their profession after being trained (NEW)	Monitoring, evaluation and quality control of teacher policies	i.5.4.2.c	Total		Target				
					Actual				
Indicator i.5.4.2.d - (ESP) Percentage of teachers with improved student progression evaluation (NEW)	Monitoring, evaluation and quality control of teacher policies	i.5.4.2.d	Total		Target				
					Actual				

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	Initial MEL framework proposal	MEL framework draft	MEL framework tested	MEL Framework adopted	Annual	Supervision and Educational Training Department		
	Initial MEL framework proposal							
					Annual	Supervision and Educational Training Department		
							Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	
	2	10	50	100	Annual	Supervision and Educational Training Department		
	0							
	1	5	25	50				
	0							
	1	5	25	50				
	0							
							Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	
	100	200	400	600	Annual	Supervision and Educational Training Department		
	99							
	NA	5	10	15	Annual	Supervision and Educational Training Department		
	NA							
				80	Annual	Supervision and Educational Training Department		
				80	Annual	Supervision and Educational Training Department		

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021	
Domain 5 - HR		5								
Indicator i.5.4.2.e - (ESP) Percentage of supervisors trained on revised supervision tools (NEW)	Monitoring, evaluation and quality control of teacher policies	i.5.4.2.e	Total		Target					
					Actual					
Indicator i.5.4.2.f - (ESP) Percentage of teachers trained on the new in-service program (NEW)	Monitoring, evaluation and quality control of teacher policies	i.5.4.2.f	Total		Target					
					Actual					
Domain 6 - Vocational Education (VE)		6								
Outcome 6 - Increased access to and improved quality of vocational education		6								
Indicator i.6.a - (ESP) The success rate of vocational education students in the general secondary examination, Percentage		i.6.a	Total		51.9	Target	40	42	44	46
						Actual	39.4	46.3	49.8	52.4
Indicator (ESP) The success rate of vocational education students in the general secondary examination, Percentage			Male		39.5	Target	35	37	39	41
						Actual	40.9	44.7	41.7	50.1
Indicator (ESP) The success rate of vocational education students in the general secondary examination, Percentage			#Female		62.9	Target	45	47	49	51
						Actual	37	48.9	62	55.8
Indicator i.6.b - (ESP) Percentage of vocational education graduates who joined the labor market*, Percentage		i.6.b	Total		5.4	Target	NA	NA	NA	5.4
						Actual	NA	NA	NA	0
Indicator (ESP) Percentage of vocational education graduates who joined the labor market*, Percentage			Male		7.9	Target	NA	NA	NA	7.9
						Actual	NA	NA	NA	0
Indicator (ESP) Percentage of vocational education graduates who joined the labor market*, Percentage			#Female		2.1	Target	NA	NA	NA	2.1
						Actual	NA	NA	NA	0
Intermediate Outcome 6.1 - National framework for the vocational education sector established in partnership with the Ministry of Labour, the Technical and Vocational Skills Development Commission and partners		Improving the management			6.1					
Indicator i.6.1 - (ESP) Developed foundations and instructions emanating from the national framework in the VE sector, Number	Improving the management	i.6.1	Total		Target	NA	NA	NA	NA	
					Actual	NA	NA	NA	NA	
Output 6.1.1 - A higher advisory committee formed to set the main points of the general framework of the VE sector (Ministry of Labor, the private sector, the Ministry of Higher Education, the National Center for Curriculum Development, and the Technical and Vocational Skills Development Commission)		Improving the management			6.1.1					
Indicator i.6.1.1.a - (ESP) Number of policies approved for the development of the VE sector, Number	Improving the management	i.6.1.1.a	Total		0	Target	NA	NA	NA	NA
						Actual	NA	NA	NA	NA
Indicator i.6.1.1.b - (ESP) The number of research studies that have been carried out to identify the required disciplines by gender in the field of VE, Number	Improving the management	i.6.1.1.b	Total		1	Target	NA	NA	NA	NA
						Actual	NA	NA	NA	NA
Intermediate Outcome 6.2 - Increased participation in vocational education		Increase accessibility			6.2					
Indicator i.6.2 - (ESP) Percentage of enrollment in vocational education out of total enrollment of those streamed to vocational education and training*, Percentage	Increase accessibility	i.6.2	Total		13	Target	NA	NA	NA	NA
						Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
					Annual	Supervision and Educational Training Department		
					Annual	Supervision and Educational Training Department		
	48	51.9	51.9	52	Annual	Examinations and Tests Department		
	51.4							
	43	39.5	39.5	39.6				
	47.6							
	53	62.9	62.9	63				
	57.5							
	5.4	5.8	6.2	6.6	Annual	Vocational Education and Production Department		
	5.4							
	7.9	8.3	8.7	9.1				
	7.9							
	2.1	2.5	2.9	3.3				
	2.1							
	NA	2	4	6	Annual	Vocational Education and Production Department		
	NA							
							TVET1.1 Participation rates in TVET by agency as a percentage of all participants of education/training	Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	NA	NA	1	1	Annual	Vocational Education and Production Department		
	NA	NA						
	1	1	1	1	Annual	Vocational Education and Production Department		
	1							
								Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	13	14	15	20	Annual	Vocational Education and Production Department		
	13							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 6 - Vocational Education (VE)		6							
Indicator (ESP) Percentage of enrollment in vocational education out of total enrollment of those streamed to vocational education and training*, Percentage			Male	15.9	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Percentage of enrollment in vocational education out of total enrollment of those streamed to vocational education and training*, Percentage			#Female	10.4	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 6.2.1 - Career guidance activities for 4-10 grade students implemented, taking gender into account	Increase accessibility	6.2.1							
Indicator i.6.2.1 - (ESP) Number of fourth to tenth grade students who received career guidance, Number	Increase accessibility	i.6.2.1	Total	7500	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of fourth to tenth grade students who received career guidance, Number			Male	4000	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of fourth to tenth grade students who received career guidance, Number			#Female	3500	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 6.2.2 - New vocational education schools and workshops established	Increase accessibility	6.2.2							
Indicator i.6.2.2.a - (ESP) Number of vocational schools established annually, Number	Increase accessibility	i.6.2.2.a	Total	0	Target	NA	NA	1	0
					Actual	NA	NA	0	0
Indicator (ESP) Number of vocational schools established annually, Number			Male	0	Target	NA	NA	1	0
					Actual	NA	NA	0	0
Indicator (ESP) Number of vocational schools established annually, Number			#Female	0	Target	NA	NA	0	0
					Actual	NA	NA	0	0
Indicator i.6.2.2.b - (ESP) Number of vocational workshop centers established annually, Number	Increase accessibility	i.6.2.2.b	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of vocational workshop centers established annually, Number			Male	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of vocational workshop centers established annually, Number			#Female	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.6.2.2.c - (ESP) Number of classrooms established to expand VE, Number	Increase accessibility	i.6.2.2.c	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of classrooms established to expand VE, Number			Male	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of classrooms established to expand VE, Number			#Female	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 6.2.3 - Better-equipped vocational education schools for students with disabilities	Increase accessibility	6.2.3							
Indicator i.6.2.3.a - (ESP) Number of students with disabilities enrolled in VE schools, Number	Increase accessibility	i.6.2.3.a	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	15.9	16.6	17.6	21				
	15.9							
	10.4	12	13	19				
	10.4							
								Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	7500	8000	9000	10000	Annual	Vocational Education and Production Department		
	7500							
	4000	4000	4500	5000				
	4000							
	3500	4000	4500	5000				
	3500							
								Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	0	1	0	5	Annual	Vocational Education and Production Department		
	0							
	0	1	0	3				
	0							
	0	0	0	2				
	0							
	11	15	40	40	Annual	Vocational Education and Production Department		
	15							
	2	5	20	20				
	5							
	9	10	20	20				
	10							
	11	30	80	80	Annual	Vocational Education and Production Department		
	11							
	0	10	40	40				
	0							
	11	20	40	40				
	11							
								Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	NA	5	50	125	Annual	Vocational Education and Production Department		
	NA							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 6 - Vocational Education (VE)		6							
Indicator (ESP) Number of students with disabilities enrolled in VE schools, Number			Male	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of students with disabilities enrolled in VE schools, Number			#Female	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.6.2.3.b - (ESP) Legislation regulating the inclusion of students with disabilities in VE is in line with the ten-year plan for inclusive education is accredited, Text	Increase accessibility	i.6.2.3.b	Total	None	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.6.2.3.c - (ESP) Number of vocational schools equipped to facilitate the accessibility of people with disabilities annually*, Number	Increase accessibility	i.6.2.3.c	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of vocational schools equipped to facilitate the accessibility of people with disabilities annually*, Number			Male	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of vocational schools equipped to facilitate the accessibility of people with disabilities annually*, Number			#Female	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 6.2.4 - The double-shift system is activated for teaching students in vocational education schools		Increase accessibility 6.2.4							
Indicator i.6.2.4 - (ESP) Number of vocational schools applying the double-shift system, Number			Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of vocational schools applying the double-shift system, Number			Male	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of vocational schools applying the double-shift system, Number			#Female	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 6.2.5 - Allowances provided to vocational education students (book, transportation, professional clothing allowance)		Increase accessibility 6.2.5							
Indicator i.6.2.5 - (ESP) Number of students who received VE allowances annually, Number			Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of students who received VE allowances annually, Number			Male	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of students who received VE allowances annually, Number			#Female	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 6.2.6 - Training provided to the local community in vocational education schools		Increase accessibility 6.2.6							
Indicator i.6.2.6 - (ESP) Number of vocational schools that receive members of the local community for training, Number			Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of vocational schools that receive members of the local community for training, Number			Male	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of vocational schools that receive members of the local community for training, Number			#Female	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	0	30	75				
	NA							
	NA	5	20	50				
	NA							
	NA	Legislation draft	Legislation draft tested	Legislation accredited	Annual	Vocational Education and Production Department		
	NA							
	NA	1	10	25	Annual	Vocational Education and Production Department		
	NA							
	NA	0	5	15				
	NA							
	NA	1	5	10				
	NA							
							Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	
	3	2	3	4	Annual	Vocational Education and Production Department		
	3							
	2	1	2	2				
	2							
	1	1	1	2				
	1							
	NA	400	1750	2450	Annual	Vocational Education and Production Department		
	NA							
	NA	200	1000	1450				
	NA							
	NA	200	750	1000				
	NA							
							Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	
	NA	0	4	6	Annual	Vocational Education and Production Department		
	NA							
	NA	0	2	3				
	NA							
	NA	0	2	3				
	NA							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 6 - Vocational Education (VE)		6							
Intermediate Outcome 6.3 - Improved quality of vocational education		Improve Quality 6.3							
Indicator i.6.3.a - (ESP) Percentage of employers satisfied with the performance of vocational education graduates*, Percentage	Improve Quality	i.6.3.a	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.6.3.b - (ESP) The number of developed and updated curricula according to the requirements of the labor market, Number	Improve Quality	i.6.3.b	Total	10	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator i.6.3.c - (ESP) Number of vocational education specialties accredited based on the requirements of the labor market, Number	Improve Quality	i.6.3.c	Total		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 6.3.1 - Better trained and qualified vocational education teachers		Improve Quality 6.3.1							
Indicator i.6.3.1 - (ESP) Number of teachers trained and qualified for VE, Number	Improve Quality	i.6.3.1	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of teachers trained and qualified for VE, Number			Male	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of teachers trained and qualified for VE, Number			#Female	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 6.3.2 - Vocational education personnel trained on educational management programs		6.3.2							
Indicator i.6.3.2 - (ESP) Number of VE personnel receiving training courses on VE, Number		i.6.3.2	Total	2	Target	2	2	2	2
					Actual	0	0	0	0
Indicator (ESP) Number of VE personnel receiving training courses on VE, Number			Male	1	Target	1	1	1	1
					Actual	0	0	0	0
Indicator (ESP) Number of VE personnel receiving training courses on VE, Number			#Female	1	Target	1	1	1	1
					Actual	0	0	0	0
Output 6.3.3 - Experienced trainers from the private sector work in vocational education schools		6.3.3							
Indicator i.6.3.3 - (ESP) Number of trainers whose services have been purchased to work in vocational schools, Number		i.6.3.3	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of trainers whose services have been purchased to work in vocational schools, Number			Male	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) Number of trainers whose services have been purchased to work in vocational schools, Number			#Female	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 6.3.4 - Workshops equipped and upgraded in accordance with the new curricula		Improve Quality 6.3.4							
Indicator i.6.3.4 - (ESP) Number of workshop centers equipped and improved with new equipment annually, Number	Improve Quality	i.6.3.4	Total		Target	3	4	5	5
					Actual	0	0	0	0
Indicator (ESP) Number of workshop centers equipped and improved with new equipment annually, Number			Male		Target	1	2	2	2
					Actual	0	0	0	0

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	NA	30	0	32		Vocational Education and Production Department		
	NA							
	10	1	10	15	Annual	Vocational Education and Production Department		
	10							
	NA	0	2	4		Vocational Education and Production Department		
	NA							
								Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	NA	50	75	100	Annual	Vocational Education and Production Department		
	NA							
	NA	25	40	50				
	NA							
	NA	25	35	50				
	NA							
								Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	2	4	5	8	Annual	Vocational Education and Production Department		
	5							
	1	2	3	4				
	2							
	1	2	2	4				
	3							
	NA	4	10	10	Annual	Vocational Education and Production Department		
	NA							
	NA	2	5	5				
	NA							
	NA	2	5	5				
	NA							
								Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	5	32	55	85	Annual	Vocational Education and Production Department		
	15							
	0	17	30	45				
	10							

ESP Results Framework 2018 - 2025

Domain / Outcome / Intermediate Outcome / Output / Indicator	Component	Code	Disaggregations	Base-line	Status	2017-2018	2018-2019	2019-2020	2020-2021
Domain 6 - Vocational Education (VE)		6							
Indicator (ESP) Number of workshop centers equipped and improved with new equipment annually, Number			#Female		Target	2	2	3	3
					Actual	0	0	0	0
Output 6.3.5 - Maintenance of existing vocational education schools conducted	Improve Quality	6.3.5							
Indicator i.6.3.5 - (ESP) Number of vocational training workshops maintained annually, Number	Improve Quality	i.6.3.5	Total		Target	5	6	7	8
					Actual	0	0	0	0
Indicator (ESP) Number of vocational training workshops maintained annually, Number			Male		Target	3	3	4	4
					Actual	0	0	0	0
Indicator (ESP) Number of vocational training workshops maintained annually, Number			#Female		Target	2	3	3	4
					Actual	0	0	0	0
Intermediate Outcome 6.4 - Partnerships between government and private sector institutions developed	Improving the management	6.4							
Indicator i.6.4 - (ESP) Number of agreements signed between government and private sector institutions in the field of VE, Number	Improving the management	i.6.4	Total	1	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 6.4.1 - Practical training for vocational education students provided by public and private institutions, in accordance with the vocational education curricula	Improving the management	6.4.1							
Indicator i.6.4.1.a - (ESP) Number of institutions that provide practical training for VE students by curriculum, Number	Improving the management	i.6.4.1.a	Total	35	Target	2	4	6	8
					Actual	0	0	0	0
Indicator i.6.4.1.b - (ESP) 6.1.4 Proportion of VE students who trained outside schools, Percentage	Improving the management	i.6.4.1.b	Total		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) 6.1.4 Proportion of VE students who trained outside schools, Percentage			Male		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Indicator (ESP) 6.1.4 Proportion of VE students who trained outside schools, Percentage			#Female		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Intermediate Outcome 6.5 - Student streaming system after the ninth grade updated to meet labour market requirements	Improving the management	6.5							
Indicator i.6.5 - (ESP) Updating the student distribution (streaming) system after grade 9, Text	Improving the management	i.6.5	Total	None	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 6.5.1 - New vocational paths that meet the requirements of the labour market, taking gender into account	Improving the management	6.5.1							
Indicator i.6.5.1 - (ESP) Number of approved pathes by gender, Number	Improving the management	i.6.5.1	Total	0	Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA
Output 6.5.2 - An educational path developed for access of non-formal education graduates to vocational education		6.5.2							
Indicator i.6.5.2 - (ESP) Number of students from non-formal education enrolled in vocational education, Number		i.6.5.2	Total		Target	NA	NA	NA	NA
					Actual	NA	NA	NA	NA

	2021-2022	2022-2023	2023-2024	2024-2025	Reporting Frequency	Responsible Unit-Department	Relevant HRD Indicator	Relevant SDG Indicator
	5	15	25	40				
	5							
								Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	8	55	65	85	Annual	Vocational Education and Production Department		
	50							
	4	30	35	45				
	25							
	4	25	30	40				
	25							
	1	1	2	3	Annual	Vocational Education and Production Department		
	1							
								Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	10	15	20	20	Annual	Vocational Education and Production Department		
	10							
	NA	1.5	2	3	Annual	Vocational Education and Production Department		
	NA							
	NA	2	2	3				
	NA							
	NA	1	2	3				
	NA							
	NA	NA	Yes	Yes	Annual	Vocational Education and Production Department		
	NA							
								Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	NA	NA	NA	2	Annual	Vocational Education and Production Department		
	NA							
								Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	NA	50	80	150	Annual	Vocational Education and Production Department		
	NA							

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