



# Ministry of Education Education Strategic Plan

2018 - 2022

**Ministry of Education**  
**Education Strategic Plan**  
**2018 - 2022**





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## Abbreviations and Acronyms:

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

PPC	Policy, Planning and Coordination
QRC	The Queen Rania Centre
RAMP	Early Grade Reading and Mathematics Project
SDDP	School and Directorate Development Program
SIGI	Social Institutions and Gender Index
TIMSS	Trends in International Mathematics and Sciences Study
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
TWGs	Technical Working Groups
VE	Vocational Education

## Foreword

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

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

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

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

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

Empowering students to identify their learning paths according to their abilities and preferences while also ensuring opportunities for non-formal education, contributes to lifelong learning. The Ministry aims to provide quality educational services using an integrated policy tracking the quality of teaching and learning and acting as the general framework for curricula and assessment. This, in turn, assures the



achievement of educational outputs, while keeping pace with the rapid development of information and communication technology, the provision of sustainable smart e-learning resources, and the development of the quality of Ministry electronic services.

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

Moreover, the Ministry of Education has adopted ambitious development strategies and programs despite budgetary limitations in order to implement the prioritized programs of the next phase. This undertaking requires the support of partners and stakeholders and the achievement of common goals through the optimal use of available resources. Strong partnerships will allow the Ministry to achieve the objectives of the next phase, supporting infrastructure and educational processes as a whole by updating legislative rules that ensure that the private sector plays a role in raising the level of educational services at the national level.

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

Minister of Education,

Dr. Omar Razzaz

## Preface

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

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

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

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

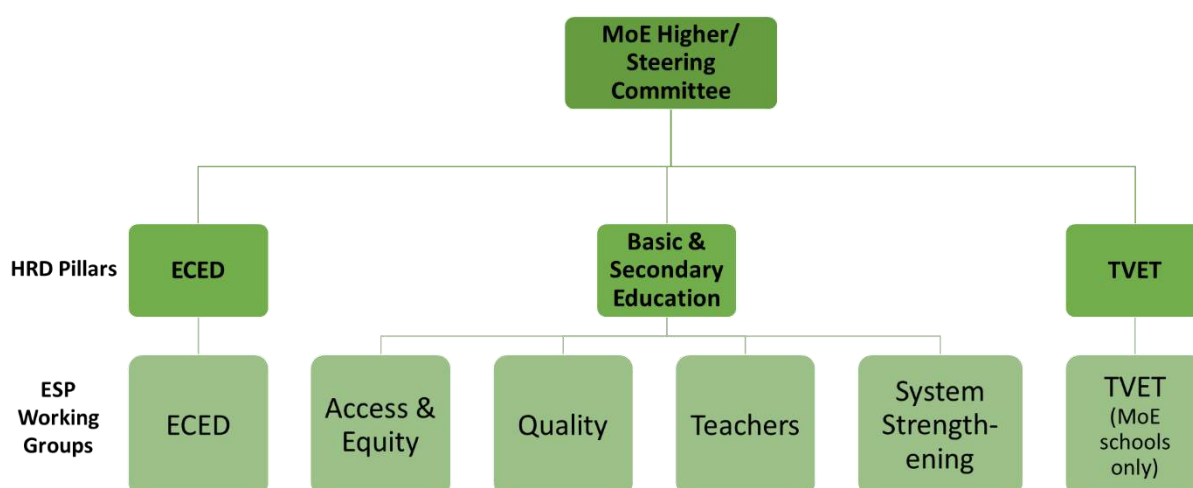
Additionally, the content of the HRD pillars were analyzed and discussed by six technical working groups, as demonstrated in figure P1. To organize these working groups and ensure coherence between the HRD and the ESP, several key themes were identified by regrouping the main HRD themes. The HRD themes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

**Figure P1: Aligning the HRD with the ESP**

HRD Themes	ESP Domains
Infrastructure (including NFE and school planning)	Access and equity
NFE	
Special needs education	
Refugees	
Decentralisation	System strengthening
EMIS, GIS	
Legislation, policy	
School feeding	Quality
Community participation	
Curriculum and Assessment (including NFE)	
ICT in education	
School leadership	
Accountability	
Safety	
Teacher recruitment, licensing, certification and standards	Teachers
Teacher remuneration, incentives	
Teacher professional development	
ECED	ECED (MoE only)
TVET	TVET (MoE only)

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

**Figure P2: Organizational arrangements for the development of the ESP**



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

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

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

The abovementioned technical working groups began their work with the development of a situation analysis which seeks to highlight the main challenges in each area with which the education system is confronted. Based on this analysis, and drawing from the strategies mentioned in the HRD, the technical

working groups identified relevant and realistic objectives for the five-year sector plan period. Strategies and their related targets were identified and discussed within the MoE. A projection and simulation model was developed in order to allow MoE steering group members to test the feasibility of the plan, but simulating several different scenarios for the costing of the plan, and the MoE agreed upon one using the first of these scenarios.

## Chapter 1: Situation Analysis

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

### Development context

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

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

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

Source: Jordan 2016 Human Development Report for 2015.

\* Source: UN Data from the United Nations Statistics Division, (<http://data.un.org/CountryProfile.aspx?crName=JORDAN>)

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

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<sup>1</sup> World Bank, 2017, "Jordan Country Reclassification – Questions and Answers", <http://www.worldbank.org/en/country/jordan/brief/qa-jordan-country-reclassification>.

help support their families. The risk is more acute for boys who are at the higher basic cycle and the secondary cycle.

## Unemployment

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

## Gender Disparities

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

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

<sup>3</sup> <http://web.dos.gov.jo/11-9٢> معدل البطالة خلال الربع الثاني من ٢٠١٦

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

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

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

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

<sup>8</sup> World Economic Forum, 2017. "The Global Gender Gap Report, 2017.

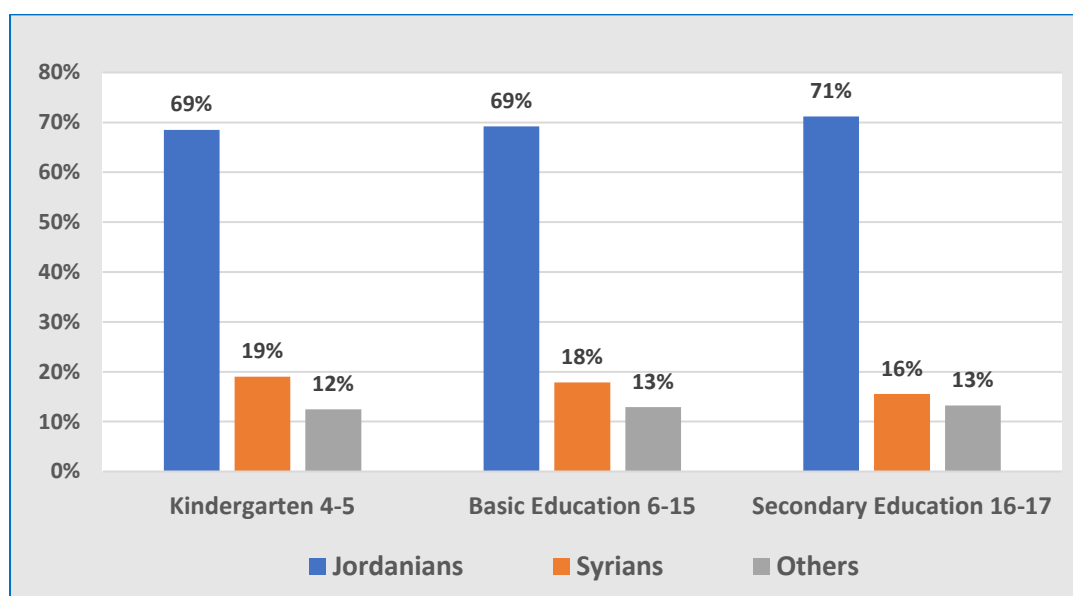
[http://www3.weforum.org/docs/WEF\\_GGGR\\_2017.pdf](http://www3.weforum.org/docs/WEF_GGGR_2017.pdf)

## Population and Demographics

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

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

**Figure 1.1 Percentage of school-aged children by nationality, 2016**



Source: Jordan MoE EMIS, 2016.

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

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



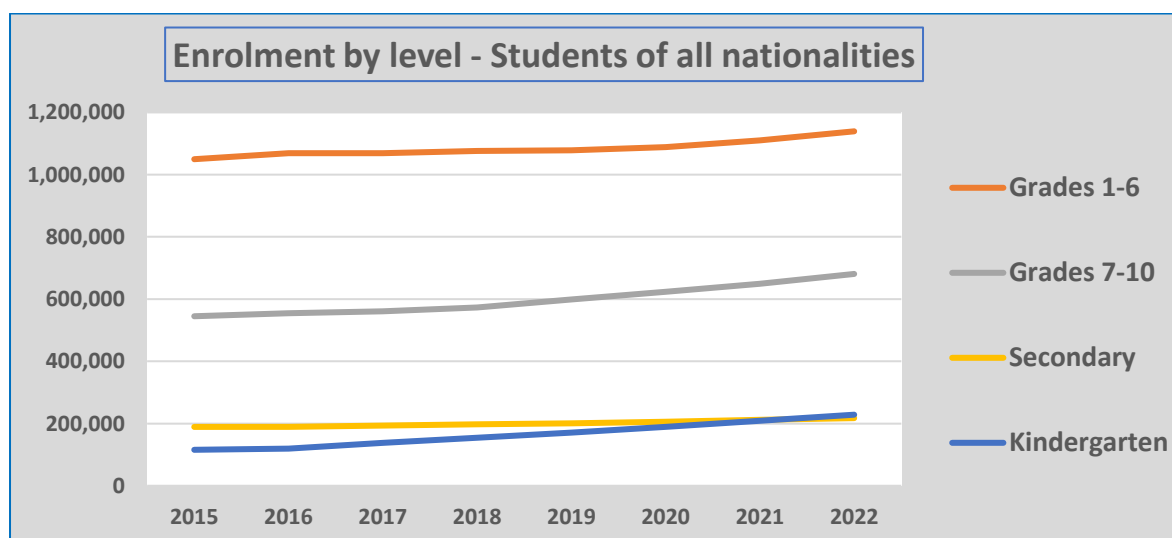
## Education Context

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

## Schooling Patterns

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

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



Source: Jordan MoE Projection model, 2017.

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

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

also be a reflection of the lesser quality of male public schools since male teachers tend to engage in more than one job.<sup>12</sup>

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

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

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

Source: Jordan MoE EMIS.

### Early Childhood Development (ECD)

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

#### Access to ECD

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

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

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

Source: MoE, EMIS Division.

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

In 2015, KG2 classes run by the Ministry of Education accounted for only 30% of total enrolment at the KG2 level (see Table 1.4). As GoJ has placed increasing importance on ECD, the Ministry's share of enrolment has increased by approximately 7% over the last four years.

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

	2013		2014		2015	
	Classes	Enrolment	Classes	Enrolment	Classes	Enrolment
<b>Public</b>	1,126	22,653	1,209	24,007	1,288	25,264
<b>Private</b>	3,709	67,746	3,901	66,922	3,767	65,042
<b>Total</b>	4,835	90,399	5,110	90,929	5,033	90,306
<b>% public</b>	23%	25%	24%	26%	25%	28%

Source: MoE EMIS.

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

### Quality of ECD

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

**Table 1.5. Quality Level in Public Kindergartens for the Years 2012-2016**

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

Source: MoE, Early Childhood Directorate.

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

results from this program indicated that 76% of children in participating classes were rated as “ready to learn<sup>13</sup>”.

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

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

## **Basic and Secondary Education**

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

### **Access and Equity**

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

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<sup>13</sup> The study of Raising the Readiness of Children to Learn (EDI) for 2014, which is conducted by the Ministry of Education in cooperation with the National Center for Human Resources Development and with the support of UNICEF

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

Nationality	2013/14	2014/15	2015/16
<b>Basic education</b>			
Jordanian GER	1,298,531 121.5%	1,336,666 121.6%	1,408,796 123.9%
Syrian GER	125,214 46.4%	125,924 44.3%	107,912 36.7%
Other nationalities GER	89,908 44.8%	90,763 44.2%	77,837 36.6%
<b>Total GER</b>	<b>1,513,653 98.3%</b>	<b>1,553,353 97.8%</b>	<b>1,594,545 97.1%</b>
<b>Secondary education</b>			
Jordanian GER		195,145 106.1%	176,006 98.5%
Syrian GER		4,563 11.5%	5,407 13.5%
Other nationalities GER		8,101 23.7%	7,760 23.4%
<b>Total GER</b>		<b>207,809 80.6%</b>	<b>189,173 75.1%</b>

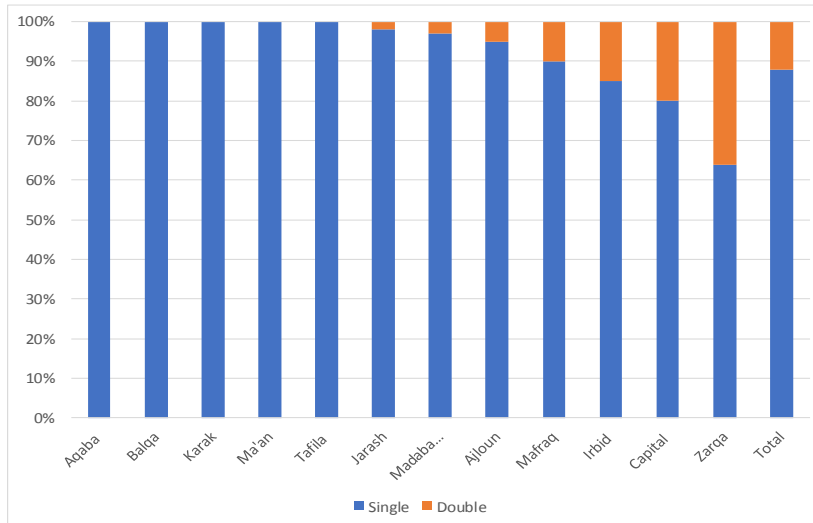
Source: Ministry of Education, EMIS data.

The numbers of students enrolled in formal education from other nationalities has decreased. Therefore, the MoE works with its partners to enable Syrian children to receive an education. Double shift classes have increased; in 2012, 116,929 students were spread across 248 schools while in 2016, 235,952 students were spread across 450 schools.<sup>14</sup> The governorates hosting the largest numbers of Syrian refugees (Amman, Mafraq, Irbid and Zarqa) also have the greatest number of double-shift schools (see Figure 1.3). While the system of double shifting has enabled thousands of Syrian children to attend school, it has also shortened the class time for many students, which has raised concerns among Jordanian families who fear it is reducing the quality the educational services provided for their children.

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<sup>14</sup> Source: Ministry of Education, EMIS data.

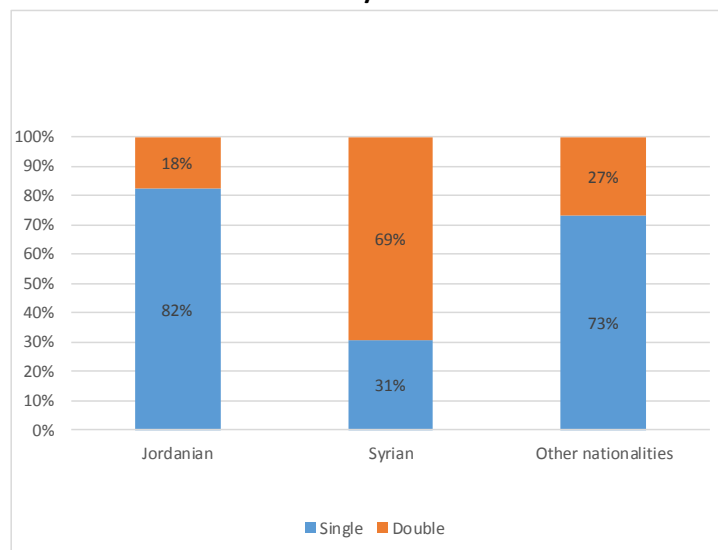
**Figure 1.3. Percent of double shift schools by governorate, 2015/2016**



Source: Jordan MoE, EMIS 2016.

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

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



Source: Ministry of Education, EMIS data.

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

High maintenance costs, and the low performance of small schools, have led to a plan for integration of small schools. Five years ago, there were about 800 schools with fewer than 100 students. These schools represented 24% of the total number of schools in the Kingdom but accommodated only 4%

of public school students. Consequently, the Ministry has been working to reduce the number of small schools through its integration plan.

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

### **Inclusive Education**

Based on the global trends in education for people with disabilities, the Ministry has adopted a comprehensive approach to inclusive education. Jordan has signed the Convention on the Rights of Persons with Disabilities (CRPD) and has adopted the Law on the Rights of Persons with Disabilities number 31 (2007) which states that the MoE is responsible for providing inclusive basic and vocational education for all children with disabilities or learning difficulties.<sup>15</sup> As such, the Ministry is working to mainstream children with disabilities into classrooms throughout the Kingdom. As of 2016, the total number of children with special educational needs (visual, hearing, learning disabilities) was estimated at 20,600.

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

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

### **Non-formal Education**

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

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

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<sup>15</sup> National Human Resource Development Strategy, 2016-2025, page 99

- **Adult Literacy Program:** This program aims to provide education opportunities for all for adults who are over 15 years old and who cannot read or write. This four-year program is free of charge and the graduates receive a certificate equivalent to the sixth-grade certificate. The number of learners reached 2017 learners across 165 centers.
- **Home Studies Program:** This program aims to provide education and self-learning by allowing people who have departed from regular school, due to conditions beyond their control (health or social) to sit for the term exams in public schools at the end of each semester. If a student from the home studies program passes the exam successfully, he or she will be allowed to enter the subsequent grade. 2,717 learners enrolled in this program in the 2016/2017 school year.
- **Evening Studies Program:** This program aims at the provision of educational opportunities for the people at the rehabilitation centers who did not complete their education. This program runs from grade 7 to grade 12. The number of learners reached 173 across 3 centers.
- **Drop-Out Program:** This program seeks to provide students, who have dropped out of school in the age groups of 13-18 years for males and 13-20 years for females, with knowledge, skills and attitudes, and to inform them of their educational rights and develop their professional awareness through training and rehabilitation according to criteria that entitle them to join the vocational training institution or to complete their home studies. The number of learners has reached 4000 students in 2017 enrolled across 120 centers. The program is implemented in partnership with Quest Scope Foundation and the Relief Foundation.
- **Summer Studies Program:** This program aims to deepen, strengthen or expand students' skills and develop their abilities and readiness for the general secondary certificate exam as well as their technical and cultural skills. Students choose the educational activities and subjects which they wish to strengthen, deepen or expand their knowledge.
- **Catch-Up Program:** This is an intensive educational program aimed at providing basic education for children who are out of school, within the age group of 9 to 12 years. It is a compensatory opportunity given in three intensive levels of education for the first six primary grades (grades 1-6) over three years. In 2017/2018, the number of learners reached 2,607 enrolled across 99 centers.

### Education for Refugees

The Ministry participates in the Jordanian Response Plan (JRP) for the Syrian crisis and is working to ensure that all male and female Syrian refugee students enroll in primary and secondary education. As a result, there are currently an estimated 141,428 Syrian refugee students receiving education in Jordan. Syrian students represent 25.7% of the student population in Amman, 25.1% in Mafrqa, 22.2% in Irbid and 17.4% in Zarqa.

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

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

Source: MoE EMIS.

Since the beginning of the Syrian crisis, the MoE divided the number of Syrian refugee students into three categories: Syrian students in the camps, Syrian students in the regular schools alongside Jordanian students, and Syrian students in evening classes (second shifts). The estimated GER of Syrian



refugees for basic education reached approximately 37% during the 2015-2016 academic year. However, the GERs of Syrian refugees for kindergartens and secondary education are much lower, at approximately 9% and 14% respectively (see Tables 1.2 and 1.6.). Overall, most Syrian students attend public schools rather than private schools.

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

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

### Internal Efficiency

Table 1.8 presents the promotion, repetition and dropout rates for 2014/2015<sup>16</sup>. Of note is the significant dropout rate, particularly for males from grade 7-11. This may be explained by social norms and gendered expectations, whereby males are expected to assume the role of breadwinner and therefore need to seek employment from an early age. The repetition rate for males is also significantly higher than that of females, starting from grade 7, perhaps pointing towards the poor quality of education provision in male schools from this grade onwards.

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

Grade	Promotion rate 2014/15			Repetition rate 2014/15			Dropout rate 2014/15		
	M	F	T	M	F	T	M	F	T
1st	100.6%	100.4%	100.5%	0.08%	0.05%	0.06%	0.02%	0.01%	0.01%
2nd	99.0%	99.2%	99.1%	0.3%	0.19%	0.24%	0.06%	0.04%	0.05%
3rd	99.3%	100.1%	99.7%	1.02%	0.65%	0.83%	0.22%	0.15%	0.18%
4th	97.6%	97.9%	97.8%	1.21%	0.77%	0.98%	0.26%	0.18%	0.21%
5th	96.6%	97.8%	97.2%	1.55%	0.98%	1.25%	0.33%	0.23%	0.27%
6th	92.1%	94.2%	93.1%	1.98%	1.24%	1.59%	0.42%	0.29%	0.35%
7th	90.8%	92.6%	91.7%	2.5%	1.6%	2.04%	0.53%	0.37%	0.45%
8th	87.8%	90.3%	89.0%	3.02%	1.91%	2.45%	0.64%	0.44%	0.54%

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

	Promotion rate 2014/15			Repetition rate 2014/15			Dropout rate 2014/15		
9th	80.4%	86.5%	83.4%	3.48%	2.18%	2.81%	0.74%	0.50%	0.62%
10th	69.0%	84.1%	76.5%	4.15%	2.61%	3.37%	0.88%	0.6%	0.74%
11th	83.5%	92.7%	88.3%	1.0%	0.5%	0.7%	15.5%	6.9%	10.9%
12th				0.4%	0.2%	0.3%			

Source: Ministry of Education statistics.

## Vocational Education

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

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

The Ministry works on the provision of TVET throughout the secondary vocational education (grades 11-12) in 249 locations that include 210 secondary schools for boys and girls, where 25,187 students receive training in the following four branches: industrial, agricultural, hotel and tourism. Approximately 1,600 qualified teachers in the field of VE work in these schools. Students enroll in VE, which lasts for two years, after successfully finishing the tenth grade and taking the General Secondary School Certificate Examination. This needs more focus to enhance the status of TVET and making this sector an attractive opportunity of learning at an early age.

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

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

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

Source: MoE, EMIS data.

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

### **Quality of the Education System**

The Ministry has worked on the implementation of a set of standards, procedures and decisions in order to improve the educational environment. These standards include educational institutions with their different frameworks and forms. Quality standards and procedures may vary from institution to institution, but they are all keen on the quality of the final product, which is the student. Quality, in the Jordanian MoE, intersects with all aspects of the educational system. The quality of education includes several aspects that will be addressed and emphasized here, including evaluation, curricula, information and communication technology in education, educational leadership and its role in activating social participation, accountability and the school environment.

### **Assessments and Examinations**

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

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

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

### **Curriculum**

The general and specific curriculum and evaluation frameworks and outputs were developed in 2013. The general consensus is that there is a need to reform the curriculum and assessment system in order to ensure that schools move away from rote learning and develop higher level thinking skills. "A recently conducted review of the lower primary revised textbooks revealed that these textbooks offer limited hands-on, activity and group-based learning and do not place enough emphasis on critical thinking and problem-solving strategies. The subject material is often significantly outdated to the point that textbook examples no longer relate to real world practices."<sup>17</sup>

As required, the Ministry also carries out research and survey studies of the curriculum (general framework of curriculum and evaluation, general and special outputs for each subject, student books,

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<sup>17</sup> National Human Resource Development Strategy, 2016-2025, page 101.

and teachers' books) in cooperation with 3-4 experts to evaluate each subject. These teams evaluate the curriculum and identify opportunities for improvement in order to respond to national and global trends.

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

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

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

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

### **ICT in Education**

In light of the Ministry's interest in keeping abreast of the rapid development of ICTs and its continuous efforts to integrate technology into education, the Ministry studies and evaluates the existing ICT tools annually to determine their effectiveness, adapt them to the educational environment and to assess their efficiency in serving and improving the educational and learning process in order to provide ideal school environment for students and teachers. However, despite efforts to integrate technology into education in Jordan, the effective employment of ICT is still limited.

Given the importance of using technology to further education, some 3,400 teachers have been trained in the International Computer Driving License (ICDL) program, now called the Cambridge Program. The Intel program has also trained about 3,000 teachers to use computerized curricula. It is necessary to develop ongoing professional development programs in the areas of technology use in education, which aim to reach all teachers.

### **School Leadership and Community Participation**

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

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

### **Accountability**

The Ministry's Education Quality and Accountability Unit (EQUA) started its official work in March 2016 and is affiliated directly to the MoE.

The EQUA aims to improve and develop the educational process in public schools according to specific criteria and indicators. It is currently responsible for the accountability of public schools and in the future, will include all private schools, kindergartens and higher administrative levels such as the directorates of education. Finally, accountability must be applied at the level of the Ministry's center and administration, which, in turn, requires independence of the unit.

### **Safe and Stimulating School Environment**

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

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

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

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

deepen knowledge of their rights and duties. The target group is currently students in the 9th and 10th grades.

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

### **School Feeding Program**

The Ministry started implementing school feeding for the children of public schools in May 1999 in the less fortunate areas (with higher incidences of poverty) in order to improve the nutritional and health situation of public school children. This project is ongoing and is aimed at providing a daily meal in poverty-stricken areas for children from KG to Grade 6. The current school feeding programme reaches 350,000 students. Presently 69% of the poverty-stricken directorates receive school feeding in the northern region, 67% in the central region, and 91% in the southern region. In addition, there are programmes that include production kitchens in cooperation with the World Food Program and the Royal Health Awareness Society. There are currently 11 kitchens available in nine Directorates.

### **Human Resources Management**

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

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

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

### **Selection and Recruitment of Teachers**

The Ministry works to recruit teachers in cooperation with the Civil Service Bureau. The selection of teachers is based on the following criteria: 10% for the candidate's secondary grade point average (GPA), 35% for the year in which the candidate graduated, 10% for academic qualifications, 25% for the year of applying for employment (those individuals that have applied earliest are given additional points), 20% for the candidate's civil service examination results. The Ministry has worked on developing the selection mechanism so that the number of candidates nominated for each vacancy is 4 to 6 per post, subject to the specialization's capacities exam and the passing candidates are interviewed. In cases where recruitment is very urgent, the Ministry does not hold interviews. This is particularly true in specialty areas where there is a limited supply of teachers, or for temporary

appointments. Occasionally the Ministry publishes vacancies publicly for specialty areas that are available in the Civil Service Bureau's pool of candidates that are not available at the Civil Service Bureau.

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

### **Pre-service Qualification**

The education profession is one that requires special professional qualifications and proper training. In Jordan, teacher training and qualification processes have been implemented in several ways that include: teachers' institutes, sub-specialization at university, the specialized teacher and the class teacher. However, none of these approaches has lasted for the following reasons:

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

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

### **In-service Professional Development**

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

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

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

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

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

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

### **Licensing for Educational Leaders**

There is currently no system for granting licenses to school leaders in Jordan. The current system of recruitment for leadership positions is based largely on length of service and not on personal performance and potential. The work of school principals is primarily focused on managing the school environment and administrative procedures rather than on supporting teachers and enhancing their competencies. The career progression system does not identify or place the best or most experienced teachers in leadership positions, but rewards those who have spent more time in the field of education.

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



## Management of the Education System

### Governance

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

### Strategic Planning

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

## **Institutional Performance**

In order to achieve quality and excellence in institutional performance as well as ensure high performance levels that meet the needs of all relevant stakeholders, the Ministry has applied the basic concepts of international quality systems and excellence in its main operations, services and basic practices. The Ministry has worked to build and implement the quality management system at the MoE's center, the field directorates and 15 public schools according to the international standards ISO 9001 - 1994 and the ISO 9001 certification (2008) was renewed in 2011. In addition, the Ministry has participated in the King Abdullah II Award for Government Performance and Transparency since its inception in 2004. MoE has achieved excellent results, and received the first position of the bronze stage in the seventh session 2014-2015. In addition, the Ministry participated in the individual excellence awards, such as the distinguished employee and the ideal employee. The Ministry prepared supportive strategies such as: Innovation and Creativity Management Strategy, Knowledge Management and Risk and Crisis Management.

In spite of all these achievements, the Ministry is facing some challenges in its attempts to realize the highest levels of performance in quality, excellence and creativity, namely; lack of awareness of the concepts of global excellence, weak implementation of the administrative quality system and weak adoption of the results of studies on satisfaction in the development of institutional performance.

## **Information Systems**

To continue the MoE's efforts to provide technological solutions that serve the decision-makers at the MoE's three levels, the Education Management Information System (OpenEMIS) was launched in cooperation with the UNESCO Office in Amman at the beginning of the academic year 2016/2017 for the purpose of unifying the data sources in one database and providing accurate, timely and comprehensive data on students, teachers and schools as well as educational indicators to serve the decision maker at all administrative levels. The Ministry will complete the development of the system to include the computerization of the work of the field directorates and activate the role of the managing directorates at the MoE's center in auditing and updating the data to ensure the integration of this system with other systems inside and outside the Ministry in line with the national e-government project in order to enable the system's users of to employ the educational data and indicators in the decision-making process. The Ministry developed and operated the Geographic Information System (WebGIS) to integrate the educational data into the educational reality of the country, and then transformed into digital spatial maps for decision-making and supports the identification of the appropriate locations for the construction of new school buildings, the expansions in the infrastructure and increasing the enrolment rate taking into account the students' distribution, the areas' needs, the population density and growth, and availability of lands registered under the name of the public treasury.

## **Risk management**

Risks are defined as internal or external threats that hinders the achievement of its institutional objectives. The Ministry has been working on the risk management strategy since 2012 and is periodically reviewing the risk and crisis management strategy in order to develop and update it based on the received feedback. The relevant managing directorates at the Ministry follow the risk management procedures according to the risk profile facing the MoE, which refers to the administrative and technical activities that aim to control the degree of risk and reduce them to lower levels, or control them. The Ministry worked with other national bodies on the National Plan for Crisis and Disaster Management is being prepared in cooperation with the National Authority for Crisis and

Disaster Management and the Plan for the Reduction of Violence and Extremism. The Ministry prepares and disseminates the emergency plan on the preparation for the winter annually. The multiplicity and diversity of risks facing the education sector at the national and regional levels, the geographical distribution of field directorates and schools across the country and the diversity of risks facing the educational field and system call for more focus on forecasting risks facing the educational process as well as identifying such risks. There is also a need to institutionalize and rationalize risk management at the administrative structure levels within an institutional framework that ensures the follow-up and response to risks in modern methods at the required pace and professionalism.

## Government Education Expenditures

### Level of expenditure and past trends

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

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

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

### The structure of Government Spending on Education

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

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

Programs and Financing	2013	2014	2015	2016	Proportion for 2016 (%)
Management	57,885,000	58,784,000	59,269,500	55,531,500	5.2%
Vocational education	25,641,000	25,867,000	26,125,000	24,895,000	2.3%
Educational activities	3,122,000	3,050,000	2,425,000	2,325,000	0.2%
Special education	3,658,000	4,225,000	4,024,000	3,732,000	0.3%
Kindergartens	6,271,000	6,640,000	6,912,000	6,757,000	0.6%
Basic education	670,189,000	702,404,000	713,006,500	708,519,500	66.0%
Secondary education	99,562,000	101,941,000	97,912,000	111,844,000	10.4%
Literacy programs	554,000	618,000	697,000	682,000	0.1%

Programs and Financing	2013	2014	2015	2016	Proportion for 2016 (%)
Ministry of Defense	19,000,000	19,000,000	19,000,000	19,000,000	1.8%
Higher education	94,450,000	100,145,000	104,684,000	125,796,000	11.7%
Vocational Training Institution	13,079,000	13,401,000	13,618,000	13,707,000	1.3%
Textbooks returns	6,872,750	8,152,466	8,594,410	9,675,989	*
Education tax	12,600,000	10,000,000	13,127,000	12,800,000	*
Ministry of Planning	11,300,000	10,000,000	9,000,000	8,000,000	*
Total Government budget	7,455,752,000	8,096,377,000	8,096,377,000	8,096,377,000	*
% of education of the Government budget	13.15%	12.63%	12.77%	13.25%	*
% of education to GDP	4.11%	4.07%	3.93%	3.94%	*

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

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

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

### Expenditure on Syrian Student

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

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

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

Source: Ministry of Education report.

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

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

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

Source: Ministry of Education report.

## Chapter 2: Priority Domains

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

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

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

1. Access and Expansion
2. Quality

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

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

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

#### Component 1: Access and Expansion

##### Challenges addressed

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

The low enrolment rate in preschool education, particularly in the most densely populated areas, is a challenge to the MoE. In order to guarantee access and equity to quality services, the private and non-government sectors must be engaged in the provision of preschool education. The Ministry will revise the instructions to facilitate the opening of private KG2s and will pilot a program with 173 private preschools to assist with renovation of learning spaces and support to teacher salaries in order to encourage expansion of KG opportunities. The current situation should be analyzed through a quantitative analysis to identify coverage and gaps in service delivery and the management of early

childhood education. In addition, the required financial resources should be allocated by determining the full cost of services, including the operational and capital costs. There is a need to build new kindergartens in the current government schools as well as in new buildings in addition to developing partnerships with the private sector and communities to ensure that Jordan is able to respect international commitments to achieve universal access and equity to early childhood services. Once the system has been expanded, legislation also needs to be revised to include KG2 as compulsory.

<b>1. Specific Objectives: Access and expansion</b>				
Increase in KG2 enrolment rate from 59% to 80% in 2022				
<b>Sub-component(s)</b>	<b>Activities</b>	<b>Indicators and targets</b>		
		<b>Indicator/ target</b>	<b>Baseline (2016/17)</b>	<b>Target (2022/23)</b>
<b>Access and expansion</b>	Study and analyze the situation of kindergartens in Jordan	Study prepared by 2018	Study begun	Completed
	Renovate and equip existing MoE KG2 classrooms	Number of renovated and equipped classrooms	1,459 classrooms renovated & equipped	Newly renovated: 210 Newly constructed: 500
	Develop / construct and equip new KG2 classrooms at MoE schools			
	Renovate private school classrooms (for private sector and charitable organizations)	Number of private classrooms renovated	Data from study	865
	Appoint new KG2 teachers in line with MoE standards for government and the targeted private KGs (173/ year)	Teacher student ratio	1:25	1:25
		Number of private school teachers and principals paid by MoE	0	865
	Provide KGs with 50JOD for purchase of stationery & didactic materials	Number of KG receiving this subsidy	1,459	2,169
		Number of printed cards	37,000	54,225
Number of newsletters issued		2,550	3,970	
Re-examine by-laws & regulations of public and private kindergartens (this will facilitate the opening of private KGs)	Revised by-laws for kindergartens	Being studied	Adopted & implemented in 2018	

## Component 2: Quality of ECED

### Challenges addressed

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

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

Also during the ESP period (2018-2022), a new curriculum will need to be developed for ECD in cooperation with the Curriculum Directorate and the new national Centre for Curriculum Development. This curriculum must be based on developmentally appropriate standards and practices. In addition, new learning resources will be prepared for the kindergarten stage, which will be age appropriate to stimulate children's curiosity, tactile abilities and readiness to learn.

### 2. Specific Objectives: Quality of ECED

- Adopt a quality assurance framework for kindergartens by the end of 2020
- Adopt standards for the excellence and creativity of kindergartens and launch and implement them starting from 2019
- Accreditation standards developed by 2019
- Raise awareness about health, nutrition and social protection at home and school by reaching 2,000 parents and children per year
- Percentage of public KG2 classrooms with access to technology increases from 26% to 50% in 2022
- Increase the percentage of qualified KG2 teachers from 92% to 98% in 2022
- Adopt accountability system for kindergartens by end 2019



Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
<b>Quality assurance</b>	Conduct evaluation study of quality assurance by-laws (instruction)	Evaluation study conducted	N/A	Completed in 2018
	Revise QA by-laws (instructions)	Amended bylaw for quality assurance system	Existing by-laws	Developed by end 2019 and adopted by 2020
	Distribute revised instructions (The Quality System) for targeted public and private kindergartens	Number of instructions distributed	Currently available manual 173 per year	10,000 copies produced & distributed
	Revise technical tools for QA process	Revised technical tools	Existing tools	By 2020
	Conduct training on the manual and its applications	Number of staff trained on QA by-laws and system	N/A	1,656
	Conduct training on internal audit tool for KGs	Number of staff trained on internal audit tool	0	212
	Conduct internal audits of governmental and non-governmental kindergartens and produce audit reports with corrective measures (quality checks).	Number of internal audits conducted and reports issued	0	2 per KG per year
	Conduct training on Open EMIS tool	Number of staff trained on Open EMIS tool	0	232
	Appoint new supervisors to accommodate the increased number of kindergartens	Number of KG2 supervisors	26	86
	<b>Excellence and creativity</b>	Prepare standards for excellence and creativity for kindergartens in partnership with the Queen Rania Award Society	Standards of excellence and creativity adopted	Currently working with Queen Rania Award Society

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
	Conduct yearly campaign to promote awareness of the standards at the level of government	Number of annual campaigns for excellence and creativity awards	0	4
	kindergartens and open opportunities for participation to receive the award	Percentage of teachers applying for the Innovation and Excellence Award	0	10%
<b>Accreditation criteria</b>	Obtain approval for accreditation criteria in partnership with the National Council for Family Affairs	Accreditation criteria developed	Criteria drafted	Standards approved by 2020
	Develop and approve manual of guidelines	Manual drafted & approved	0	Guidelines manual approved by 2020
	Follow-up on implementation of criteria according to manual	Implementation	0	Implementation by 2022
	Identify the body authorized to take responsibility for accreditation	Accreditation authority identified	0	Accreditation authority identified
	Prepare and obtain approval for the accreditation manual based on approved criteria	Accreditation manual	N/A	2019
<b>Mindset</b>	Educate caregivers in health, nutrition and social protection at home and in the family by parental awareness program	Number of caregivers participating in parental awareness programs	40,000	90,000
	Conduct evaluation study of parental awareness programs	Evaluation study prepared	N/A	Approved by the end of 2020
	Develop, print and publish a parental awareness guide	Number of parental awareness guides distributed	N/A	1,000 copies distributed
	Hold educational workshops for parents and children – "Raising children's readiness to	Number of caregivers and children attending readiness workshops	Already exist	10,000

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
	learn" (including topics such as encouraging parents to read with their children)			
	Implement school feeding in all government KGs, including for refugees	Number of KG classes with school feeding	0	2,853 in 2022
	Provide a computer corner in all MoE kindergartens	Number of KGs using technology	400	1,110 by 2022 (142 KGs per year)
<b>Innovation</b>	Implement training on "Kid Smart" program	Number of trained supervisors and teachers on the "Kid Smart" program	426	1,196
	Review and update the comprehensive training manual for kindergartens (CTP) in light of the review of the interactive national curriculum in order to improve the quality of in-service teacher training	Number of supervisors and teachers trained on the Comprehensive Training Manual	1,342 (in public sector)	3,879
<b>Raise the competencies of the teachers</b>	Train all kindergarten teachers on the updated guide	Percentage of teachers trained on the CTP	0	100%
	Train new teachers (includes planning, classroom views, assessment, configuration for classroom work)	Percentage of new teachers trained upon recruitment	0	100%
	Develop early detection tool to identify children with special educational needs	Early detection tool developed	0	By 2018
	Develop child individual assessment tool	Child individual assessment tool developed	N/A	By 2019
	Conduct training on the early detection and child's individual assessment tool	Number of teachers trained on early detection and	N/A	3,120

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
		individual assessment tools for the child		
	Train teachers & supervisors on the Reading and Math (RAMP) initiative	Number of teachers & supervisors trained on RAMP	1,542	2,360
	Train teachers and coordinators on parental participation	Number of parental participation workshops conducted	1,613	2,349
	Prepare the general evaluation framework	General framework for evaluation of KG2 students approved	N/A	by 2019
<b>Accountability</b>	Prepare overall plan for the evaluation process	The plan is prepared	N/A	Prepared plan by 2019
	Publish the monitoring and evaluation manual	Number of distributed manuals	0	10,000 distributed
	Conduct training on the evaluation framework	Number of workshops conducted	N/A	36
	Field visits to monitor implementation Prepare technical evaluation reports in light of feedback from the implementation and field visits. Make necessary adjustments, if any	Number of field visits to KGs conducted and evaluation reports issued	N/A	1,600

## Domain 2: Access and Equity

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

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

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

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

### Component 1: Infrastructure

#### Challenges addressed

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

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

In order to improve the safety and quality of the school infrastructure, it is expected that the Ministry will develop a preventive maintenance program and air conditioning systems in the schools all over the country. Moreover, ensuring that the new schools are properly maintained after the end of the maintenance period at the contractor's expense is not considered a priority. Preventive maintenance will begin in order to keep the facilities clean and continuously usable. During implementation of the plan, the directorate is expected to provide a specific amount of money to the school principals for funding maintenance costs, and the maintenance committees will provide maintenance. In addition, MoE will invite bids in selected areas of the country to install solar power systems and air conditioning.

### 1. Specific Objectives: Infrastructure

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

Sub-component	Activities	Indicators & targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Providing safe, accessible, well-maintained schools for all	<ul style="list-style-type: none"> <li>• Establish 60 new schools per year (300 total) or expand existing schools to reduce overcrowding and the number of rented and double shift schools. These schools will accommodate Jordanians and provide increased access for Syrian and other refugees.</li> </ul>	Percentage of rented school buildings	22%	17%
		Percentage of double shift schools	19%	10%
	<ul style="list-style-type: none"> <li>• Use GIS to identify needed sites for new schools.</li> <li>• Acquire additional land in identified sites in the different governorates.</li> </ul>	Number of land parcels acquired	100 sites	300 sites
	<ul style="list-style-type: none"> <li>• Renovate existing schools to provide access to children with special needs (ramps, toilets), based on GIS results and population (preliminary target is 1 boys' and 1 girls' basic school (including KG2) per directorate per year).</li> </ul>	Number of schools renovated to be accessible	150	570
	<ul style="list-style-type: none"> <li>• Continuous integration of small schools (less than 100 students) into bigger schools.</li> </ul>	Number of schools with less than 100 students	618	0
	<ul style="list-style-type: none"> <li>• Improve the school environment by carrying out the necessary comprehensive and corrective maintenance.</li> </ul>	Schools maintained yearly	0	4,000

Sub-component	Activities	Indicators & targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Improve the physical environment of the schools through preventive maintenance and the provision of air conditioning.	<ul style="list-style-type: none"> <li>Develop the preventive maintenance program. .</li> <li>This will include activating the role of school maintenance committees that include membership of students &amp; community members in the schools where preventive maintenance programs are implemented.</li> </ul>	<p>Preventive maintenance is available.</p> <p>Percentage of schools that are part of the preventive maintenance program.</p>	<p>0</p> <p>0</p>	<p>75%</p> <p>75% (3,000 schools)</p>
	<ul style="list-style-type: none"> <li>Installation of solar system and air conditioning systems/heating throughout the country.</li> </ul>	<p>Number of schools with air conditioning/heating (AC is priority for the schools in hot areas).</p>	<p>50 schools (1.3%)</p>	<p>50%</p>

## Component 2: Inclusive Education and Special Needs

### Challenges addressed

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

The Ministry will seek to increase access to education for all children with special needs, including refugees. One of the issues related to special needs education is the lack of suitable diagnoses for children. Currently there is only one diagnostic center in the country which is operated by the Ministry of Health and located in Amman. The MoE would like to establish its own educational diagnostic centers (3 regional and 2 mobile that would also operate in the refugee camps) in order to properly assess the special needs of students.

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

The Department of Special Education will also seek to increase awareness of the needs of students with disabilities by working with the Higher Council for Persons with Disabilities to promote inclusive education through the use of media, SMS, publications, etc.

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



## 2. Specific Objectives: Inclusive Education and Special Needs

- To increase the enrolment rate among students with disabilities from 5% in 2016/2017 to 10% in 2022/2023 through diagnosis and awareness raising activities.

Sub-component	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
Development of capabilities to diagnosis disabilities	<ul style="list-style-type: none"> <li>Create and operationalize educational diagnostic centers for the three regions of Jordan (North, Center, South) to assess children with physical and learning disabilities (males and females)</li> </ul>	Diagnostic centers created	0	3
		Number of client visits to diagnostic centers (fixed and mobile)	0	Approx. 5,000-7,000 visits / center/ year
	<ul style="list-style-type: none"> <li>Provide mobile diagnostic centers to conduct field visits to schools, including refugee camps and remote areas</li> </ul>	Number of mobile diagnostic centers	0	2
	<ul style="list-style-type: none"> <li>Recruit 20 specialists for each diagnostic center (fixed and mobile)</li> </ul>	Number of specialists recruited	0	100
	<ul style="list-style-type: none"> <li>Conduct training to improve the quality of the diagnosticians</li> </ul>	Number of diagnosticians trained	0	75
	<ul style="list-style-type: none"> <li>Purchase appropriate diagnostic tools and adapt them for use within the Kingdom of Jordan (e.g. Stanford-Binet, behavioural tests, Wechsler, etc)</li> </ul>	Number of diagnostic tools acquired	0	75 (5/center) x 3 tests
	<ul style="list-style-type: none"> <li>Develop/adapt additional diagnostic tools as needed (learning difficulties, autism, speech detection problems)</li> </ul>	Diagnostic tools developed	0	3
Awareness	<ul style="list-style-type: none"> <li>Develop an awareness campaign in cooperation with the Higher Council for Persons with Disabilities to promote inclusive education (through use of media, SMS, publications, etc.)</li> </ul>	Awareness campaign developed	N/A	completed
	<ul style="list-style-type: none"> <li>Conduct awareness workshops in all of the accessible schools and field directorates annually</li> </ul>	Number of awareness workshops	N/A	570 schools + 42 directorates

Sub-component	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
Expanding access to inclusive education	<ul style="list-style-type: none"> <li>Conduct surveys to identify the educational needs and needs for assistive devices (wheelchairs, etc.) of students with disabilities (including refugees)</li> </ul>	Number of surveys conducted	0	3
	<ul style="list-style-type: none"> <li>Establish support units in each of the newly renovated schools to provide services to students with physical, speech and learning difficulties from KG2 onward</li> </ul>	Number of schools with support units	0	420
	<ul style="list-style-type: none"> <li>Provide transportation for all students with special needs</li> </ul>	Percentage of students with special needs transported	1%	100%
	<ul style="list-style-type: none"> <li>Establish a special program for the care and education of refugee students with disabilities taking into account the multiple impacts on children as a result of war and disability</li> </ul>	Program set up and operating	N/A	Completed

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

#### Challenges addressed

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

There is a need to provide opportunities for non-formal education to illiterate adults and those who have not completed their education, as well as all children outside the educational system.

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

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

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

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

- Reducing adult illiteracy from 9.5% to 7.4% for females and from 3.4% to 2.6% for males by 2022.
- Enrolling children who dropped out of school (ages 13-18 for males and ages 13-20 for females) over the next five years at an annual rate of 1,000 individuals, (700 males and 300 females), through the Dropout Program in cooperation with partners.
- Providing educational opportunities through the Home Studies Program for the out-of-school age group of 12 and above over the next five years at an annual rate of 2,500 enrolled (1,000 males and 1,500 females), based on the measurement of previous years.
- Providing educational opportunities for out-of-school children who are between 9-12 years old through the Catch-Up Program over the next five years at an annual rate of 1,500 children (750 males and 750 females).
- Providing regular education opportunities for those in the rehabilitation centers by increasing the number of educational centers to four by 2022.

Sub-component	Activities	Indicators and targets		
		Indicator / Target	Baseline 2016/17	Target 2022/23
<b>Providing non-formal education opportunities</b>	<ul style="list-style-type: none"> <li>Expanding the establishment of centers for non-formal education:</li> </ul>	Number of students in literacy centers	1,330	10,000
<b>Dropout programs</b>	<ul style="list-style-type: none"> <li>Furnishing and equipping the Dropout program centers in cooperation with the partners (10 centers) annually.</li> </ul>	Number of equipped centers	120	170
	<ul style="list-style-type: none"> <li>Conducting training workshops for teachers in non-formal education centers at a rate of 3 workshops per year for males and females.</li> </ul>	Number of training workshops	3	15
	<ul style="list-style-type: none"> <li>Establishing centers for adult education and literacy for males and females.</li> </ul>	Number of individuals enrolled in centers	1,330	2,000
	<ul style="list-style-type: none"> <li>Review educational legislation related to non-formal education programs.</li> </ul>	Reviewed legislations	N/A	Legislation reviewed
	<ul style="list-style-type: none"> <li>Expanding the establishment of centers to promote the Dropout Program centers at a rate of 10 centers annually for males and females.</li> </ul>	Number of individuals enrolled in centers	4,300	9,300
	<ul style="list-style-type: none"> <li>Establishing the Catch-up Programs centers for males and females</li> </ul>	Number of individuals enrolled in centers	2,500	10,000
	<ul style="list-style-type: none"> <li>Establishing evening study centers (schools) in the rehabilitation centers</li> </ul>	Number of centers	3	4
	<ul style="list-style-type: none"> <li>Providing the opportunities for home studies for those who cannot attend formal education for males and females</li> </ul>	Number of individuals enrolled in centers	2,717	2,600
	<ul style="list-style-type: none"> <li>Providing e-learning and self-learning platforms</li> </ul>	Number of self-learning platforms	0	5
	<ul style="list-style-type: none"> <li>Conducting a comprehensive survey on the reality of non-formal education programs</li> </ul>	Study	0	Survey completed
	<ul style="list-style-type: none"> <li>Entering data of non-formal education programs in EMIS</li> </ul>	EMIS that is functional, with requisite data	Not done	Completed

### Domain 3: System Strengthening

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

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

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

- Institutional performance management
- Management of educational information systems
- Risk and crisis management

#### Component 1: Institutional Performance Management

##### Challenges addressed

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

##### Decentralization

The MoE oversees the directorates of education and their schools from KG to grade 12 through a centralized system according to the laws and regulations enforced in Jordan. The directorates and schools have only limited autonomy in planning and decision-making. Efforts have been made within the framework of the ERfKE II program to give the field directorates and schools broader responsibilities within the School and Directorate Development Program (SDDP), particularly with regard to the development and improvement of schools through active participation of the local community. However, management continues to be centralized at all stages of education and training without clear coordination, specific channels of communication, or a clear and comprehensive strategic path. This calls for more delegation of authority to the schools and field directorates to enable the MoE to focus on developing effective strategies and making effective improvements. This

will include restructuring the MoE to focus on effective policy-making, while field directorates manage operations on the ground and support school evaluations and school development.

### **Strategic Planning**

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

During the ESP period (2018-2022), the Ministry will work with the directorates to enhance their capacity to develop their own 3-year strategic plans that are aligned with this ESP, including budgets. To do this, directorate planners also need to know how to use data to inform their plans. This includes understanding the importance of gender-disaggregated data to identify gaps and possible solutions to enhance gender equity. Accordingly, planners will need training in WebGIS, OpenEMIS, and data analysis.

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

### **Institutional Performance**

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

To this end, the Ministry will provide guidelines and standards to measure progress and follow best practices to improve institutional performance, document strategies and the methodologies followed, develop mechanisms and tools to evaluate programs, and motivate all stakeholders to provide the best suggestions and initiatives for upgrading all administrative and technical levels. The Ministry also seeks to monitor and evaluate the quality of outputs and to improve the performance of the educational system at its various levels (early childhood, basic and secondary) through the exchange of experiences with local and international partners to reach a high level of services provided to all concerned parties.

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

**1. Specific Objectives: Institutional Performance Management**

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

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
<b>Decentralization</b>	Review and develop the organizational structure of the Ministry based on the main functions of the administrative levels	Adopted organizational structure	Functional analysis completed (2015) Organizational structure approved	Full implementation of organizational structure
	Delegate and transfer more key decisions to schools and field directorates	Percent key decisions delegated to field directorates	To be determined	Delegation of key decisions fully implemented
	Develop legislation and laws governing education to further serve decentralization	Amendments to by-laws and regulations focused on decentralization	N/A	Amended legislation focuses on decentralization
	Link the monitoring system in the directorates of education to those at central level	Percentage of directorates of education that implement and are linked to the central monitoring system	Relevant decision taken	All directorates are fully linked to the central monitoring system
<b>Developing Educational Policies, to cope up with the changes</b>	Develop capacities of directorates and school communities to engage in local planning based on their priorities and needs (school and administration development program)	Percentage of adopted executive plans	0%	100%
	Develop a communication strategy that identifies the communication and interaction channels among all stakeholder at the MoE such as students, teachers and external partners	No. of new and activated communication channels	New division for communication is operational	Modern means of communications fully activated and in use  Completed partners' matrix (based on the

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
	Enhance information sharing between partners and the concerned managing directorates to achieve sustainable benefit			classification of partners)
	Develop and amend educational legislation, laws and regulations based on the Ministry's developed policies and national and international commitments	Number of adopted laws and regulations.	Current education law and regulations.	New laws and regulations that are flexible appropriate for all
	Amend Education Law #20 (2017) to be in line with Jordan's obligations under the Convention on the Rights of Persons with Disabilities (CPRD)	Law that enables all disabled people to receive education	Externally supported programs for education for all (including disabilities, refugees, etc.)	Law established, with capacity to host all students with disabilities.
	Conduct an institutional & functional analysis that focuses on planning & management at the first & second leadership levels	Analysis conducted and validated	N/A	Analysis conducted and validated
	Follow up the preparation of annual action plans of all managing directorates, directorates and divisions at the Ministry's center as well as the field directorates Assess the progress level of the action plans. Train heads of divisions on preparing the action plans Train teams to assess plans according to the established quality system	Percent of action plans prepared according to the adopted model  Percent of action plans monitored to assess implementation	Action plans being elaborated, but are weak	Annual action plans completed for all sub-components and activities
	Prepare the Ministry to participate in the programs and awards of excellence and innovation at the local and regional levels of the Ministry (materials, supplies, rewards and training)	Improve the ranking of the Ministry in King Abdullah II Award for Excellence and Innovation	Currently at first-level bronze for excellence Participated once in Innovation award	Excellence: First-level silver Innovation: First level silver



Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
<b>Raising the level of the Institutional Performance of the MoE</b>	Study visits to countries that have excellent and innovative practices Prepare internal excellence & innovation programs (employee of the month, distinguished teacher, distinguished school both male and female, through the adoption of basis, staff training, and supporting creativity and innovation)	Two study visits per year	none	Reports on best practices with recommendations on implications for Jordan
		Number of winners of individual awards (e.g., Queen Rania; perfect employee)	Perfect employee = 1 in 2016  Queen Rania Award for Excellence (currently 279 teachers/ counselors/ principals)	3 per year  Number increased by 10% to 418 winners (teachers/counselors and principals)
		Number of prizes accorded by the Ministry	1 (employee of the month)	3 (excellent school; excellent teacher; innovative & talented employee)
	Simplify and improve services provided by the Ministry in terms of the procedures and steps (including service manuals on the required steps, time, cost and documents for those procedures)	Number of client services that are simplified procedures	32 client services improved	Increased number of improved client services
<b>Improving service delivery to clients of education system</b>	Engineering the process of service delivery in cooperation with Ministries of Public Sector Development and Telecommunications	Number of services operating on the e-government platform	MoE plan for the transfer of services to the e-government platform	4 services, as per the plan
<b>Move to online service delivery (as per national e-government program)</b>	ISO standards circulated, associated training, internal & external auditing	Number of schools implementing the standards	All MoE departments, directorates & KGs attain standards 15 schools attain them	141 schools attain standards

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
<b>Attaining ISO quality assurance standards for administrative services and processes at MoE, in directorates and schools/KG</b>	Roll out the administrative control system at all administrative levels (the Ministry's center, directorates of education and schools)	Activation of quality control system	Control systems are in place	Improvement of existing systems
		Percentage of complaints addressed	33% of complaints are addressed	100% complaints addressed
<b>Adoption of advanced administrative, financial and technical control systems</b>	Conduct studies on the satisfaction of workers, service recipients, partners and suppliers.	Satisfaction rate	52% (study of 2016)	80%
	Conduct capacity assessment to determine needs for planning and management skills among ministry staff	Capacity analysis conducted and plan produced	N/A	Capacity analysis conducted and plan produced
<b>Acquiring the staff the needed skills in the field of Strategic Policy, Planning, M&amp;E and Donor Relations and Reporting</b>	Training the qualified staff in the areas of Planning, M&E reporting, and financing in the Ministry Placement of skilled personnel for external relations (e.g. donor relations)	No. of trained staff	12	All staff working in the area of strategic planning.
	Providing the School Mapping Division with the latest developed GIS software and hardware	No. of software and hardware	The percentage of old software and hardware is 30%	The percentage of the developed software and hardware is 100%
	Train staff to be able to provide analytical reports utilizing planning tools such as OpenEMIS, WebGIS, and Financing Simulation Model, and M&E Training of decision makers to use these reports	Number of staff trained	5 people received training	All concerned staff trained
	Recruit gender expert to conduct a gender audit of the Ministry of Education with assistance from an internal Gender Audit Team appointed by the Minister	Gender audit with clear recommendations produced	N/A	Completed

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
	Recruiting employees with an MA in gender at the MoE's Gender Division	Validation and implementation of recommendations	N/A	Recommendations are validated and being implemented
		Number of staff in Gender Unit	1	3
	Conduct two-day workshops for senior and middle management on gender analysis and mainstreaming	Number of workshops conducted	0	5
	Conduct one-day workshops for field directorates on gender concepts	Number of workshops conducted	6	50
	Amend legislation that discriminates against advancement of women Promote more women to leadership positions	Percentage of women in leadership positions	16%	25%

## Component 2: Management of Educational Information Systems

### Challenges addressed:

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

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

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

### 2. Specific Objectives: Management of Educational Information Systems

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

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
Infrastructure	Developing the infrastructure for the operating systems (networks, software, licensing, equipment, recruitment of skilled staff (e.g. web designer for Aegis)	School level connectivity to internet/intranet	3,030 schools connected	100%
		Infrastructure is established for OpenEMIS	In progress	Completed
		Infrastructure is established for WebGIS	In progress	Completed
		Skilled staff in place for OpenEMIS/WebGIS	3 staff for GIS, 14 for open EMIS	6 for GIS; 20 for EMIS
	Upgrade of software licenses for OpenEMIS	OpenEMIS software licenses upgraded in a timely manner	Current software with licenses	All licenses upgraded
	Upgrade of software licenses for standalone ArcGIS software to enable additional GIS functionality and capacity	GIS licenses upgraded in a timely manner	GIS under development	All licenses upgraded
Electronic readiness (IT System)	Complete the development of the Educational Information Management System (OpenEMIS) to include schools, directorates of education, the managing directorates at the Ministry's center according to the needs and based on feedback received from users	OpenEMIS functional and can be adjusted, modified, features deleted or new features added to meet the needs of all the stakeholders	Proprietary system being replaced with open-sourced system	OpenEMIS fully operational
	Complete the development of the Geographic Information System (GIS) to include schools, directorates of education, and the managing directorates at the Ministry's center according to the needs and based on feedback received from users	GIS functional and can be adjusted, modified, features deleted or new features added to meet the needs of all the stakeholders	Proprietary system being replaced with open-sourced system	GIS fully operational and integrated with OpenEMIS
	Establish agreements with concerned entities to have the OpenEMIS systems be interactive with external data sources (e.g. civil status bureau and passport to retrieve data on individuals, UNRWA, etc.)	OpenEMIS interactive with external data sources	1 external entity integrated	All needed entities integrated

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
	Establish agreements with concerned entities to have the WebGIS systems be interactive with external data sources (e.g. Royal Jordanian Geographic Center, Department of Land and Survey. Etc.)	WebGIS interactive with external data sources	No external sources connected	All needed entities connected
	Carry out maintenance, trouble-shooting and security management of OpenEMIS and its servers and supporting software	OpenEMIS servers and supporting software functional	Current environment is functional	Optimal operational performance
	Carry out maintenance, trouble-shooting and security management of WebGIS and its servers and supporting software	WebGIS servers and supporting software functional	Current environment is functional	Optimal operational performance
	Complete the development of the supporting systems such as the archiving system to put in place the e-governance system within MoE	E-governance System functional	No integration	Full integration of all systems running in MoE
<b>Capacity building (IT System)</b>	Strategy for training on maintenance, trouble-shooting and security management of OpenEMIS and its servers and supporting software	Strategy adopted and implemented	1 training conducted in 2016	MoE staff fully trained to sustain OpenEMIS system
	Strategy for training on maintenance, trouble-shooting and security management of WebGIS and its servers and supporting software	Strategy adopted and fully implemented	1 training session early 2017	Relevant MoE staff fully trained
	Study and analyze all existing information management systems in the managing directorates of the Ministry to integrate into OpenEMIS.	Study and recommendations to consolidate information management system within MoE and within the OpenEMIS framework	N/A	Study completed; implementation underway
	Training strategy for the Ministry's staff at the central level on OpenEMIS and WebGIS in order to fully implement these systems for decision-making.	Strategy adopted and fully implemented	N/A	MoE staff at the central level equipped to utilize decision making tools (e.g. WebGIS tool,

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
				Dashboards of OpenEMIS, etc.) for policy, planning and monitoring/evaluation
	Training strategy for the Ministry's staff at the field level (teachers, school staff, and district staff) on OpenEMIS to use, employ and activate OpenEMIS at work.	Strategy adopted and fully implemented	N/A	MoE staff at the field level equipped to utilize information management database
	Training strategy for the Ministry's staff at the field directorate level to use, employ and activate WebGIS tool	Strategy adopted and fully implemented	N/A	MoE staff within the field directorate equipped to utilize WebGIS tool
	Training strategy for the Ministry's staff at the central level to be able to reflect/modify the educational indicators from ESP and other national plans in the OpenEMIS system via dashboards for monitoring and reporting	Strategy adopted and fully implemented	N/A	MoE staff equipped to reflect/modify the educational indicators
	Exposure visits to other countries in similar situations to learn the best practices in the field of Educational Management Information Systems and Geographic Information Systems	System in Jordan improved by employing the best practices from other countries	One field visit for an eight-member team	One visit per year (average of 12 participants) for each electronic system
	Conduct training for the Help Desk Staff to be able to mitigate troubleshooting of the users (OpenEMIS, WebGIS, etc.)	MoE Help Desk equipped to trouble-shoot all the inquiries	N/A	Training completed

### Component 3: Risk and Crisis Management

#### Challenges addressed:

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

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

#### 3. Specific Objectives: Risk and Crisis Management

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



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

## Domain 4: Quality

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

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

### Definitions:

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

**General supervisor:** The educational supervisor supervises the management and provision of the support to schools.

**Subject supervisor:** The subject supervisor is specialized in one of the subjects taught at the Ministry of Education.

**Field / branch supervisor:** The field supervisor is specialized in one of the branches or tracks of the educational system applied at the Ministry of Education.

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

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

### Component 1: Curriculum and Assessment

#### Challenges addressed

- Curricula needs modernization and is missing basic elements that provide students with life skills, professionalism, gender sensitivity and 21st century skills.
- The weak financing related to the authorship of textbooks and teachers' guides for all subjects.
- Objectives associated with the promotion of values have not been adequately reflected in the content of textbooks.
- The general secondary examination is still the only test for assessing the performance of students of both sexes in public education.
- The actual assessment of performance is shallow and does not comprehensively measure the performance, skills, and knowledge of students.
- The curricula do not include any information on human rights and gender issues and thus do not promote gender-awareness.

The general and specific curriculum and evaluation frameworks and outputs were developed in 2013. Their development, improvement and evaluation are ongoing processes and usually occur every 4 to 5 years. As required, it is necessary to carry out research and survey studies of the curriculum (general framework of curriculum and evaluation, general and special outputs for each subject, student books, and teachers' books) through cooperation with 3-4 experts to evaluate each subject. These teams will be put in place in order to evaluate the curriculum and to identify opportunities to improve the curriculum so that it responds to national and global trends.

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

The teams consist of 4-5 specialized academic personnel, educational supervisors and distinguished teachers, according to the needs of each subject and 3-4 local experts from universities (supervisory and steering committees) review the draft books. The development and printing of textbooks and teachers' books also requires the use of experts in the design of curricula, the construction of tests as well as specialized professional textbook designers and gender experts to make sure that the curricula reflects gender equality. After study and evaluation, tenders for printing are issued based on needs. During the period of the ESP (2018-2022), the Directorate plans to develop specialized programs to increase the capacity within the departments of curricula, textbooks and examinations. A National Center for Curriculum and Assessment was established in 2017 through the HRD; the Minister of Education sits on its board. The curriculum reform process will be undertaken in collaboration with this national center.

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

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

#### **1. Specific Objectives: Curriculum and Assessment**

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

Sub-component(s)	Activities	Indicators and targets		
		Indicator/Target	Baseline 2016/17	Target 2022/23
Review and revision of curricula.	Establish coordination mechanisms with the National Centre for Curriculum and Assessment	Coordination mechanisms established	N/A	By end 2018
	Conduct research studies and surveys to determine the strengths and opportunities for improvement in the current curricula, develop a general framework, and outcomes and curricula for kindergarten to 12th grade	Curriculum research studies conducted	1	2
	Write textbooks for kindergarten, basic and secondary levels, vocational subjects, and for people with special needs (mental disability, learning disability, autism, slow learners etc.)	School books and teacher's books for kindergarten, basic and secondary stages, vocational subjects, and special needs, revised and amended	0	100%
	Pilot testing all textbooks	No. of piloted textbooks	0	146 textbooks by the beginning of 2019
	Prepare and write teacher books for all subjects and stages of study including teaching and evaluation strategies	Number of teachers' guides that are prepared	0	235 teachers' guides for all textbooks
	Develop a variety of learning resources that are supportive, enriching and consistent with the developed curricula	Number of supplementary learning resources developed	78 learning resources	120 learning resources
	Write supportive and meaningful stories for both phases of the kindergarten and the basic stage that enhance reading and numeracy skills	Number of stories developed and printed	12 supportive stories for the lower basic cycle (1-3)	24 supportive stories for the lower and the upper basic cycle (1-6)
	Enlarge textbooks for students with severe sight impairments	Number of large print textbooks developed	70 textbooks	120 textbooks

Sub-component(s)	Activities	Indicators and targets		
		Indicator/Target	Baseline 2016/17	Target 2022/23
	Appointment of a gender expert to review curricula	Appointment of gender expert	N/A	Appointed
	Mainstream gender into the curricula	Gender review of curriculum and books conducted	N/A	All textbooks.
	Provide lectures on gender-based violence involving local NGOs	Number of lectures on GBV conducted	0	50 workshops in the schools
	Prepare capacity development programs to raise the efficiency of cadres in the management of curricula, textbooks and exams	Capacity development programs developed for curricula, textbook and exam management	One program	Complete the training of cadres in the MDs of Examinations and Tests and Curricula and Textbooks
<b>Develop/revise national assessment system to reach a comprehensive assessment of the skills, behaviors, abilities and knowledge of students and to match international standards.</b>	Develop and adopt national assessment strategy	National assessment strategy adopted	Strategy exists	Further developed & adopted
	Identify assessment stages in line with the structure of the new educational ladder (proposed: end of the lower primary stage, end of the upper primary stage, secondary school stage)	Assessment stages approved	A national sample based test to control the quality of education for grades 4, 8 and 10 in the basic education cycle	National tests covering basic education with three assessment benchmarks  Achievement tests for grades 3 and 9 (3rd 2017-2018, and 9th in 2018-2019)  The general secondary exam will be held only once, starting

Sub-component(s)	Activities	Indicators and targets		
		Indicator/Target	Baseline 2016/17	Target 2022/23
				from the academic year 2018/2019. Adoption of the certificate of general secondary education for university admission
	Adopt performance indicators for students at each stage	Performance indicators for each stage approved	Performance indicators for grades (4-10) and (12) since 2008	Performance indicators for the first three grades and grade 11 in 2018-2019 and reviewing the previous indicators
	Prepare standardized school exams for 3 <sup>rd</sup> and 9 <sup>th</sup> grades according to international standards and apply them at each school	Number of schools participating in 3 <sup>rd</sup> and 9 <sup>th</sup> grade exams	3 <sup>rd</sup> grade test is in development and will be implemented in 2018	All schools participating in 3 <sup>rd</sup> and 9 <sup>th</sup> grade exams by 2020
	Participate in Tawjihi reform with MoHE	General secondary education completion certificate adopted	Success in the high school and the students' average	In place by 2019 Accreditation of the general secondary education certificate for university admission
	Establish a central data exam center	Central data exam center established	N/A	By the end of the 2017/18 school year

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

## Component 2: ICT in Education

### Challenges addressed

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

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

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

Given the importance of using technology for further education and beyond, most school principals and teachers still do not consider it an effective tool to promote the educational process. They, therefore, have not integrated it into educational curricula, textbooks and the learning process. Approximately 3,400 teachers have been trained on the International Computer Driving License (ICDL) computer literacy program, which is now the Cambridge program. The Intel Education Program (INTEL) has enabled approximately 3,000 teachers to be trained on the use of computerized curricula. However, this has not achieved the desired results, and has not reached all teachers. In addition, teachers have not received sufficient encouragement from school principals. Therefore, it is necessary to put in place continuous professional development programs on the use of technology in education, which will aim to reach all teachers.

School principals also need continuous professional development programs to use technology to accomplish some administrative tasks electronically. Some managers assign teachers to these tasks. In order to meet these challenges, and to bring about positive changes in schools, three main things must be achieved: the first is to develop a plan of action to implement the ICT strategy in the educational process. The second is to improve the use of innovation to expand school services and to highlight the methods by which technology can be used to support the learning process. Finally, there is a need to continue to develop the learning management, content management, and assessment management systems (LMS, CMS and AMS) in cooperation with local and international competent authorities. This is a comprehensive virtual platform that is used to make e-learning resources, homework assignments, and



other school-related information available to students, parents and teachers. By the end of the Plan period, it is also expected that an assessment management system will be in place.

<b>2. Specific Objectives: ICT in Education</b>				
<ul style="list-style-type: none"> <li>• Increase the number of schools connected to the internet from 90% in 2017 to 100% in 2022.</li> <li>• Increase the percentage of primary schools with computer equipment to 100% in 2022.</li> <li>• Increase the number of school principals and teachers trained in the use of ICTs from 3,000 in 2014 to cover all teachers in 2022.</li> </ul>				
Sub-component(s)	Activities	Indicators and targets		
		Indicator /Target	Baseline 2016/17	Target 2022/23
<b>Implement ICT strategy</b>	Prepare program to connect schools to the Internet	Percentage of schools connected to the internet	79%	100%
	Update computer equipment and devices in schools annually	Percentage of schools receiving updated or new computer equipment each year	40%	100%
	Increase partnerships with the private sector to increase computer equipment and internet networks in schools	Number of SMART classrooms	0	1 SMART classroom in each school by 2022
<b>Electronic content and improved learning resources</b>	Develop & update electronic content and learning resources, including e-books for deaf students, and videos with sign language	Electronic content and improved learning resources available for all subjects and grades	Available but not updated	By 2022
		E-resources available for learners with special needs	N/A	By 2022
		% of schools that report using e-content	Irregular reporting	100% by 2022
	Determine the number of school principals and teachers who need training in the use of ICTs.	ICT capacity assessment conducted	N/A	By 2018
	Train technical staff of the central level ICT team on how to develop electronic content	Number of technical staff trained	None	2019

Sub-component(s)	Activities	Indicators and targets		
		Indicator /Target	Baseline 2016/17	Target 2022/23
	Train school principals and teachers on the use of ICTs through the Cambridge programme	Number/percent of school principals and teachers trained on the Cambridge Programme	3,400 (end 2014)	100%
<b>Continue to develop the learning management, content management, and assessment management systems (LMS, CMS and AMS) in cooperation with local and international competent authorities.</b>	Selection and customization of an e-learning system that meets the needs of the education system	Learning management system is available	None	2018
		Content management system is available	N/A	2018
		Assessment management system is available	N/A	2019
	Train technical staff at central level on developing and supporting e-learning management, content management, and assessment management systems	Number of technical staff trained	N/A	100% of staff by 2022
	Train school principals and teachers on the use of learning management, content management, and assessment management systems	Number of school principals and teachers trained	N/A	100% of staff by 2022

### Component 3: School Leadership and Community Participation

#### Challenges addressed

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

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

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

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

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

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

- Percentage of schools that actively engage parents is 100% by 2022
- Percentage of schools that work actively in partnership with the local community to support school development is 100% by 2022

Sub-component(s)	Activities	Indicators and targets		
		Indicator /Target	Baseline 2016/17	Target 2022/23
<b>Activate educational development councils to participate in the management of schools.</b>	Educational development councils participate in developing the educational development plan	Number of school development plans implemented	Plans are developed but are not implemented	100% implemented
	Assessors and advisors follow up on the implementation of school development plans	Number of reports, feedback and recommendations published	Approval obtained	100% published
	Promote a common understanding of community partnership and educational development processes by the exchange of experiences, lessons learned and success stories among school networks	Number of lessons learned and success stories shared between school networks on community partnership experiences	Only 1 or 2 stories shared currently	At least 1 in each directorate
		Percentage of schools that work actively in partnership with the local community to support school development	24% of the EQAU assessed schools	100%
		Percentage of schools that actively engage parents	24% of the EQAU assessed schools	100%
<b>Activate the role (recently created) of the general supervisor in the network schools.</b>	Set priorities for development based on educational development plans of the school network	Percentage of school network educational development plans implemented	20%	80%
	Study and analyze school development plans and identify the common needs of the school cluster and follow up on their implementation according to priorities	List of common needs of the cluster schools provided to the Director of Education	List available for 2016	Work is underway: Every two years a new educational development plan is developed based on the self-assessment

Sub-component(s)	Activities	Indicators and targets		
		Indicator /Target	Baseline 2016/17	Target 2022/23
				of every school
	Provide support and follow-up to facilitate implementation of school development plans	Percentage of school clusters receiving support from governmental and private institutions	20%	100%
<b>Stimulate community participation in schools.</b>	Revise legal and financial frameworks for community participation	Legal and financial frameworks are revised	Current frameworks : 1994	By the end of 2019
	Spreading the culture of cooperation and volunteer work at the school and the local community level by opening the door to volunteering to help the school	Number of schools with volunteers	N/A	100%
	Develop a media-based awareness raising gender-sensitive campaign (with radio, television, social media and print media) to engage with local government bodies, and civil organizations to share information about schools	Number of announcements/ media coverage published on schools	0	36 annually

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

### Challenges addressed

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

### Education Quality and Accountability Unit

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

### 4. Specific Objectives: Accountability (Education and Quality Assurance Unit)

- Increase the number of schools applying the quality system from 15 to 141 schools by 2022.
- Improvement in school performance by 50% based on initial and final reports of assessors.
- An independent EQAU by 2022, upon completion of the first accountability cycle.
- Percentage of schools that are granted partial autonomy reaches 5% by 2022.

Sub-component(s)	Activities	Indicators and targets		
		Indicator /Target	Baseline 2016/17	Target 2022/23
<b>Implement a system of accountability at all administrative levels in the Ministry of Education.</b>	Review criteria for recruitment of assessors to promote female recruitment	Number of assessors	mid-2017: 94 (30 female /64 male)	160  (70 females /90 males)  Those passing the training course and the acceptance exam of the Unit
	Prepare manual for accountability assessment of directorates of education and departments at central level	Number of accountability manuals prepared	0	2
	Develop training course for assessors	Number of assessors trained	94	160
	Implement accountability process (visit schools, prepare draft assessment reports, share findings with staff during follow-up meetings, disseminate reports to communities, report to Minister of Education)	Number of schools visited for annual assessment	14	1,300
		Number of reports by EQAU	140	1,300
		Number of schools visited at least one time (scouting visits)	60%	100% by 2018
	Prepare policy-oriented reports and submit them to the Minister of Education	Number of policy briefs submitted to the Minister	2	4 per year
	Activate cloud-based file sharing (Office 365) for EQAU reports	System developed	94 assessors	By the first quarter of 2018  160 assessors
		Number of EQAU staff members sharing and accessing information via the cloud		

	Provide transportation for assessors (at least 25 mini-buses and cars)	Number of vehicles dedicated for EQAU	4	25
	Provide office accommodations for the Education Quality and Accountability Unit	Number of equipped offices and training/meeting spaces	7 offices and training halls	21 offices and 2 training halls



## Component 5: Safe and Stimulating School Environment

### Challenges addressed

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

In order to help students with the development of all aspects of their personality, to ensure that they have adequate levels of mental health and adaptation, and are productive citizens able to meet their needs and the needs of society in the future, it is imperative to put in place educational policies that provide a school environment that is safe and stimulating, and meets the emotional, social, educational and academic needs of students. To this end, the Ministry will provide a range of programs during the plan period in primary, secondary and vocational education aimed at providing students with a range of life skills that help to enhance the student's personality and help them to discover their abilities, potential, talents and future directions to be productive in the community. This will include, for example, the "Together for a Safer Environment" campaign, life skills programs, and a number of awareness programs to combat drug abuse, violence and other negative practices that may appear in the school community such as smoking and the use of narcotics and psychotropic substances, bullying and other undesirable behaviors.

During the Plan period, the provision of extra-curricular activities (sports, arts and music) will also be increased and the "Bas'ma Program" will be implemented to develop the abilities of students.

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

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

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

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

**5. Specific Objectives: Safe and Stimulating School Environment**

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

Sub-component(s)	Activities	Indicators and targets		
		Indicator/Target	Baseline (2016/17)	Target (2022/23)
Implement life skills in all schools with that have educational counsellor	Provision of life skills program for the educational counselors. Training students in schools with an educational counselor on the life skills program	Number of trained educational counselors participating on life skills program  Number of schools whose students were trained on life skills	N/A	100% of the educational counselors  100% of schools with educational counselors
Increase in number of schools participating in school feeding programs to include all poverty-stricken areas within directorates of MoE.	Diversify the meal for students (change the flavor of biscuits), and add a kind of fruit	Number of students benefiting from school feeding programs	355,000 students in 32 directorates and 1,760 schools	755,000 students throughout all directorates and schools
	Increase the number of directorates benefiting from production kitchens	Number of productive kitchens	11 productive kitchens	13 productive kitchens
Improve the physical environment of schools through preventive maintenance and provision of air conditioning.	Develop a preventive maintenance program. This will be done by the building directorate and maintenance unit (see also the Access and Equity domain)  Activate the role of maintenance committees, including with student members, in schools where preventive maintenance programs are implemented	Preventive maintenance programme is available  Percentage of schools that are part of the preventive maintenance program	0	50%
Implement a remedial program for vulnerable primary and	Awareness programs for teachers on child development and difference	Dropout rate	Student drop out: 0.24% males. 0.27%	Students' drop out: 0 males, 0 females.

Sub-component(s)	Activities	Indicators and targets		
		Indicator/Target	Baseline (2016/17)	Target (2022/23)
secondary students.			females. (2015/16 statistics)	
	Conduct continuous studies of the causes of dropout, especially in areas and classrooms where there is an increase in dropout rates.	Number of studies on dropouts	0	2
Employ the "Bas'ma Program" and extracurricular activities (sports, arts and music) to develop the abilities of students and enhance their personalities in all public schools.	Circulate the "Bas'ma Program" to all students of the target group. Offer sports and art programs for students at the level of directorates and the Kingdom. Arrange field visits and extracurricular activities during the day (weekly class). Activate the Code of Conduct in the school through EQAU. Conduct behavior modification programs adopt alternative positive methods of punishment	Number of students participating in creative programs and activities.	10,000 boys; 12,000 girls in 9 <sup>th</sup> and 10 <sup>th</sup> grade	50,000 boys and girls in grades 7 – 10.
Programs and activities that promote, develop and invest in the abilities and skills of gifted students in all fields.	Create a center to adopt creative and innovative students' ideas. Provide talented classes in schools with the tools necessary to develop creativity and innovation among students.	Number of schools with gifted rooms	78	118
		Number of students in gifted rooms	1,000	2,800
Guidance program to combat drug abuse, violence, and bullying.	Conducting awareness programs for students on combating drugs	Number/percent of schools implementing drug abuse awareness programs in grades 7-8.	10%	100%
	Conduct awareness programs on bullying.	Percentage of schools with awareness programs on bullying	0%	25%
	Implementing the activities of the campaign "Towards a Safe School Environment" with its new components	Percentage of schools participating in the campaign	80%	100%

Sub-component(s)	Activities	Indicators and targets		
		Indicator/Target	Baseline (2016/17)	Target (2022/23)
	Implementing the activities of the program “My Activities” to eliminate violence in schools	The percentage of schools participating in the program	10%	100%
Develop the legislations of the Student Parliamentary Councils and their working mechanisms.	Review the legislation for Student Parliamentary Councils and amend MoE law	Legislation amended	N/A	The beginning of 2018.
	Activate student parliamentary councils	Percentage of schools with active Student Parliamentary Councils	60%	100%

## Domain 5: Human Resources

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

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

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

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

#### Challenges addressed

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

#### Selection and recruitment of teachers

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

#### Pre-service qualification

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

<b>1. Specific Objectives: Selection, Recruitment and Pre-service Qualification of Teachers</b>				
<ul style="list-style-type: none"> <li>Increase the percentage of qualified new teachers (male / female) in the public sector from 13% (2016) to 70% at the end of 2022.</li> </ul>				
Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
<b>Improve teacher selection and recruitment</b>	Raise the basic admission criteria required to practice the profession of education in order to improve the level of applicants and raise the social status of the profession	Developed bases for selection of teachers (male/female)	Current base document (2017)	Document adopted (2020)
	Develop selection criteria to ensure qualifications, efficiency and motivation, knowledge and experience of the applicant	Average secondary education GPA for new teachers (male /female)	Obtain a minimum average of 55% in the General Secondary certificate	Obtain a minimum average of 75% in the General Secondary certificate
	Work to change the legislation to ensure that the Ministry of Education has the authority to employ teachers (male / female)	Legislation is changed	N/A	Legislation developed by 2022
		Percentage of qualified new teachers (male / female)	13% in the public sector	70% in the public sector; 20% in the private sector
<b>Pre - Service Teacher Education Program</b>	Develop and adopt professional standards and competencies for teachers (male / female) and teacher training programs (male / female)	Standards and certified professional competencies developed	Document for teachers' standards (2003)	Document developed (2018)
	Develop a pre-service teacher-training program (male / female) and expand it in cooperation with the Queen Rania Academy and Jordanian universities	Number of programs for the qualification of teachers (male / female)	1	3
		Number of specializations covered by teacher path (male / female)	2	10

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
	Develop the career path of teachers (male / female) with the Jordanian universities by changing legislation and in collaboration with the MoHE and the accreditation commission	The teachers' career path is adopted at universities	Only for KG and early grades	Adopting the teachers' career path by 2021

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

### Challenges addressed

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

### Professional development of educational leaders

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

### Licensing for educational leaders

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

However, because these processes are not yet functioning well, there is a need to review the leadership standards, competencies and development approaches in the broader context of the

career path. This should be based on a review of the selection processes and job descriptions at all levels of educational leadership. Based on this review, the Ministry plans to establish an educational leadership licensing system. It is expected that the licensing system will be developed and implemented during this plan period. This licensing system combined with a system of professional development for school leaders will contribute to an increased capacity to focus on the technical aspects of educational development in order to improve the performance of students.

<b>2. Specific Objectives: Selection and development of leadership at all administrative levels</b>				
<ul style="list-style-type: none"> <li>To develop the mechanism of selecting, developing and licensing the leadership at all administrative levels by 2022.</li> <li>By 2022, 65% of leaders (public) and 30% (private) will be licensed according to the new system.</li> </ul>				
Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
<b>Professional development of educational leaders</b>	Review and develop the criteria and competencies for the selection of educational leaders	Standards and professional competencies for leaders (males / females) adopted	Standards and Qualifications Document (2015)	Advanced Standards and Competencies Document (2020)
	Build a sustainable professional development framework (CPD) for educational leaders	CPD framework for educational leaders adopted	Currently none	2019
	Develop a comprehensive program to train educational leaders, which includes gender training	Percentage of educational leaders (male / female) achieving at least 15 credit hours per year	0	25% of female leaders 15% of male leaders
<b>Professional licensing for educational leaders</b>	Develop accreditation system for educational leaders Develop policy and evaluation tools for educational leaders Licensing of new and current leaders (males / females)	Percentage of new leaders with a professional license	No licensing system	65% in the public sector 30% in the private sector 50% in the public sector 20% in the private sector



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

#### Challenges addressed

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

#### In-service professional development

During the plan period, the Ministry seeks to adopt professional standards for teacher development and competencies, which will help in building a curriculum for continuous professional development (CPD) and a comprehensive training program for teachers.

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

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

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

**3. Specific Objectives: In-service Professional Development and Teacher Licensing** Increase the percentage of teachers (males / females) who have a license to practice the profession to reach 50% in the public sector and 20% in the private sector by 2022.

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

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
<b>In-service professional development of teachers</b>	Draft standards and competencies for each subject for teachers' professional development during service, including specific for special needs teachers	In-service standards and professional qualifications for teachers developed and approved	No standards	Document of Standards and Competencies (2019)
	Build a sustainable framework for the continuous professional development (CPD) of teachers	Framework Document for the Policy and CPD	Currently none	Document of Standards and Competencies (2019)
	Develop a comprehensive in-service program to train teachers, which includes gender training.	Percentage of teachers (males/females) who received at least 15 credit hours of in-service professional training	50%	80%
		Percentage of teachers (males/females) who apply new educational methods based on accountability reports and educational supervision	<10%	50%
<b>Enhancing the status of the Managing Directorate of Educational Training and Supervision</b>	Recruit professional staff at the Managing Directorate of Educational Training and Supervision to play a strategic and coordinating role to monitor the quality of all training courses	The vacancy rate	50%	0%
	Develop capacity of newly hired and existing ETC staff at central level and in field directorates	Number of training courses targeting the employees at the Ministry's center and directorates of education	N/A	One demand-driven training course annually

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
	Develop training centers in the three regions in cooperation with universities	Number of centers that are operational	0	3
	License training center staff to become trainers of trainees	Percentage of training center staff that are certified as trainers	0%	80%

#### Component 4: Teacher Rewards and Incentives

##### Challenges addressed

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

##### Incentives

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

The Ministry has several social welfare systems to motivate teachers and employees based on their years of service. However, there are shortcomings to this incentive system. The amount of incentives per teacher is considered too low, and incentives are distributed based on the number of years of service rather than the qualifications or performance of teachers. Because there is no relationship between performance and rewards, the system has not effectively contributed to the process of motivating teachers to achieve outstanding performance. No allowances or privileges are awarded to teachers who have more responsibilities or who carry out educational tasks that are not covered by their basic job description. During the Plan period, the Ministry aims to ensure that bonuses will be allocated according to a systematic mechanism included in the professional track so that incentives are linked to the teacher's professional performance.

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

#### 4. Specific Objectives: Teacher Rewards and Incentives

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

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

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

### Challenges addressed

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

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

<b>5. Specific Objectives: Monitoring, Evaluation and Quality Control of Teacher Policies</b>				
<ul style="list-style-type: none"> <li>• Development of teacher policies according to the results of studies and best practices.</li> </ul>				
Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/23)
<b>Improving the mechanisms of Monitoring, Evaluation and Quality Control of Teacher Policies</b>	Build a general framework and tools for monitoring, evaluation	Number of follow - up and evaluation studies carried out	No studies	At least one study per year, at least one at the level of return on investment (annually starting from 2018)
	Develop frameworks, standards and tools based on the results of monitoring and evaluation studies	Frameworks, standards and tools developed in the teacher's policy document	0	Develop frameworks, standards and tools by 2019
	Develop the mechanisms for accrediting and certifying professional development offerings and expertise locally and internationally	Number of certificates issued	0	30 thousand professional licenses by 2022

## Domain 6: Vocational Education

This domain deals with the Ministry of Education's VE stream in Grades 11 and 12 of the secondary cycle. During the ESP period (2018-2022), the Ministry seeks to improve the perception of VE among students and parents by improving its quality, increasing the number of specializations that are taught and developing partnerships with the private sector. To this end, the domain has the following components:

1. Management
2. Access
3. Quality

**Strategic Objective: To increase access to vocational education and improve its quality.**

### Component 1: Improving Management

#### Challenges addressed

- Weak financial incentives for workers in the vocational education area.
- Suspension of allowances for vocational education teachers who deal with equipment and dangerous tools.
- Difficulty finding buildings and the financial costs of re-structuring.

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

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

### 1. Specific Objectives: Improving Management

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

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/2023)
<b>Restructuring/modernization of Vocational Education system</b>	Recruit short-term technical expertise to assist with policy review of the vocational education system	Number of technical experts recruited	0	8
	Recruit long-term (4-5 weeks) technical experts to work with VE directorate at central level	Number of technical experts recruited	0	3
	Conduct workshops with experts to discuss policy proposals (including structure (central and directorate level), curriculum, standards for VE and the VE plan)	Number of workshops conducted	0	4
	Draft revised vocational education policy in coordination with National TVET Council	Revised policy document produced and adopted	0	completed
	Work with the National TVET Council to produce 4 labor market surveys to identify new subject areas for VE for both males and females	4 surveys	0	completed
<b>Incentives and allowances system for vocational education specialization</b>	Re-establish a system of allowances for vocational education trainers to compensate for hazardous conditions and increased practical work	Percentage of VE trainers receiving special allowances	0%	100%
	Establish incentives and bonuses for administrators working in management of vocational education to attract qualified principals/administrators	Percent of administrators receiving incentives and/or bonuses	0%	100%

## Component 2: Increasing Access

### Challenges addressed

- The transition rate from Grade 10 to vocational education is too low: about 14% in 2016.
- Negative perception by society.
- Lack of suitable school buildings.
- The high costs of this type of education.
- Gender bias in existing vocational streams, e.g. home economics for boys was discontinued (despite demand), non-traditional streams for girls are lacking and there is a need for more agriculture schools for girls.

One of the specific objectives in this domain is to increase the number of students entering the vocational education stream. Doing this will require increasing the demand by students and parents for vocational education as well as increasing the number of vocational education schools and specializations. The Ministry will work to increase the number of vocational streams and to include non-traditional streams for both boys (e.g. home economics) and girls (e.g. electronics or appliance repair).

The required information on VE is provided for parents and educational counselors through a comprehensive methodology conducted by the Division of Career Guidance and Graduates Follow-up. Preparing professional guidance plans that include all the basic information on VE specializations is part of their work. This information is provided to the heads of VE divisions in the field directorates as well as the Division of Career Guidance in the Managing Directorate of General Education. In turn, this information is used to develop a comprehensive plan to orient educational counselors, students and parents. In addition, the Managing Directorate of Vocational Education aims to conduct studies on employment rates and wages of graduates of the various VE branches so that students, parents and counselors are provided with the results of those studies, including information about specializations that are in high-demand by the labor market. This too will help develop awareness of parents and students to guide them towards future choices in this field.

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

During the Plan period, the Ministry also seeks to increase the number of vocational education schools. There are currently only 23 specialized VE schools in the Kingdom. The remaining VE is conducted in 187 general comprehensive education schools with multiple workshops for different vocational subjects. The trend toward the latter and the fact that vocational education is currently seen as an easier alternative to the university system has weakened the VE system.

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



potential for strategic partnerships and relationships of the vocational schools with the labor market. For example, there is a twinning partnership between the labor market hotels and the hotel school as well as coordination between factories and industrial schools. Expanding these partnerships will encourage the transition to vocational education.

## 2. Specific Objectives: Increasing Access

- Increase the percentage of Grade 10 students who transition to vocational education from 11% (10.5% for girls and 15% for boys) to 17% for both males and females.
- Increase the number of specialized vocational education schools from 23 to 38 (at least 7 of the new schools will be for girls).

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/2023)
<b>Awareness activities and vocational counseling programs for 10th grade students.</b>	Conduct annual market studies to determine employment rates and wages of the graduates of the various vocational education branches	Number of market studies conducted by VE Directorate	1 survey, 10 years ago	5
	Hold various awareness raising events for professional guidance for both boys and girls and invite various stakeholders from the local community	Number of annual awareness and vocational counseling programs	10	60
	Conduct gender training for career counselors to provide better advice for both boys and girls	Percentage of counselors trained	0	50%
	Provide career guidance opportunities for grade 10 students (boys and girls) incorporating gender training	Percentage of grade 9 and 10 students receiving career guidance	50%	100%
<b>Increase number and specializations of vocational schools</b>	Conduct a feasibility study to determine vocational education preferences and streams for both boys and girls	Number of new vocational streams for girls	N/A	At least 2
	Use results of studies to establish 15 new specialized vocational education schools (at least 7 of the new schools will be for girls). This will be done based on results of the feasibility study and with the use of information provided by the division of school mapping to identify locations for schools.	Number of specialized vocational schools	23	38

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/2023)
	Conduct studies of employment rates and wages of graduates of the various vocational education branches	Number of follow-up studies with graduates	0	3

### Component 3: Improving Quality

#### Challenges addressed

- Constant development of vocational educational fields and the necessity of keeping up to date.
- Low participation of the private sector in supporting VE and not being involved in training or the development of curriculum.
- The high cost of updating the vocational education workshops.
- Gender bias in existing vocational streams, e.g. home economics for boys was discontinued (despite demand), non-traditional streams for girls are lacking and there is a need for more agriculture schools for girls.

This component aims to improve quality through raising the efficiency of teachers of VE to use modern equipment through quality training in order to reach 100% of the trainees in 2022; and through building effective partnerships with the private sector.

As discussed in the component related to improving access, additional vocational streams will be added for both girls and boys. These new streams will improve access and demand for VE and they will also improve quality. Gender sensitivity training will be offered for guidance counselors, teachers and students as part of this plan. The qualitative in-service training for teachers of vocational education will first require an identification of the training needs of teachers, the determination of the appropriate training content. In addition, the Directorate will identify skilled trainers, the training institutions that can be used for the trainings and a timeframe for implementation.

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

To further develop a safe and inclusive learning environment, the Directorate of Vocational Education will continue to cooperate with the MoE General Safety Division which is responsible for implementing, monitoring and enforcing safety standards in VE schools. In addition, the Directorate will work with the Career Guidance Department in cooperation with the field directorates to include vocational education students in their awareness programs related to combatting drug abuse, violence and other negative practices that may appear in the school community such as smoking, narcotics and psychotropic substances, bullying and other undesirable behaviors.

### 3. Specific Objectives: Improving Quality

- Increase the percentage of trained teachers from 25% to 100% in 2022.
- Develop at least one partnership with the private sector for each vocational specialization.

Sub-component(s)	Activities	Indicators and targets		
		Indicator / Target	Baseline (2016/17)	Target (2022/2023)
<b>Quality and effectiveness of vocational education teachers</b>	Provide in-service qualitative training for vocational teachers	Percentage of vocational teachers participating in in-service training	25%	100%
	Conduct practical and theoretical tests for vocational teachers and principals prior to hiring	Percentage of new teachers and principals hired based on tests	N/A	100%
<b>Improve machinery, equipment and raw materials usage.</b>	Upgrade and maintain the equipment and machines used in the workshops of vocational education schools	Percentage of professional workshops equipped with modern, well-maintained equipment	50%	100%
<b>Safe and inclusive school environment</b>	Conduct gender workshops (led by the MoE Gender Unit) for vocational education students)	Number of gender workshops conducted	0	100 (20 per year)
	Develop renovation plan for specialized vocational education schools, including renovations for students with disabilities	Renovation plan developed	N/A	completed

## Chapter 3: Monitoring and Evaluation

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

### Key principles of the M&E system

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

- **Results Based Monitoring:** a demand driven monitoring system where key results will set an outline of data and monitoring systems. The system will consider, which results are to be monitored, how results will be monitored, by whom, how/when results will be used and how much it will cost to monitor results.
- **Accountability:** in results hierarchy, ownership of the results is key to accountability. Each managing directorate of the MoE will be held accountable for the output results (implementation monitoring) and outcome results (performance monitoring) and factors affecting progress. At each level of results, an accountability mechanism will be ensured to achieve results.
- **Equity and gender equality:** a commitment to 'leaving no one behind' and tackling inequality and discrimination in education while targeting efforts towards reaching the most excluded. Data is disaggregated by sex, age and other salient socio-economic characteristics, including income/wealth, location, class, ethnicity, age, disability status and other relevant characteristics and will be collected as a means for 'leaving no one behind'.
- **Transparency:** The M&E process including the procedures and timeline, will be developed and shared with all education sector stakeholders. Which data will be collected, how data could be potentially analysed, who will carry out the data analysis and draft the analysis of results will be decided upon transparently and known to all key partners. The M&E system will take into account indicators defined in the HRD strategy, SDG monitoring framework and MoE's response to the Syria crisis to monitor and report on Jordan's commitment to the international community. The MoE will map and update all major indicators used in different monitoring frameworks, refer to Annex ME 1 on a regular basis to encourage development partners to harmonize indicators.
- **Objectivity:** Policy researchers and data interpretations will be objective and policy relevant. Factual analytical report that shows not only the good progress indicators, but also the slow pace or deteriorating indicators analytical reports will be presented in a format that is well understood by stakeholders and follow up plans will be developed to achieve planned results.

- **Science:** M&E will follow a scientific approach to design work, tool development, field data collection, methods of statistical analysis and interpretation for policy and programme relevance.
- **Production of M&E products:** The M&E system will produce several analytical reports that will be shared, presented, discussed and disseminated. Approved or adopted analytical reports will facilitate policy, planning and programme improvements for the relevant stakeholders. Moreover, a data sharing policy will be developed for internal and external stakeholders and to support research and other purposes.

## Management and Accountability Framework

The Managing Director, Strategic Planning and Research (MD SPR) will play a pivotal role in spearheading a sustainable planning, monitoring, reporting and review process. MD SPR will facilitate all other managing directorates to develop an M&E operational plan. Within the M&E operational plan, MD SPR will support key stakeholders to track program activities or performance (output and activity) indicators, identified in individual domain groups, and expected to contribute to the outcome indicators year over year. The contributory relationships, Inputs→Activities→Outputs→Outcomes will be monitored and evaluated annually and the analysis of the results will be reflected in annual M&E reporting. Annex ME 2 for individual domain specific results chain shows linkages between realization of outputs and outcomes indicators through implementation of components and sub-components mentioned in each domain. Where data is missing, the MD SPR will continue to facilitate data collection in the first year of ESP implementation. MD SPR, with support from DCU, will also coordinate monitoring and reporting of programme and projects supported by the development partners.

The M&E steering committee, chaired by MD-SPR, will be reconstituted with membership drawn from key Managing Directorates and DCU. The Director of Planning will serve as the secretariat of the M&E steering committee. MD SPR will develop processes and tools to collect accurate and timely data and information, such as progress towards expected outcomes and outputs, utilization of educational services, utilization of budgetary provisions to report in M&E steering committee meetings. The M&E steering committee will meet quarterly to review progress against targets. The MoE will conduct an annual review inviting all relevant key partners and ministries. The annual review meeting will evaluate the ESP and education sector progress and performance against a set of key performance indicators (KPIs) listed in the results framework attached as Annex ME 3. The annual review will also provide a financial and equity analysis to identify gaps to ensure timely interventions to reduce inequities in education. The MoE will prepare various other background papers such as public financial and expenditure management for education sector, strategic analysis to identify the most effective strategies to accelerate progress towards ESP goals linked to SDG4 goals and HRD strategy. Based on several reviews, data and information from various sources, and background papers, MoE will produce products such as: an Education Statistics Yearbook; Student Assessment Results Yearbook; an International Learning Assessment (Jordan National) Report; an M&E report on the ESP implementation progress; a National Education Indicators (NEI) Report; a School Report Card; a Field Directorate Report Card; other M&E Reports; Policy Briefs; and a Data Release. At the decentralized level, MoE will institute a periodic review mechanism at field directorate level, and school and associated institutes will feed into the quarterly steering committee meetings and national annual reviews.

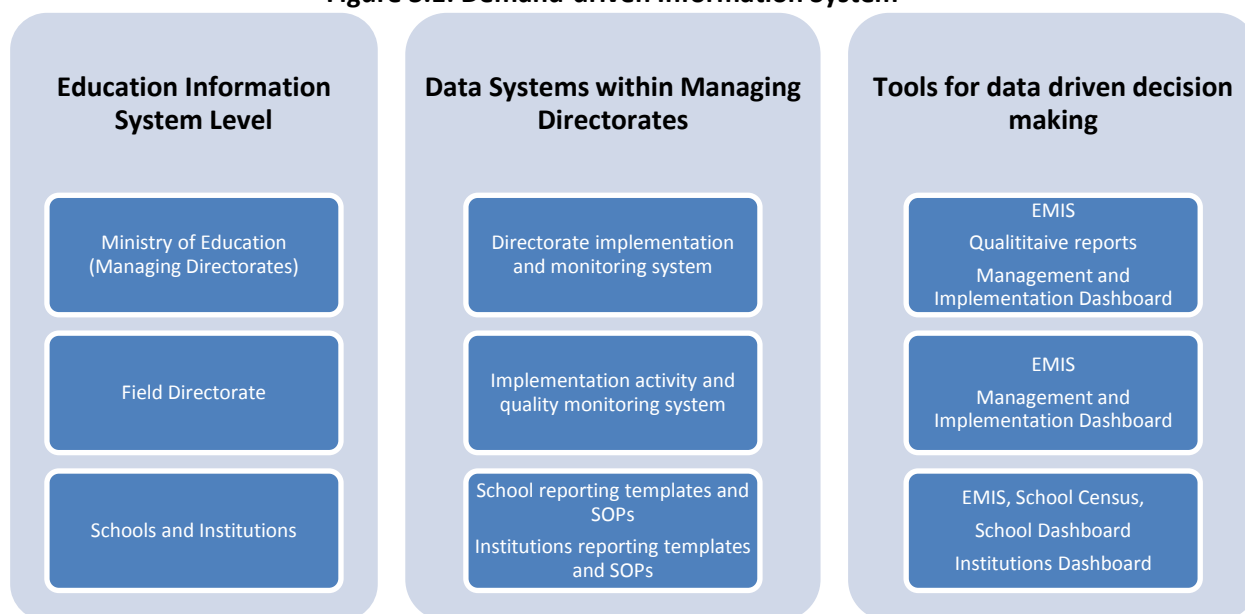
## Reporting Responsibility Structure

To ensure that data is used for better planning, reporting and decision-making, MD SPR and the Queen Rania Centre (QRC) along with the National Centre for Human Resources Development (NCHRD) will support a comprehensive data and information system by investing in the regular and systematic collection of disaggregated data. MD SPR, with support from QRC and NCHRD will continue to conduct on-going assessments of various M&E capacity levels in other directorates and field directorates in order to: a) improve systems; and b) ensure professional development of MoE staff. The annual school census<sup>18</sup> report will be used to track most of the school level indicators to track quantitative indicators such as net enrolment rate, gross enrolment rate, transition rate, dropout rate, teacher-pupils ratio, pupils-classroom ratio, availability of infrastructure, equipment, tracking =by age, class, sex, disability etc.

## Demand Driven Information System

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

**Figure 3.1: Demand-driven Information System**



## Key Roles and Responsibilities for Monitoring and Reporting

### a). Central level (MD SPR, DCU, QRC {EMIS} and NCHRD):

- MD SPR will prepare a calendar of major M&E activities, publications and shall share this with all stakeholders.
- MD SPR will map and update all major indicators used in different monitoring frameworks from different donors. Annex ME 1 contains a list of the different indicators required by partners, and it will be important to consult this list on a regular basis to encourage development partners to harmonize indicators.

<sup>18</sup> School census data should be entered in to EMIS to prepare section of Annual Education Statistics Year Book

- The MD SPR will conduct an annual school census, which will provide most of the quantitative indicators needed to monitor the progress of the ESP.
- MD SPR will collect baseline indicators, where missing, during the first year of ESP implementation.
- A well-organized reporting, feedback and response mechanism from the central ministry to governorate/field directorate and vice versa will be established in the MD SPR with inputs from QRC, DCU and NCHRD.
- A summary of overall outcome indicators and other important relevant information will be collected and analysed by MD SPR with support from all managing directorates. The summary will be presented in the M&E committee and also in other review forums as needed. MD SPR will also produce M&E products which will be shared for further dissemination and appropriate follow-up.
- MD SPR with support from DCU, NCHRD and QRC will prepare periodic analytical reports detailing both routine ESP indicators and survey information.
- MD SPR will identify and coordinate all evaluations, research activities, coordinate them and organize the dissemination of evaluation and research results.

**b). Central Level - All Managing Directorates:**

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

**c). Field Directorate level (MoE structure at Governorate):**

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

**d). School and educational institution level:**

- Work with field directorates to improve the M&E system at both the school and institute levels.
- Collect and enter data at both the school and institutional levels.
- Organize a monthly review within schools and institutions and provide feedback to relevant staff

- Analyse EMIS data every month to identify problem areas and develop and implement remedial actions

### **Evaluation and Research**

MD-SPR along with NCHRD will prepare a costed evaluation and research plan.

### **Required institutional capacity and resources**

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

### **Key Performance Indicators**

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





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

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

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

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

### Box 4.1 The Jordan Education Simulation model

The Jordan Education Simulation model is a simulation tool (using Excel) aiming at creating quantitative scenarios for the development of education and assessing the financial and human resource consequences of education objectives.

The model covers the education sub-sectors supervised by the MoE. Simulations include:

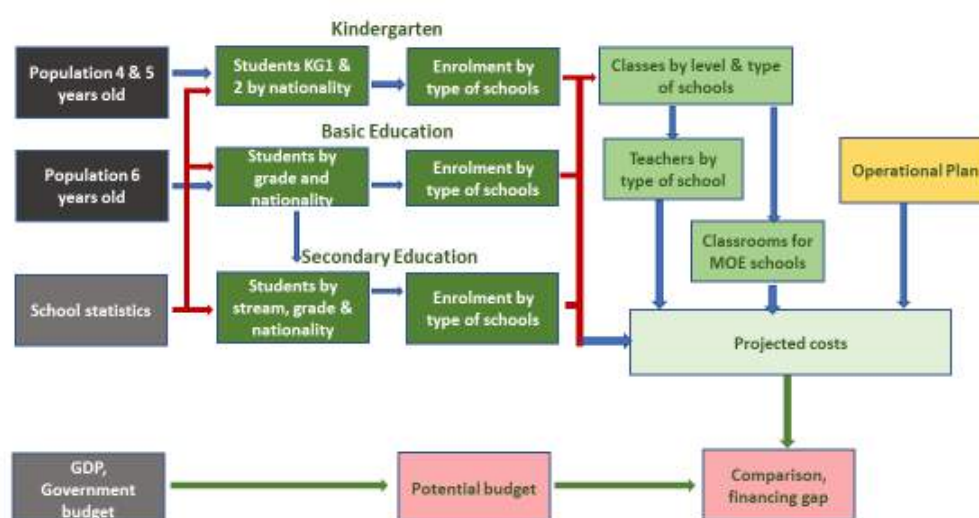
- projections of enrolment, based on demographic projections and on specific objectives on access;
- projections of staff and resources required to accommodate the number of students;
- projection of the financial resources required per level;
- projection of an estimated budget based on macro-economic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

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

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

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

Figure 4.1 Overview of the simulation process



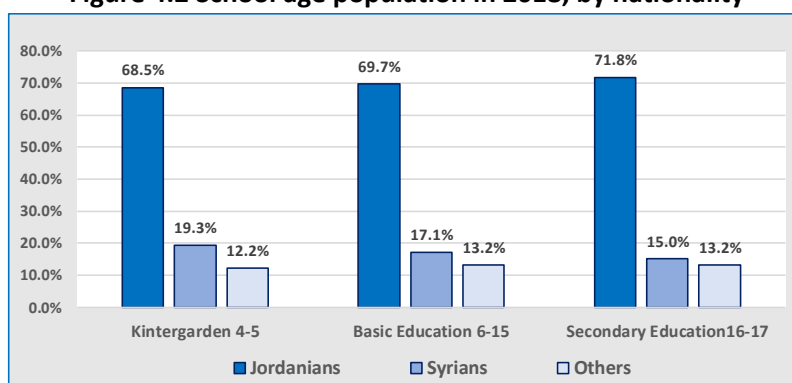
## The Demographic Context

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

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

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

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



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

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

Globally, the school age population is not expected to change much during the 2018-2022 period. However, it should be noted that the 2015 census led to an upward revision of the resident population (see Box 4.2).

**Table 4.1 School Age Population Estimates**

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

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

#### Box 4.2 Change in population data introduced by the 2015 population census

The population census has re-evaluated the size of the population (3<sup>rd</sup> column of the table).

It should be noted that the Ministry of Education, up until 2015-16, used another set of population data for the calculation of enrolment indicators. Population data are provided by DOS every year upon request (2<sup>nd</sup> column of the table). Those estimates are not yet based on the 2015 population census.

Age and reference age groups	Used for enrolment indicators	Estimates from population census
Age 4	198,325	230,752
Age 5	153,030	240,140
<b>Kindergarten, age 4-5</b>	<b>351,355</b>	<b>470,892</b>
Age 6	179,288	239,159
Age 7	191,505	235,773
Age 8	194,540	230,513
Age 9	171,440	223,906
Age 10	167,508	215,897
Age 11	162,165	206,427
Age 12	155,414	198,961
Age 13	148,339	195,200
Age 14	141,332	193,914
Age 15	131,123	191,890
<b>Basic Education 6-15</b>	<b>1,642,654</b>	<b>2,131,639</b>
Age 16	123,443	189,437
Age 17	127,354	188,192
<b>Secondary Education 16-17</b>	<b>250,797</b>	<b>377,629</b>

#### Expected Enrolment at the Various Levels

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

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

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

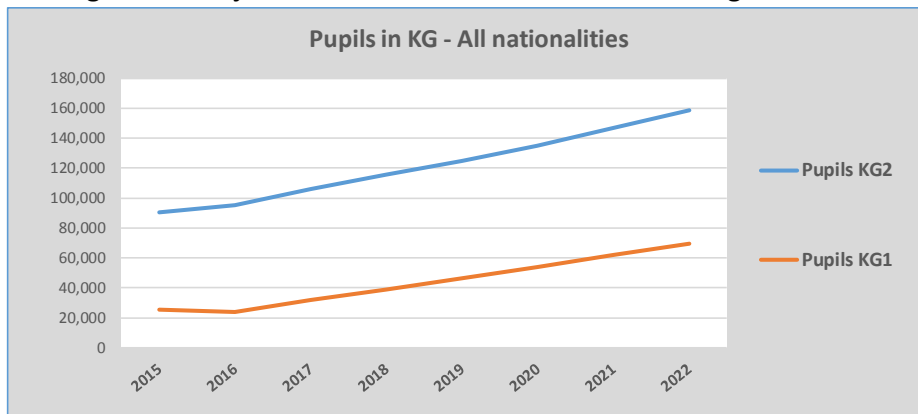
In 2015-16, 90,306 children were enrolled at the KG2 level, representing 59% of the age 5 population.

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

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

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

**Figure 4.3 Projected Number of Students at the Kindergarten level**



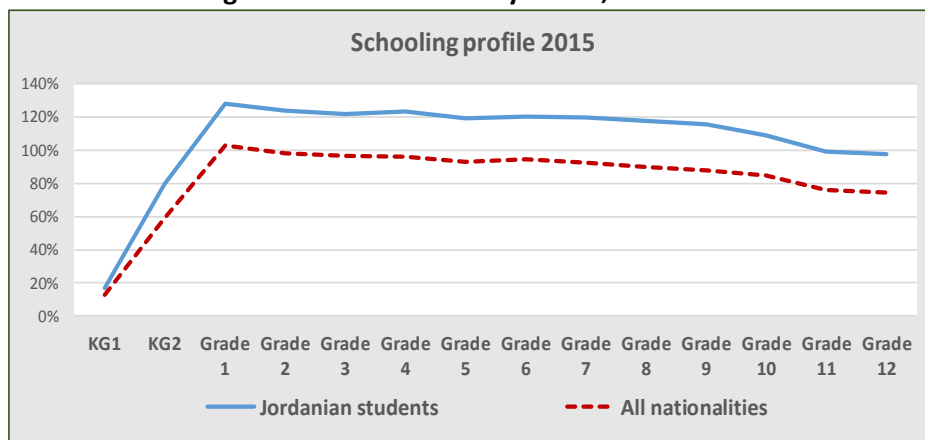
Source: Jordan Education simulation model.

**Providing Basic Education to all Children**

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

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

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

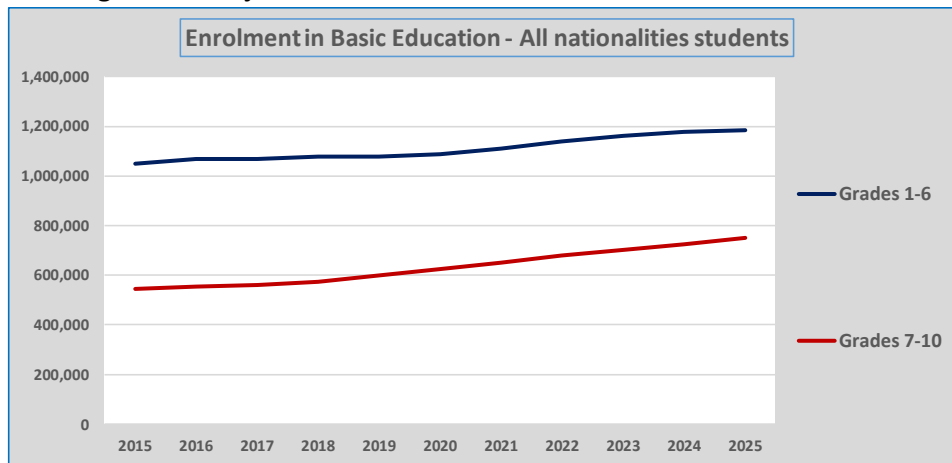


Source: Jordan Education simulation model.

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

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

**Figure 4.5 Projected Number of Students at Basic Education Level**



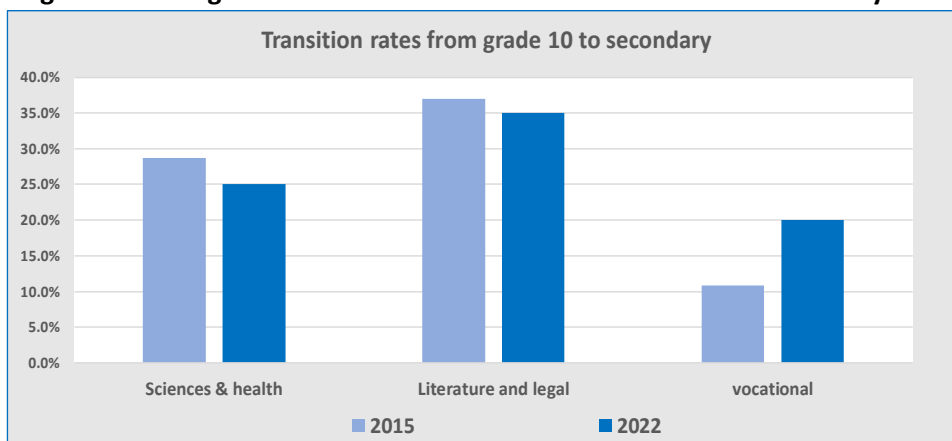
Source: Jordan Education simulation model.

#### Student flows after grade 10: developing the vocational stream

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

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

**Figure 4.6 Changes in the Transition of Grade 10 Students to Secondary Level**



Source: Jordan Education simulation model.

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

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

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

**Table 4.2 Projected Enrolments**

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

Source: Jordan Education simulation model.

### Classes, teachers and schools

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

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

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

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

**Table 4. 3 Projected Number of Classes and Teachers for MOE Schools**

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

Source: Jordan Education simulation model.

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

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

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

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

### The Cost of the Operational Plan

The operational plan includes activities that MoE intends to develop in order to accompany the development of the education system and improve access, quality and efficiency.

The operational plan does not include staff costs, nor the regular expenses for running the schools and administrative offices. However, it includes the cost of infrastructure and equipment as well as other development expenditures.

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

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

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



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

	2018	2019	2020	2021	2022	Total
<b>1. ECED</b>	<b>12,853</b>	<b>13,665</b>	<b>13,128</b>	<b>13,565</b>	<b>13,830</b>	<b>67,042</b>
1.1. Access and expansion	9,811	9,858	10,106	10,431	10,571	50,776
1.2. Quality of ECED	3,042	3,806	3,022	3,135	3,260	16,266
<b>2. Access and Equity</b>	<b>276,918</b>	<b>280,932</b>	<b>275,262</b>	<b>275,527</b>	<b>268,671</b>	<b>1,377,310</b>
2.1. Infrastructure	256,252	256,252	256,252	256,252	256,252	1,281,260
2.2. Inclusive education/Special Needs	10,406	15,143	10,316	11,800	6,559	54,223
2.3. Lifelong learning	2,824	3,121	3,382	3,520	3,635	16,482
2.4. Refugees	7,436	6,416	5,312	3,955	2,225	25,345
<b>3. System strengthening</b>	<b>7,765</b>	<b>7,916</b>	<b>7,763</b>	<b>7,791</b>	<b>7,825</b>	<b>39,058</b>
3.1. Institutional Performance Management	2,247	2,328	2,245	2,273	2,307	11,398
3.2. Educational management information systems	5,500	5,500	5,500	5,500	5,500	27,500
3.3. Risk and crisis management	18	88	18	18	18	160
<b>4. Quality</b>	<b>90,848</b>	<b>87,164</b>	<b>85,080</b>	<b>68,047</b>	<b>68,142</b>	<b>399,279</b>
4.1. Curriculum and assessment	16,324	16,186	16,150	18,400	18,400	85,460
4.2. ICT in education	25,405	23,875	21,825	2,492	2,492	76,090
4.3. School leadership and community participation	0	0	0	0	0	0
4.4. Accountability, audit, EQAU, general supervision	6,426	5,255	5,316	5,393	5,488	27,877
4.5. Safe and stimulating school environment	42,693	41,847	41,789	41,762	41,762	209,853
<b>5. Human Resources</b>	<b>40,128</b>	<b>12,659</b>	<b>13,532</b>	<b>13,382</b>	<b>12,398</b>	<b>92,099</b>
5.1. Selection, recruitment and pre-service qualification	39,550	12,030	12,030	12,000	12,000	87,610
5.2. Selection and development of leadership at	200	209	452	392	200	1,453
5.3. In-service professional development and licensing	330	360	990	990	90	2,760
5.4. Teacher Rewards and Incentives	18	0	0	0	18	36
5.5. Monitoring, Evaluation and Quality Control	30	60	60	0	90	240
<b>6. Vocational Education</b>	<b>19,009</b>	<b>18,924</b>	<b>18,904</b>	<b>17,904</b>	<b>17,904</b>	<b>92,645</b>
6.1. Improving management	1,569	1,494	1,474	474	474	5,485
6.2. Increasing access	15,080	15,070	15,070	15,070	15,070	75,360
6.3. Improving quality	2,360	2,360	2,360	2,360	2,360	11,800
<b>Total operational plan</b>	<b>447,520</b>	<b>421,259</b>	<b>413,668</b>	<b>396,215</b>	<b>388,770</b>	<b>2,067,432</b>

Source: Jordan Education simulation model.

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

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

The cost of the operational plan is mainly concentrated on the 18 activities mentioned above, which are listed in table 4.6.

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

Domains and activities	2018	2019	2020	2021	2022	Total 2018-2022
<b>Domain 1. ECED</b>						
1.1.1.3. Construction of MoE KG2 classrooms*	4,500	4,500	4,500	4,500	4,500	22,500
1.1.1.4. Renovate private school classrooms	2,240	2,240	2,240	2,240	2,240	11,200
<b>Domain 2. Access and Equity</b>						
2.1.1.1. 300 new schools for Jordanian and refugees*	<b>240,000</b>	<b>240,000</b>	<b>240,000</b>	<b>240,000</b>	<b>240,000</b>	<b>1,200,000</b>
2.1.1.6. Improve school environment / maintenance	16,000	16,000	16,000	16,000	16,000	80,000
2.2.1.1 Diagnostic centers (Special needs)	0	5,000	5,000	5,000	0	15,000
2.2.2.1. Awareness Staff (Special needs)	0	1,300	2,600	3,900	3,900	11,700
2.2.3.3. Transportation for special need children	6,300	6,300	0	0	0	12,600
2.4.1.2. School feeding	7,436	6,416	5,312	3,955	2,225	25,345
<b>Domain 3. System strengthening</b>						
3.2.1.1. Infrastructure for the operating systems including skilled staff	5,000	5,000	5,000	5,000	5,000	25,000
<b>Domain 4. Quality</b>						
4.1.1.3. Printing textbooks for all levels (present version)	16,000	16,000	16,000	0	0	48,000
4.1.1.3. Printing textbooks for all levels (new series)	0	0	0	18,400	18,400	36,800
4.2.1.2. Raising current computer labs capacity and performance ( 1-6 grades )	10,000	10,000	10,000	0	0	30,000
4.2.1.2. Raising current computer labs capacity and performance (7-12 grades)	6,333	6,333	6,333	0	0	19,000
4.2.3.1. Adopting a framework of all training programs that effectively employ ICT based	2,000	2,000	2,000	2,000	2,000	10,000
4.4.1.5. Assessment visits to schools	4,927	4,976	5,037	5,114	5,209	25,262
4.5.4.1. Equip schools in solar power	<b>40,000</b>	<b>40,000</b>	<b>40,000</b>	<b>40,000</b>	<b>40,000</b>	<b>200,000</b>
<b>Domain 5. HR develop</b>						
5.1.2.2. Development of pre-service training & expansion to 2 universities	36,000	12,000	12,000	12,000	12,000	84,000
<b>Domain 6. Vocational Education</b>						
6.2.2.2. Increase the number of vocational schools	15,000	15,000	15,000	15,000	15,000	75,000
<b>Total for the 18 activities</b>	<b>412,091</b>	<b>393,421</b>	<b>387,377</b>	<b>373,464</b>	<b>366,829</b>	<b>1,933,181</b>

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

### The total cost of the strategy

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

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

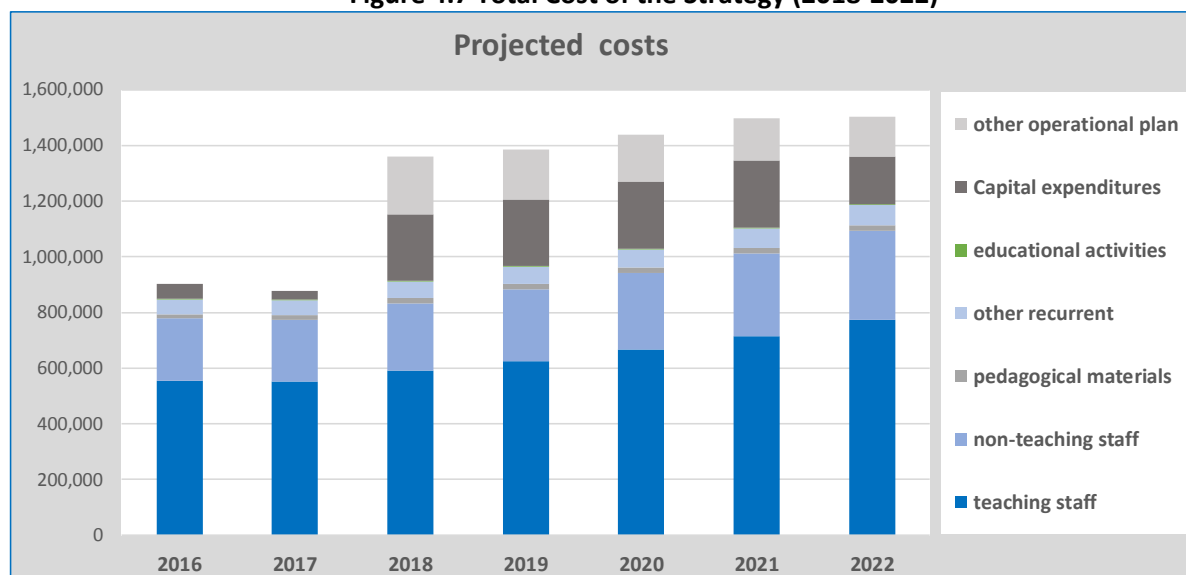
Some expenditures are common to the core budget costs and the operational plan. The consolidated costs are displayed at the end of the table.

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

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

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

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



Source: Jordan Education simulation model.

## Financing the Strategy

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

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

### GoJ Prospective Budget

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

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

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

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

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

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

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

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

**Table 4.8 Estimated budget for the Ministry of Education** (Thousand JOD)

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

\*Excluding debt interests

Source: Jordan Education simulation model.

### External Support to Education

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

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

The budget required for the implementation of the JRP (2018-2020) for the Syria Crisis amounts to 7.5US\$ billion of which 1.1JOD billion is dedicated to the education sector (15%). Annually, this represents an average of 270JOD million per year. However, the actual commitments by partners do not reach the requirement level. The JRP document for 2017-19 was reporting that in 2016, as of November 12th, donors had committed a total of 1.02US\$ billion to the JRP for 2016, representing 37.5% of the total requirements. As education is a component of the programmatic response, this percentage could be higher for the sector.

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

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

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

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

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

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

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

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

### Financing gap

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

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

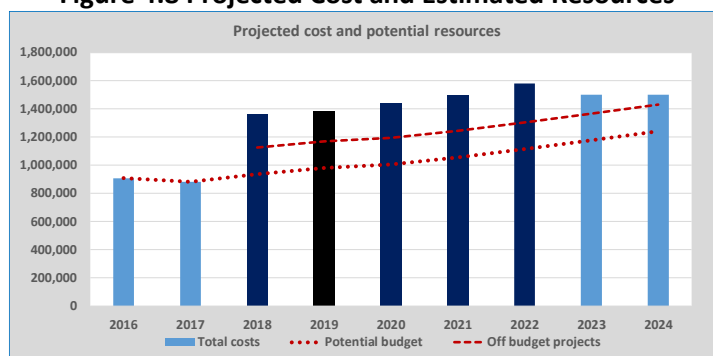
The strategy foresees an important role for infrastructure and various activities aiming at improving equity and quality are included in the operational plan. Funding those expenditures could be discussed with external partners.

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

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

Source: Jordan Education simulation model.

**Figure 4.8 Projected Cost and Estimated Resources**



Source: Jordan Education simulation model.

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

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

Donor	Program Name	Type of Support	Volume US\$	Time frame	Annual estimates		
UK	Support to No Lost Generation Init.	Financial Assistance	6,500,000	2016-2020	<b>2017</b>	<b>2018</b>	<b>2019</b>
UK	M&E, Research and Technical Assist.	Financial Assistance	2,190,000	2017-2021	438,000	438,000	438,000
USA	Support to MOE (To Be Determined)	Financial Assistance	TBD	2017-2018			
USA	Support to MOE (JFA)	Financial Assistance	20,000,000	2016-2018	6,666,667	6,666,667	
USA	NonFormal Education	Technical Assistance	4,200,000	2015-2017	1,400,000		
USA	Reading and Math Initiative (RAMP)	Technical Assistance	48,000,000	2014-2019	8,000,000	8,000,000	8,000,000
USA	Inclusive and Supportive Learning	Technical Assistance	6,565	2013-2019	938	938	938
USA/ PRM	Support for UNICEF under JRP,	Financial Assistance	53,200,000	2017	53,200,000		
USA/ PRM	Education and Protection for Syrian	Financial Assistance	4,400,000	2016-2018	2,112,000	1,408,000	
USA	Preservice teacher education	Technical assistance	TBD	2018-2022			
USA	School construction, renovation	Financial Assistance	285,000,000	2014-2020	40,714,286	40,714,286	40,714,286
WB/ CFF	Jordan Education Reform Program	Loan	200,000,000	2017-2022	33,333,333	33,333,333	33,333,333
Kuwait	Support education /Syrian Refugees	Grant Aid	6,700,000	2016-2018	2,233,333	2,233,333	
Saudi Arabia	Support education /Syrian Refugees	Grant Aid	8,800,000	2015-2020	1,466,667	1,466,667	1,466,667
Saudi Arabia	Support education /Syrian Refugees	Grant Aid	9,600,000	2017-2019	3,200,000	3,200,000	3,200,000
<b>All</b>			<b>1,316,827,094</b>		<b>341,948,693</b>	<b>248,859,847</b>	<b>184,431,133</b>

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





## Chapter 5: Partnerships and Coordination

### Introduction

The first key principle of the ESP is that it is nationally owned and led. Being a national strategic plan, the ESP is first and foremost the responsibility of GoJ, which will make the final decision on committing resources for its implementation. The ESP is also a key resource to guide the MoE's strategic and policy engagement with Development Partners.<sup>19</sup> The purpose of this chapter is to outline a structure for efficient partnerships and coordination between the GoJ and its Development Partners to ensure effective ESP implementation, monitoring and evaluation.

Total foreign assistance to Jordan in 2016 totaled 3.15US\$ billion.<sup>20</sup> Development Partner support to the Jordanian education sector is longstanding and diverse, comprising support at the central, field directorate and school levels in strengthening systems for planning and implementation, capacity development, coordination, advocacy and resource mobilization, information management, monitoring and evaluation, and inclusive practices that take into account gender, children with disabilities, child protection, among other areas.<sup>21</sup> The process for developing the ESP was tailored to the Jordanian education sector and institutional context, based on a combination of experience and lessons learned in other countries and the Global Partnership for Education's principles for the effective preparation of gender-responsive education sector plans.<sup>22</sup> It was country-led and included clear mechanisms for Development Partners to have input to the planning process, endorse the ESP and commit to contributing funds to its implementation.

### ESP Partnerships and Coordination

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

### Overview of ESP Partnerships and Coordination Structure

A three-tier partnerships and coordination structure will be the backbone for ESP implementation, monitoring and evaluation.

- **Executive committee level:** A High-level Steering Committee will provide executive leadership for ESP implementation, monitoring and evaluation and report on relevant progress, outputs and outcomes up to the Royal Court's Results and Evidence Body that oversees the

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<sup>19</sup> 'Development Partners' is used to refer to the breadth of national and international donors, stakeholders, agencies, bodies, institutions and organizations partnering with the Ministry of Education to support the Jordanian education sector.

<sup>20</sup> *Summary of Foreign Assistance Contracted in 2016*, Ministry of Planning and International Cooperation, 2017

<sup>21</sup> Jordan Education Sector Working Group Workplan 2017

<sup>22</sup> *Guidelines for Education Sector Plan Preparation*, Global Partnership for Education / International Institute for Educational Planning, 2015. Note that Jordan's ESP has intentionally been titled an Education Strategic Plan – rather than an Education Sector Plan – because higher education is not included in the plan. As such, some elements of Global Partnership for Education's principles for the effective preparation of an education sector plan were not relevant.

implementation of the National Human Resources Development Strategy 2016-2025 and the SDG 4 roadmap. The High-level Steering Committee will meet at least bi-annually to review ESP outputs and progress towards outcomes and set the strategic agenda for ESP implementation going forward. A three-day Annual Review, made up of a two-day technical meeting followed by a one-day high-level policy meeting, will facilitate this process, and will be the key forum for informing top-level decision-makers on ESP progress and engaging them on next steps.

- **Policy, planning and coordination level:** A Policy, Planning and Coordination (PPC) body will maintain primary responsibility for the five core functions required to drive ESP implementation (Planning and budgeting; Monitoring and feedback; Research and evaluation; Data and information management; and Coordination)<sup>23</sup>. The PPC body will coordinate and track the activities of the Technical Working Groups (TWGs) chaired by the MoE and report to the High-level Steering Committee on ESP activities, outputs and outcomes. This will include producing a comprehensive annual narrative and financial report on ESP implementation based on the ESP Monitoring and Evaluation framework.
- **Technical working group level:** Six TWGs (one for each of the domains) will be responsible for coordinating all ESP activities related to their domain and reporting to the PPC body. TWGs must be uniform but may follow different structures and procedures based on the unique characteristics and requirements of the individual domains.

In January 2018, UNESCO conducted an assessment of MoE's current institutional capacity in the five core areas of planning and budgeting, monitoring and feedback, research and evaluation, data and information management, and coordination.<sup>24</sup> The assessment identifies strengths and weaknesses related to the current institutional structure and makes specific recommendations to support the MoE to align its structure for effective ESP implementation and to develop its long-term capacity in these five core areas. The Development Partners will coordinate short- and long-term technical assistance to the MoE to support the PPC body and strengthen capacity in the MoE across the five core areas. Terms of Reference (ToR) for technical assistance will be developed and agreed upon by the MoE and Development Partners.

### **Terms of Reference for Partnership and Coordination Structures**

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

- Set out the individual ToRs of the High-level Steering Committee; the PPC; and the TTWGs, as well as dictate the interactions of these bodies.
- Underline MoE and the Development Partners' commitment to a common program of work in which strategy, policy, development, planning and M&E are carried out as a joint effort and through mutual consultation.
- State that MoE and the Development Partners share the common goal of achieving the goals identified for the education sector in the HRD Strategy 2016-2025 and global goals such as

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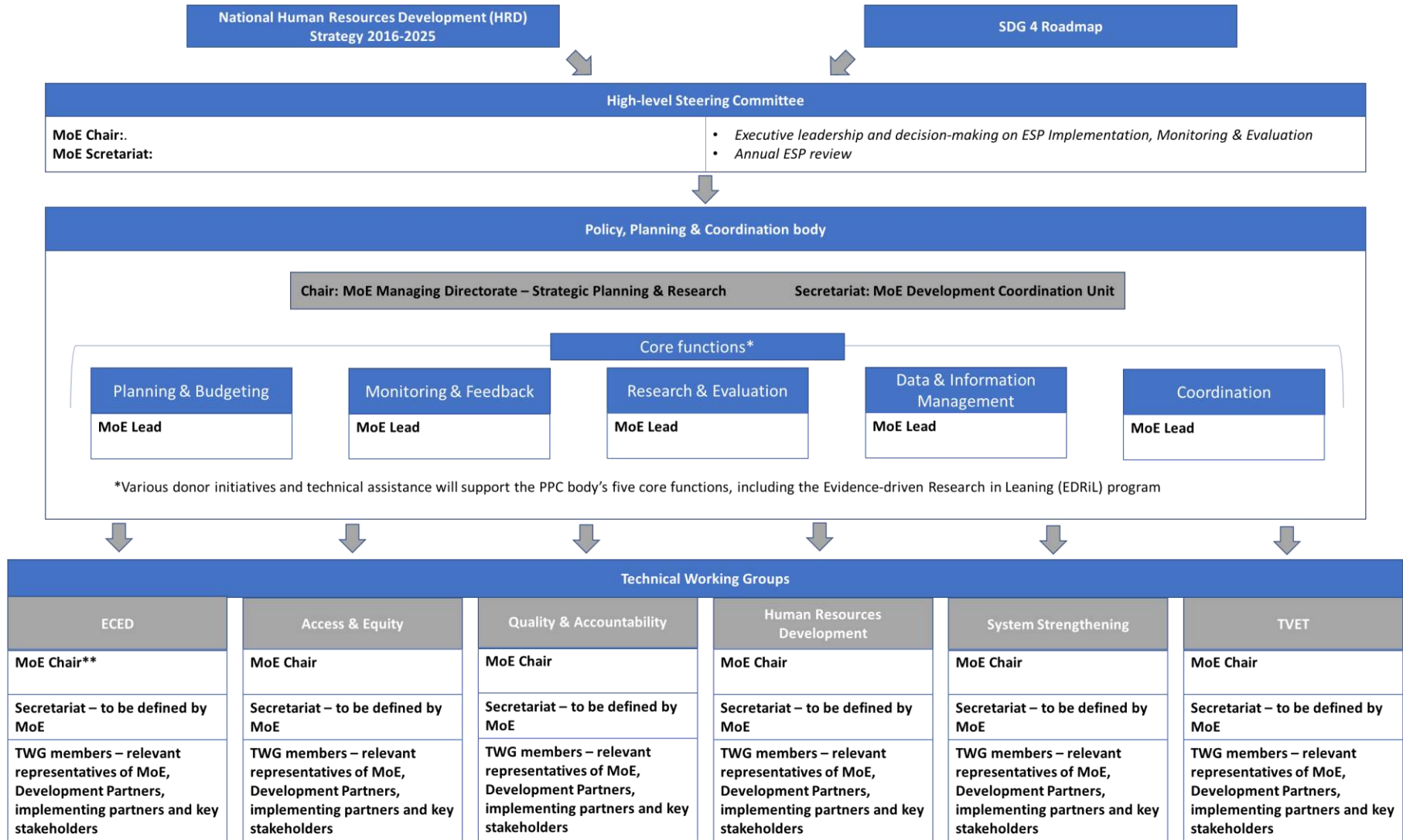
<sup>23</sup> Various donor initiatives and technical assistance will support the PPC body's five core functions, including the Evidence-driven Research in Learning (EDRiL) program.

<sup>24</sup> Dr. Haiyan Hua, M&E Framework (Updated) and Development at the Ministry of Education in Jordan, UNESCO, January 2018

SDG 4, and that they intend to coordinate their efforts to support ESP implementation in accordance with these goals.

- State that the aim to increase transparency and accountability on all sides, improve the predictability and allocation of financing, and better coordinate the multiple inputs and activities which support Jordan's education sector through the ESP.
- Outline a series of commitments of the MoE, which could include:
  - Assuming overall leadership in the implementation, monitoring and evaluation of the ESP, and ensuring it is aligned with the HRD Strategy and SDG 4;
  - Ensuring that all resources for ESP implementation, monitoring and evaluation are available and reflected in MoE budgeting and planning and, to this end, consider revising the structure of the budget of the MoE to reflect ESP implementation, in coordination with the MoF;
  - Ensuring consistency between the ESP and other education sector initiatives and projects that fall under the responsibility of other Ministries or Departments;
  - The PPC body ensuring that a high-level annual review takes place each year, and any major events that could have a detrimental effect on ESP implementation are communicated in a timely and transparent manner to its Development Partners;
  - Consulting with Development Partners on any major changes to education policy;
  - Consulting with Development Partners on any major changes in budget allocations and internal and external controls related to sound public financial management and procurement.
- Outline a series of commitments of the Development Partners, which could include:
  - Aligning and harmonizing their own planning, implementation and M&E activities as much as possible with the processes established in the ESP;
  - Agreeing to develop and use, to the maximum extent possible, common reporting procedures and formats for narrative and financial reporting, so as not to burden the MoE with overly administrative, complicated, and donor-specific requirements;
  - Avoiding distortion of existing government education sector plans, policies and strategies;
  - Harmonizing policy dialogue, consultation and information-sharing through active and constructive participation in TWGs relevant to their support and annual reviews;
  - Supporting an aligned approach to technical assistance and capacity building with the aim of building MoE capacity over the long-term.
- Outline a series of collective responsibilities of MoE and the Development Partners, which could include:
  - Funding the activities identified in the ESP;
  - Disbursing funds as agreed upon in a timely manner;
  - The PPC body ensuring information on all relevant interventions in the education sector (including consultancies, project and program initiatives, requests for assistance made by MoE, project appraisals, implementation and progress reports, technical assistance reports, evaluation reports, reports on budgets and expenditures, etc.) is freely available to all partners;
  - Striving for an increasing number of joint and harmonized activities (e.g. joint planning, monitoring and evaluation/verification missions; strategic and joint technical assistance).

**Figure 5.1: Overview of ESP Partnerships and Coordination Structure**



\*MoE Chairs of the Technical Working Groups will be decided at the ESP launch during the technical workshop

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

### **High-level Steering Committee**

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

**Secretariat:** Executive leadership of PPC body

**Participating members:** Representatives from other relevant ministries (e.g. Ministry of Finance, Ministry of Planning and International Cooperation), national committees and organizations, as appointed by H.E. the Minister of Education.<sup>25</sup>

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

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

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

### **Policy, Planning and Coordination Body**

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

**Secretariat:** Development Coordination Unit

**Participating members:** MoE leads five core functions (budgeting and planning; monitoring and feedback; research and evaluation; data and information management; and coordination)

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

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

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<sup>25</sup> Depending on the MoE's preference, participating members of the High-level Steering Committee may also include representatives of governorates, directorates, schools, education development councils at the Field Directorate level, and education councils at the school level.

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

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

- Reporting to the High-level Steering Committee
- Coordinating the work of the six TWGs
- Preparation of broad Terms of Reference and a Roadmap for the implementation of the ESP, as well as consolidation of annual workplans in support of ESP implementation
- Preparation of Terms of Reference for technical assistance, external consultants, assessments, studies, etc., where needed and in consultation with relevant TWGs
- Identification of funding resources for technical assistance, assessments, studies and recruitment and selection of experts and consulting firms
- Collaboration and support to MoE for the oversight of all steps leading to complete implementation of the ESP
- Updating and communicating the progress of the ESP at donor and Ministry coordination fora
- Preparation of a comprehensive annual narrative and financial report based on the agreed M&E Framework (see Chapter 3) in coordination with the TWGs
- Preparation and delivery of the Annual Review, which is likely to include:
  - Presentation of progress, successes and challenges in the previous year as measured against the agreed M&E framework and identified in assessments, studies, research etc.
  - Consolidation and presentation of policy recommendations to the High-level Steering Committee

### **Technical Working Groups**

**Chair(s):** Relevant MoE department head(s)<sup>26</sup>

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

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

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

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

- Responsibility for calling meetings, setting the agenda, taking meetings, and sharing information with the PPC body
- Setting the minimum frequency of meetings
- Reporting up to the PPC body
- Developing an annual workplan for the domain in support of implementation of the ESP
- Coordinating the technical and financial implementation of the ESP within the relevant domain

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<sup>26</sup> MoE Chairs of the Technical Working Groups will be decided at the ESP launch during the technical workshop

- Identifying requirements for technical assistance, external consultants, assessments, studies, research, etc., to the PPC body
- Working with the PPC body to draft the domain chapter for the annual narrative and financial report based on EMIS data, MoE, FD and school monitoring and accountability activities, and relevant assessments, reports, studies.



# Annexes

## Annex 1: Indicator Matrix by domain and project

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
ECCD	KG2 enrolment (public and private)	Enrolment rate in KG2	Gross enrolment ratio in KG	PDO Indicator #1: # of Jordanian children and Syrian refugee children enrolled in KG2, disaggregated by nationality, gender and type of school	7: # of Syrian children enrolled in kindergarten  <i>See also below - CRF indicator captures both KG1 and KG2</i>	# children (boys and girls) enrolled in ECCE (early childhood care/education) or pre-primary education - KG2 (certified)	# children (boys and girls) enrolled in ECCE (early childhood care/education) or pre-primary education - KG2 (certified)	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
		% of children aged five to six years who can access quality KG2	Net enrolment ratio in KG	DLR#1.2 # of Syrian refugee children enrolled in target schools at KG2 level		# children (boys and girls) enrolled in ECCE (early childhood care/education) or pre-primary education (non-certified)	# children (boys and girls) enrolled in ECCE (early childhood care/education) or pre-primary education (non-certified)	Participation rate in organized learning (one year before the official primary entry age), by sex
		GPI in Education		DLR#2 # of additional children enrolled in public and private KG2				Percentage of children under 5 years experiencing positive and stimulating home learning environments
ECCD	% of KG2, KG1 and nursery caregiver completion of pre-service training	% of KG teachers successfully apply new child-centered knowledge and skills in teaching		Indicator 1.1: In-service training modules developed for KG teachers				Gross early childhood education enrolment ratio in (a) pre-primary education and (b) and early childhood educational development
		% of public KG teachers and targeted private KG teachers that have completed the in-service training modules		Indicator 1.2: % of public KG teachers that have completed the in-service training modules				Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks
				DLR#3.3 % of public KG2 teachers that have completed the KG in-service training modules				Indicator 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available)
ECCD	% of KGs and nurseries rated 'good' or 'outstanding'	% of public and targeted private KG2 achieve the administrative quality criteria and the technical quality criteria	% of KG applying quality standards	Indicator 1.3: # of public and private KGs that have developed and implemented quality improvement plans				
		% of public and private KG2 accredited				DLR#3.1 Comprehensive and harmonized quality assurance system adopted for public and private KG2 schools		

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
				DLR#3.2 % of KG2 schools assessed through the newly established quality assurance system				
				DLR#3.4 % of KG2 schools that have improved quality as per the quality assessment system				
ECCD	Early Grade Math's Assessment (EGMA) and Early Grade Reading Assessment (EGRA). Subcomponent mean scores and % students with zero scores				10: Improved learning outcomes for Syrian students in international tests for the first three grades  <i>(referring to EGRA and EGMA results in a given school year for the first three grades)</i>			
ECCD	KG1 enrolment (public and private)				7: # of Syrian children enrolled in kindergarten			
ECCD	Nursery enrolment (public and private)							
ECCD	Scores on the Early Development Instrument (EDI) assessment	% of children who enjoy learning readiness based on early development instrument (EDI) results	Children's readiness for learning					
ECCD	Proportion of parents and other primary caregivers who demonstrate relevant knowledge, attitudes and practices towards early childhood learning, health, nutrition and social protection	% of parents and caregivers who demonstrate relevant knowledge, attitudes and practices towards early childhood learning, health, nutrition and social protection						
ECCD				Indicator 1.4 Public-private partnership (PPP) setup designed and implementation plan for PPP rollout Developed				
Access, Equity (Basic NFE)	Number of new schools opened that meet national construction codes and adheres to EQAU inspection criteria.	Equipment usage index	Percentage of schools offering all grades in basic cycle		4: Number of Type II schools open for Syrian pupils to improve access to education			Indicator 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available)

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Access, Equity (Basic NFE)	Percentage of Grade 1-10 aged children enrolled in schools.	Safe School index	Percentage distribution of schools by gender categories: boys, girls, mixed		2: Quality education provided to Syrian pupils in Type I, II and III schools comparable to the Jordanian standards and advocated in the country  <b>Part 2a: Absolute number of pupils in Type I, II and III schools (excluding kindergarten)</b>	% increase of number of schools that qualify as safe learning environment	% of violence that has decreased in schools	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
Access, Equity (Basic NFE)		Physical Infrastructure School index (includes space for gifted children)	Average class size by level of Education	Indicator 2.1: Improved maintenance system adopted	5: Improved access to education to provide and utilize additional services in Type I and Type II schools for library, computer and science education	# of new schools constructed	# of schools constructed. furnished and equipped	Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education
Access, Equity (Basic NFE)		Percentage of rented and double shift public schools	Percentage of schools with average class size above standard by level of education	Indicator 4.2: Percentage of bids for goods and works that needed to be rebid		# of schools with additional classrooms and WASH facilities (and made accessible for children with disabilities) constructed	# of additional inclusive classrooms newly constructed (including furniture, playground)	Gross intake ratio to the last grade (primary education, lower secondary education)
Access, Equity (Basic NFE)		Number and Percentage of students with disabilities enrolled in schools	Percentage of rented school accommodation (educational and no educational rooms)	Indicator 4.3: Percentage of goods and works contracts that needed to be extended			# of additional inclusive WASH facilities newly constructed	Completion rate (primary education, lower secondary education, upper secondary education)
Access, Equity (Basic NFE)		Number and Percentage of students enrolled in Non-Formal-Education program	Percentage of 2-shift schools	DLR#6.1 Improved maintenance system adopted			# expanded schools benefitting from additional minor rehabilitation/maintenance works (including facilities for CWD)	Out-of-school rate (primary education, lower secondary education, upper secondary education)
Access, Equity (Basic NFE)		Number of new constructed schools opened that meet construction specifications	Percentage distribution of schools by classroom area-by-student categories	DLR#6.2 Legal framework approved for allowing transfer of school-level maintenance and upkeep budget to schools			# of expanded schools supported with maintenance support (training, classroom activities, awareness and creation of school maintenance committee)	Percentage of children over-age for grade (primary education, lower secondary education)
Access, Equity (Basic NFE)		Percentage of basic-education schools that include resource rooms for students with learning disabilities	Percentage of non- utilized classrooms	DLR#6.3 Number of schools that are using a maintenance and upkeep budget			# of children enrolled in the expanded school and benefitting from the school expansion works	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks
Access, Equity (Basic NFE)		Net Enrolment rate	Gross enrolment ratio in basic education				# Syrian and Jordanian children accessing formal education via newly constructed classrooms	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Access, Equity (Basic NFE)		Gross Enrolment rate	Net enrolment ratio in basic education			# of schools including classrooms, WASH facilities and playgrounds rehabilitated and maintained	# of schools including classrooms, WASH facilities and playgrounds rehabilitated and maintained	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
Access, Equity (Basic NFE)		Gender Parity in Education	Percentage of female students in basic education				# of rehabilitated schools supported with maintenance support (training, classroom activities, awareness and creation of school maintenance committee)	Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes (d) adapted infrastructure and materials for students with disabilities(e) basic drinking water; (f ) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)
Access, Equity (Basic NFE)			Promotion rate by grade				# of children enrolled in the rehabilitated school and benefitting from the school rehabilitation works	
Access, Equity (Basic NFE)			Repetition rate by grade	PDO Indicator #2: Percentage point reduction in the dropout rate of Syrian refugees, disaggregated by Gender	8a: Number of Syrian students enrolled in Catch-Up classes	# of children (Boys and girls) enrolled in formal general education	# of children (Boys and girls) enrolled in formal general education	
Access, Equity (Basic NFE)			Dropout rate by grade	DLR#1.1 Number of Syrian refugee children enrolled in target schools at the basic and secondary education levels	8b: Percentage of Catch-Up graduates who enrol in formal education	% increase in completion rate at grade 6		
Access, Equity (Basic NFE)			Gross enrolment ratio in secondary education					
Access, Equity (Basic NFE)			Net enrolment ration in secondary education including vocational					
Access, Equity (Basic NFE)			Gross graduation ratio at grades 10 and 12					
Access, Equity (Basic NFE)			Increase in the number of refugee children enrolled by semester					
Access, Equity (Basic NFE)			Proportion of school-age refugee children enrolled					
Access, Equity (Basic NFE)			Change in number of students with special education needs enrolled in school					

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Access, Equity (Basic NFE)	Percentage of students with disabilities who are enrolled in inclusive versus integrated public schools (disaggregated by location, gender, age)	% of teachers trained in disability appropriate pedagogy	Percentage of students with special needs enrolled in main stream schools					
Access, Equity (Basic NFE)	Number of new and existing teachers trained on inclusive teaching practices and teaching students with disabilities (disaggregated by gender).		Number of students identified as 'gifted' in adapted structures					
Access, Equity (Basic NFE)	Parental satisfaction ratings of the support their children with disabilities receive at school (by survey).		Number of students identified as 'with disabilities' in adapted structures					
Access, Equity (Basic NFE)	Number of schools that are able to accommodate students with disabilities (disaggregated by gender, location, type i.e. basic/secondary etc.)		Percentage of students by authority (MoE, MoD , UNRWA, Private)Percentage of students by authority (MoE, MoD , UNRWA, Private)Percentage of students by authority (MoE, MoD , UNRWA, Private)					
Access, Equity (Basic NFE)	Literacy and Mathematics performance for students with disabilities and learning needs e.g. EGRA, EGMA, TIMSS, PISA (disaggregated data by disability or special needs)		Percentage of students in rented classrooms					
Access, Equity (Basic NFE)			Percentage of students in 2- shift schools					
Access, Equity (Basic NFE)			Percentage of students in multi-grade classes					
Access, Equity (Basic NFE)		Adult literacy						
Access, Equity (Basic NFE)	Percentage of out-of-school children enrolled in IFE and NFE programmes (disaggregate by gender, age, location etc.)	Completion rate for NFE programmes				# of children and youth benefiting from alternative education service such as non-formal education (drop out programme)	# of children (girls/boys) enrolled in accredited non-formal education (Drop-Out Programme)age group ( 13-18 ) boys and (13-20 ) Girls	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Access, Equity (Basic NFE)	Enrolment rate for Syrian refugees for Basic and Secondary Education	% of dropout centers fully equipped and functional					# of teachers and education personnel trained (female/male)- Non Formal Drop Out Programme	Youth/adult literacy rate
Access, Equity (Basic NFE)	Percentage of school principals, educational counsellors and teachers who have received training in providing appropriate psychological and educational support to Syrian refugees	% of teachers and facilitators trained in NFE					# of children (5-17 years, girls/boys) provided with school transportation support- Non Formal Drop Out Programme	Participation rate of illiterate youth/adults in literacy programmes
Access, Equity (Basic NFE)		On line courses and platforms created for NFE				# of children (9-12, girls/boys) enrolled in accredited non-formal education (Catch-Up Programme)	# of teachers and education personnel trained (female/male)	
Access, Equity (Basic NFE)						# of children (9-12, girls/boys) who graduate from accredited non-formal education (Catch-Up Programme) who enrol in formal education	# of children (9-12, girls/boys) who graduate from accredited non-formal education (Catch-Up Programme) who enrol in formal education	
Access, Equity (Basic NFE)						# of children (6-18 boys and girls) enrolled in informal non-accredited education who are in school	# of children (9-12 years, girls/boys) provided with transportation support	
Access, Equity (Basic NFE)						# of children (6-18 boys and girls) enrolled in informal non-accredited education who are out of school	# of catch up centres established and equipped	
Access, Equity (Basic NFE)							# of children (6-18 boys and girls) enrolled in informal non-accredited education who are in school	
Access, Equity (Basic NFE)							# of children (6-18 boys and girls) enrolled in informal non-accredited education who are out of school	
Access, Equity (Basic NFE)							# of teachers/education personnel trained (female/male)	
Access, Equity (Basic NFE)							# of eligible children and adolescents referred to formal and non-formal certified education programmes ( Basic education, Catchup and Dropout)	

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Access, Equity (Basic NFE)							# of children 6-18 (boys and girls) who have benefitted from Remedial Education classes in Camp schools	
Human Resource	Average Tawjihi score for new teachers.	% of teachers rated good as per the national teachers standards	Pupil(student)-teacher ratio	Indicator 2.2: Number of K-12 teachers trained and certified	6a: Percentage of newly appointed teachers in Type I and II schools who have completed post-recruitment initial training [Teacher Induction Programme, TIP]	# of teachers and admin staff recruited and assigned to support formal education in DS and camp schools	# of teachers and education personnel trained (female/male)-remedial (number for camp schools)	Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex
Human Resource	Percentage of teachers who are licensed.	% of teachers' applying new methods in classrooms and education		DLR# 4.1 New national teacher professional standards (NTPS) adopted and disseminated	6b: Improved quality of Teacher Induction Programme (TIP)			Pupil-trained teacher ratio by education level
Human Resource	Percentage of teachers who attend 80 hours of training each year.	Percentage of leaders (public and private) licensed according to the new system		DLR# 4.2 Teacher evaluation framework adopted and Disseminated				Proportion of teachers qualified according to national standards by education level and type of institution
Human Resource	Percentage of new teachers in grades 4-10 who complete pre-service training of at least 8 months duration.	Percentage of teachers (males / females) who have a license to practice the profession		DLR #4.3 Number of newly appointed teachers evaluated against the National Teacher Professional Standards (NTPS) using the teacher evaluation Framework				Pupil-qualified teacher ratio by education level
Human Resource	Percentage of school leaders who are licensed.	Percentage of teachers received performance based incentives		DLR#4.4. Number of K-12 teachers trained and certified	1: Total number of staff (teaching and non-teaching) serving Syrian students (Type I, II and III schools)			Average teacher salary relative to other professions requiring a comparable level of qualification
Human Resource		Percentage of qualified new teachers (male / female) in the public sector		Indicator 2.4: Teacher feedback on training and certification system monitored, analyzed, and included in the annual monitoring and progress reports developed by ETC				Teacher attrition rate by education level
Human Resource		Developed mechanism of selecting and developing educational leadership at all administrative levels						Percentage of teachers who received in-service training in the last 12 months by type of training

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Human Resource		Percentage of teachers who participated in in-service professional development program						
Human Resource		Teacher incentive policies developed and adopted						
Quality	Jordan's scores in Trends in International Mathematics and Science Study (TIMSS).	Jordan's Results in National Tests	Average ratio of ICT laboratory to general classroom (and Library)	Indicator 3.1: Grade 3 diagnostic test on early grade reading and math implemented	10: Improved learning outcomes for Syrian students in international tests for the first three grades	# of children 6-18 who provided in transportation in Camp schools (Remedial classes )	# of children (5-17 years, girls/boys) receiving school kits	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
Quality	Jordan's scores in the Programme for International Student Assessment (PISA)	Jordan's ranking in international tests - TIMSS	Percentage of schools with reliable connectivity to the Internet		9: Passing Rate per Grade for Syrian students	# children, parents and community members, reached through awareness sessions in Host Community and Camps	# of children (5-17 years, girls/boys) benefitting from school feeding programmes	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
Quality	Percentage of teachers integrating technology in the classroom on a regular basis	Jordan's ranking in international tests - PISA	Average ratio of science laboratory to general classroom	DLR#7.1 National assessment strategy adopted	2: Quality education provided to Syrian pupils in Type I, II and III schools comparable to the Jordanian standards and advocated in the country		# of children (5-17 years, girls/boys) provided with school transportation support	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse
Quality	Percentage of parents who read to their children on a regular basis.	% of schools measured 'good' or better according to the inspection criteria (EQAU)		DLR#7.2: Grade 3 diagnostic test on early grade reading and math implemented in all targeted schools	<b>Part 2b: Assessment of schools against specific descriptors on a four-point scale from 1 (best possible performance) to 4 (lowest performance), categorized into three bands (A) Good; (B) Adequate; (C) In need of improvement, and translated into Quality Performance Scores (QPS). QPS provide details for every Performance Standard, broken down into Sub-Domains.</b>		# of BTL campaigns conducted	
Quality	Number of new schools opened that meet national construction codes and adheres to EQAU inspection criteria.	% of students demonstrates age appropriate value based learning (Grade 3 and Grade 6)					# WGBM receiving info about education services	
Quality		Accountability system implemented at all administrative levels in the Ministry of Education		Indicator 3.2: Legal framework for the Tawjihi exam has been adopted so that its secondary graduation and certification function is separated from its function as a screening mechanism for university Entrance				



DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Quality		National assessment strategy adopted for grade 3 and grade 9		DLR#7.3 First phase of Tawjihi exam reform completed and action plan for reform rollout is Produced				
Quality		Grade 3 diagnostic test on early grade reading and math implemented in all targeted schools		DLR#7.4 Legal framework for the Tawjihi exam has been adopted so that its secondary graduation and certification function is separated from its function as a screening mechanism for university Entrance				
Quality		Legal framework for the Tawjihi exam has been adopted so that its secondary graduation and certification function is separated from its function as a screening mechanism for university Entrance		Indicator 3.3: Student and Teacher Feedback on first phase Tawjihi reform inform the Tawjihi reform rollout plan				
Quality		Percentage of schools reporting on all forms of violence against children		Indicator 2.3: Percentage of schools with high proportion of Syrian refugees implementing the socio-emotional learning program				
Quality		Percentage of schools implementing the life skills program		DLR#5.1 School program for improving student socioemotional learning designed and tested in schools				
Quality		Percentage of schools that activated partnership with the community		DLR#5.2 Percentage of schools with high proportion of Syrian refugees implementing the socio-emotional learning program				
Quality		Curriculum revised and adopted			3: Packages of free school books for Syrian pupils in Type I, II and III schools			
System Strengthening		# of schools applying quality standards (ISO)		Indicator 4.1: Geographical Information System (GIS) and Open EMIS produce accurate and timely disaggregated data needed for program monitoring and evaluation		# of approved strategic frameworks, procedures, policies, plans	% of sector indicators generated from the OpenEMIS Database	
System Strengthening		# of field directorate delegated decentralized decision making implementing as per the decentralized policies		DLR#8.1 Geographical Information System (GIS) is operational and updated with latest data required for management of the education System		School enrolment data for 2017/2018 academic year made publicly available by January 2018	# of schools completing OpenEMIS data entry by Q3 annually	

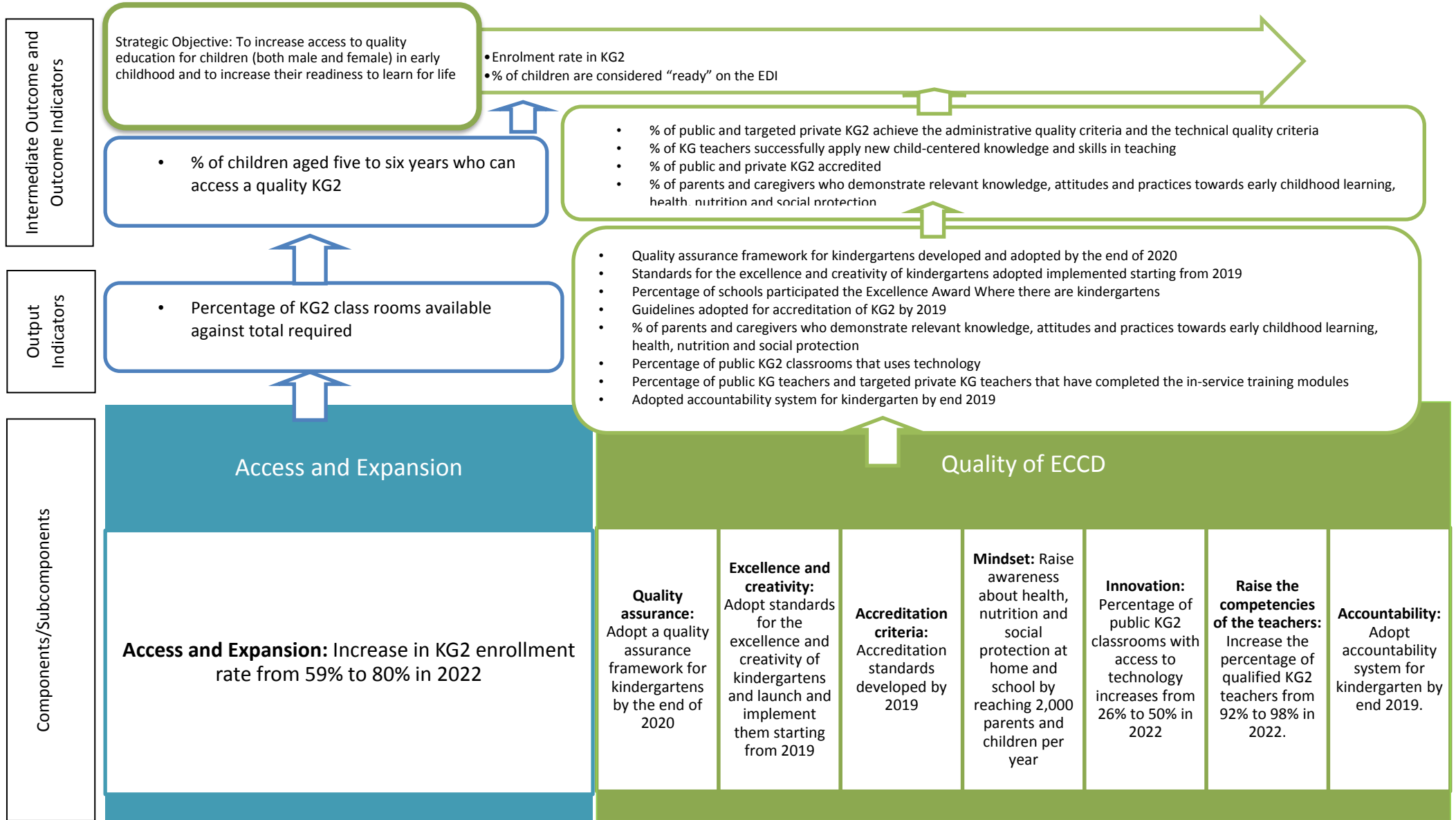
DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
System Strengthening		MoE managing directorate performs as per the standards of institutional performance				# of programmes implemented to improve data collection in humanitarian situations	The capacity of MoE is enhanced to coordinate, monitor and report on the crisis response program inclusive of JRP	
System Strengthening		# and % of risks identified and mitigated				# of education actors trained on policy, planning, data collection systems		
System Strengthening		34. a) # of stakeholders using EMIS system for policy and programme purposes						
System Strengthening		34. b) # and % of information requests (routine and non-routine) are met.						
System Strengthening		Number/percentage of the decentralization related activities completed						
System Strengthening		Updated and adopted and implemented new structure in the education system						
Vocational Education	Enrolment in vocational education in grades 11+12 as a share of total enrolment in grades 11+12	Passing out rate in vocational education grade 12 (Tawjihi)				# of vocational /industrial schools constructed	# of vocational /industrial schools constructed, furnished and equipped with the required equipment, teaching and learning aids	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
Vocational Education	Enrolment in secondary-level technical and vocational education as a share of total secondary enrolment	% of students who passed Tawjihi vocational education and are engaged in decent gainful employment/self-employed				# of upgrade workshops in vocational schools	# of students enrolled in the newly constructed specialized schools	Gross enrolment ratio for tertiary education by sex
Vocational Education	Proportion of students following technical and vocational paths in post-secondary education	% of students who passed Tawjihi vocational education enrolled in vocational specialization					# of teachers trained in technical teaching	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex
Vocational Education	Percentage of firms offering formal training	% of employers satisfied with performance of vocational education graduates					# of upgraded workshops in vocational schools	
Vocational Education		# of firms offering internship to Vocation Education students						
Vocational Education		% of people surveyed offers positive impression towards vocational education						

DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Vocational Education		Enrolment in secondary-level vocational education as a share of total secondary enrolment						
Vocational Education		An updated vocational education policy						
Vocational Education		Number of vocational schools (males and females) prepared to accommodate and integrate people with special needs						
Vocational Education		Enrolment in vocational education in grades 11+12 as a share of total enrolment in grades 11+12						
Vocational Education		Enrolment in secondary-level technical and vocational education as a share of total secondary enrolment						
Vocational Education		Percentage of teachers who received in-service training						
Vocational Education		Percentage of approved licensed trainers at the level where they work						
Others						# of teachers and educational personnel receiving training in life skills and/or citizenship education	Vulnerable children and youth acquire life skills and innovation for meaningful social, civic and economic engagement	
Others						# of children (5-17 years, girls/boys) benefiting from life skills and citizenship education programmes in formal settings	Vulnerable children and youth acquire life skills and innovation for meaningful social, civic and economic engagement	
Others						# of children (10-18 years, girls/boys) benefiting from life skills, innovation and citizenship education programmes in non-formal settings		
Others						# of youth (19-24 years, girls/boys) benefiting from life skills, innovation and citizenship education programmes in non-formal settings		
Others						# of children (5-17 years, girls/boys) benefiting from life skills and citizenship education programmes in formal settings		

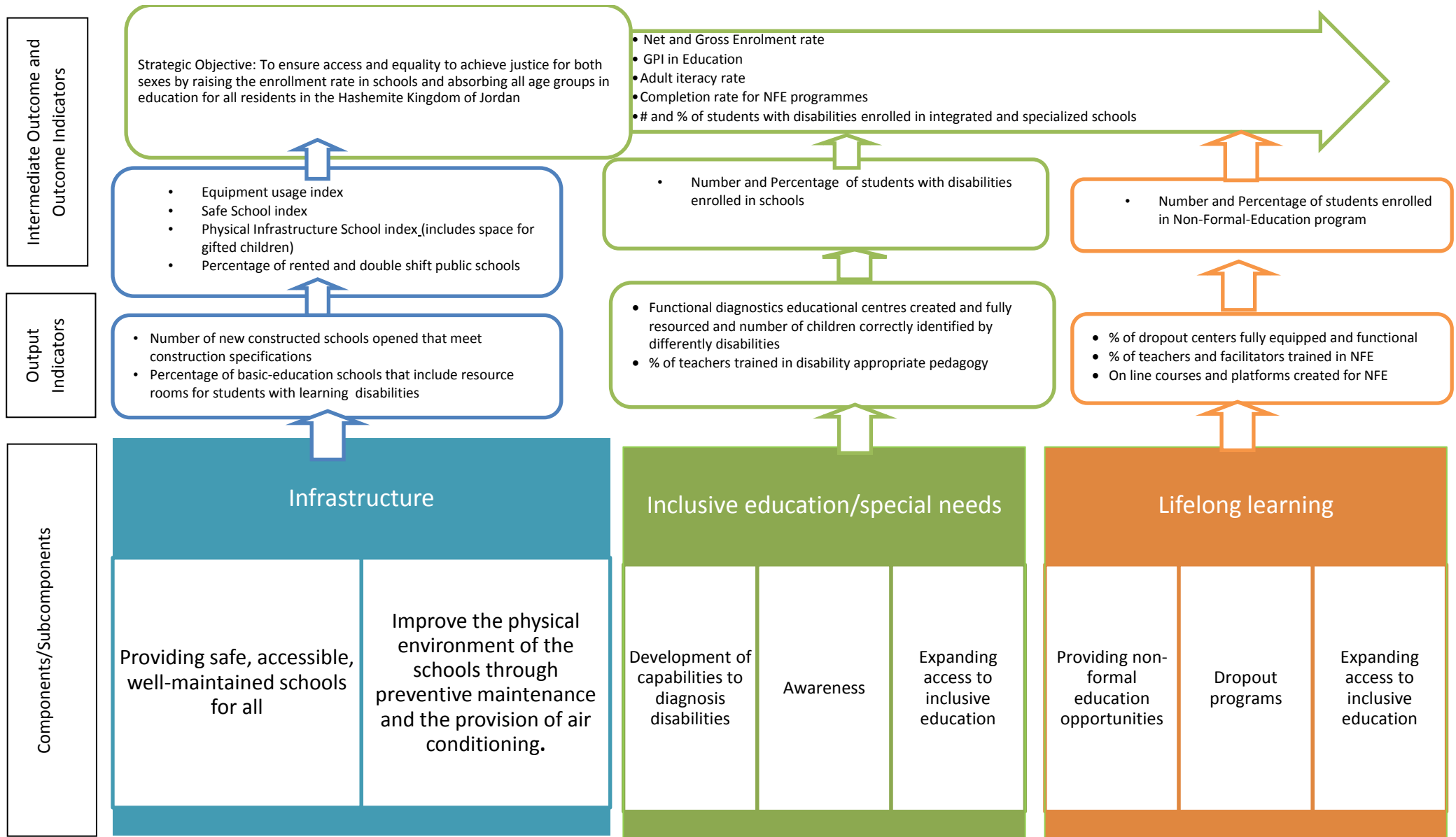
DOMAIN	KPI HRD	ESP	KPI EMIS	WB	CRF	JRP - Sector Specific	JRP - Project Specific	Relevant SDGs
Others						# of teachers and educational personnel receiving training in life skills and/or citizenship education		
Others						# of children (10-18 years, girls/boys) benefiting from life skills, innovation and citizenship education programmes in non-formal settings		
Others						# of youth (19-24 years, girls/boys) benefiting from life skills, innovation and citizenship education programmes in non-formal settings		

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

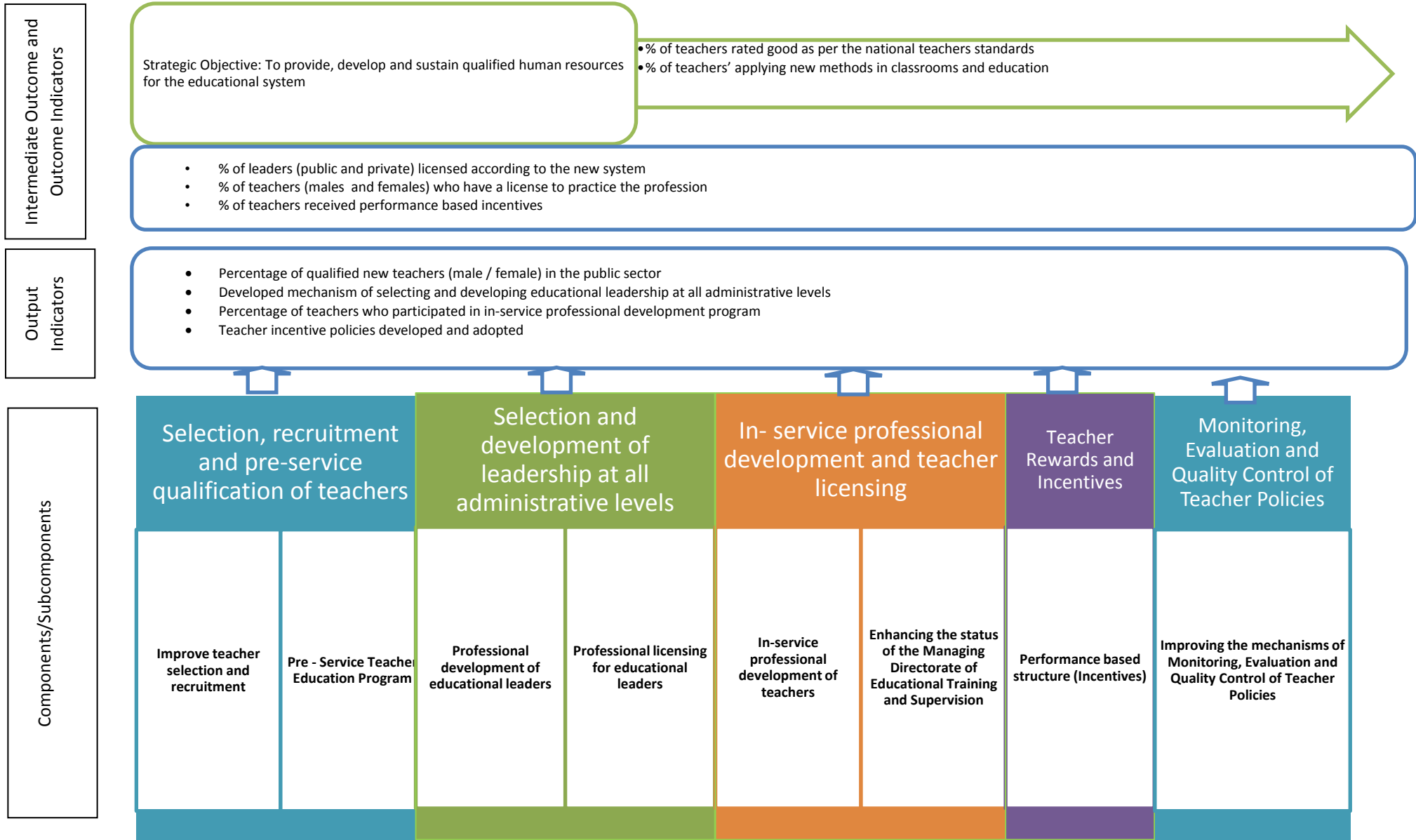
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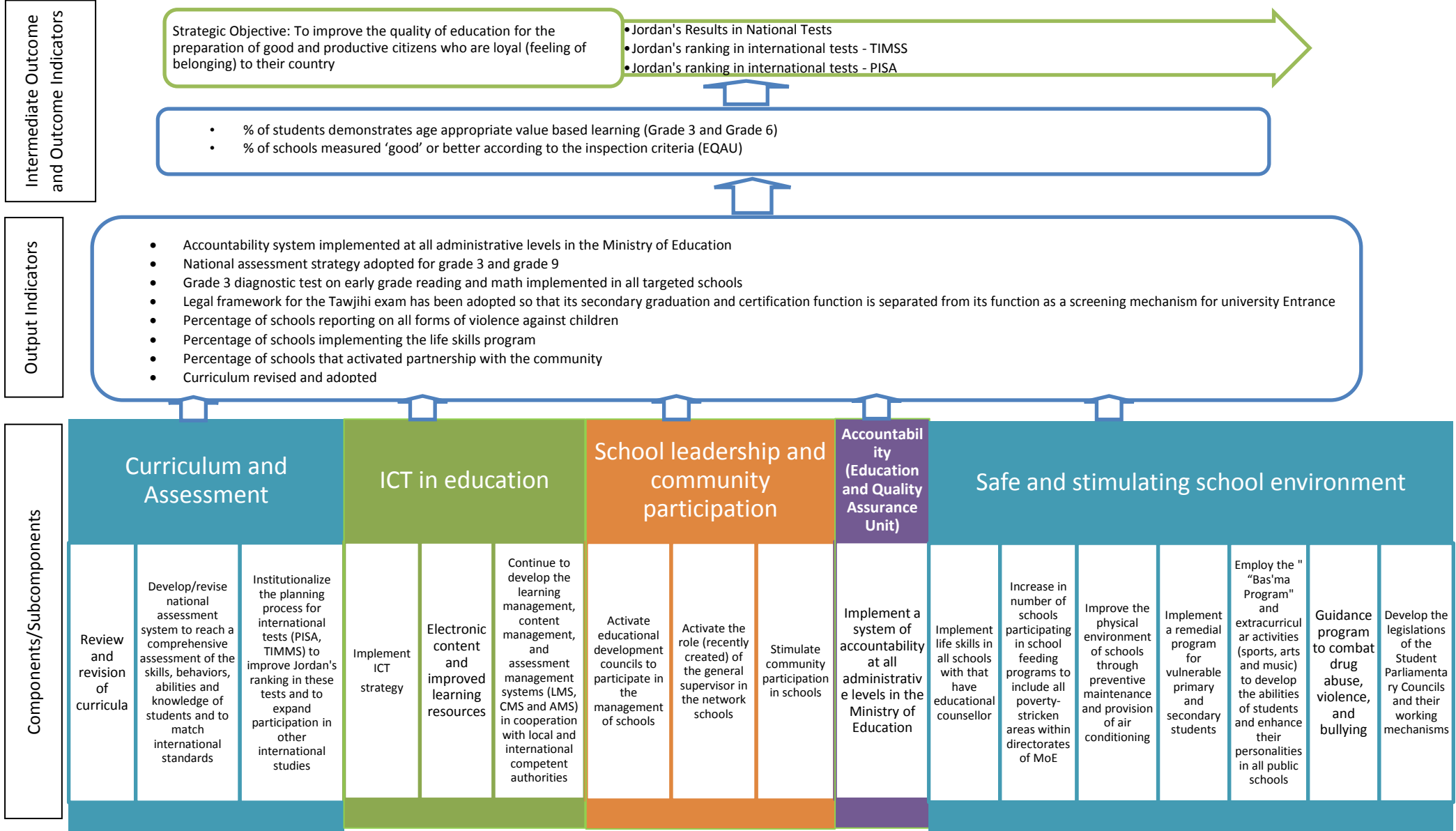
**Domain: Access and Equity**



**Domain: Human Resource**

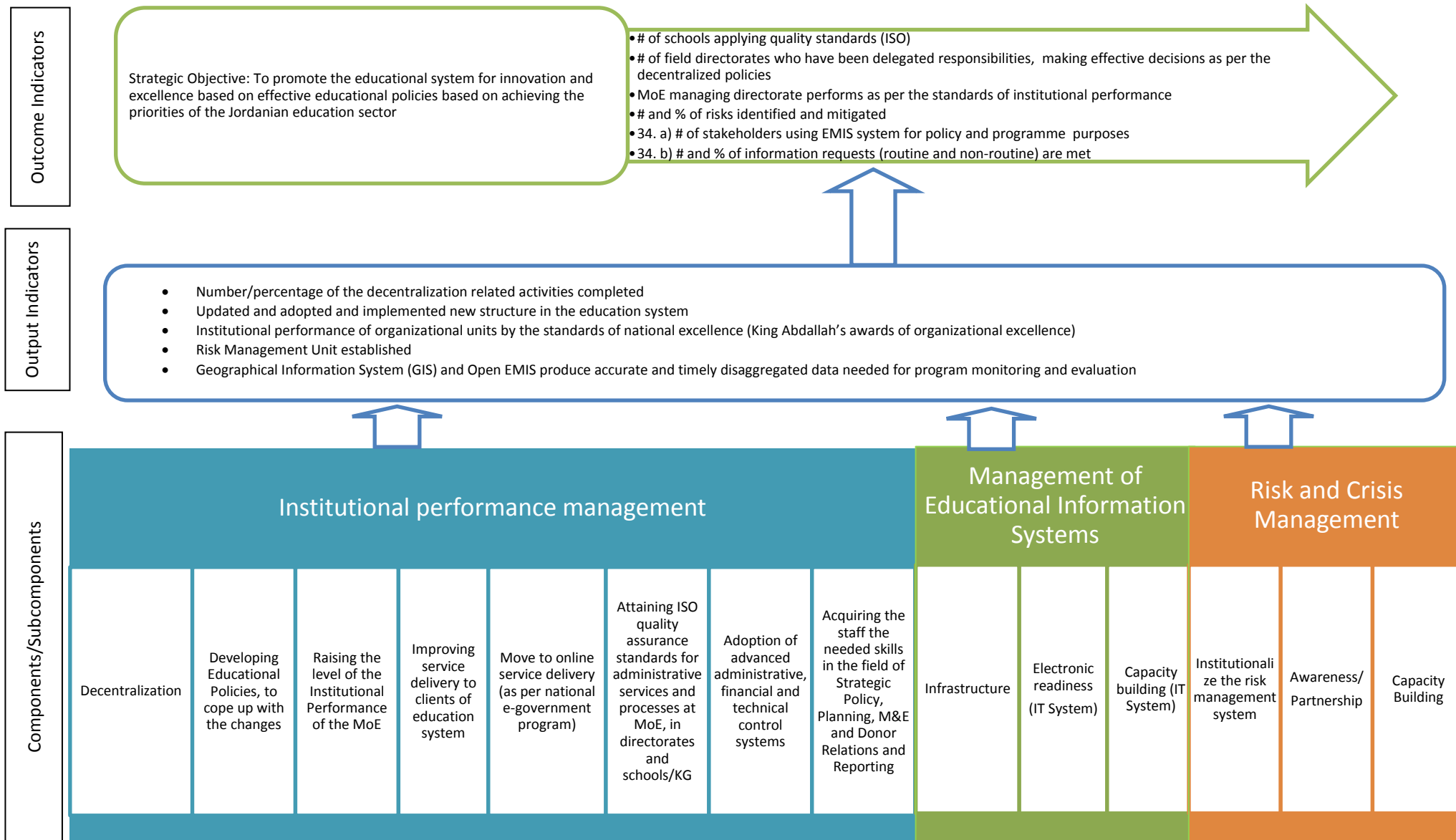


**Domain: Quality**

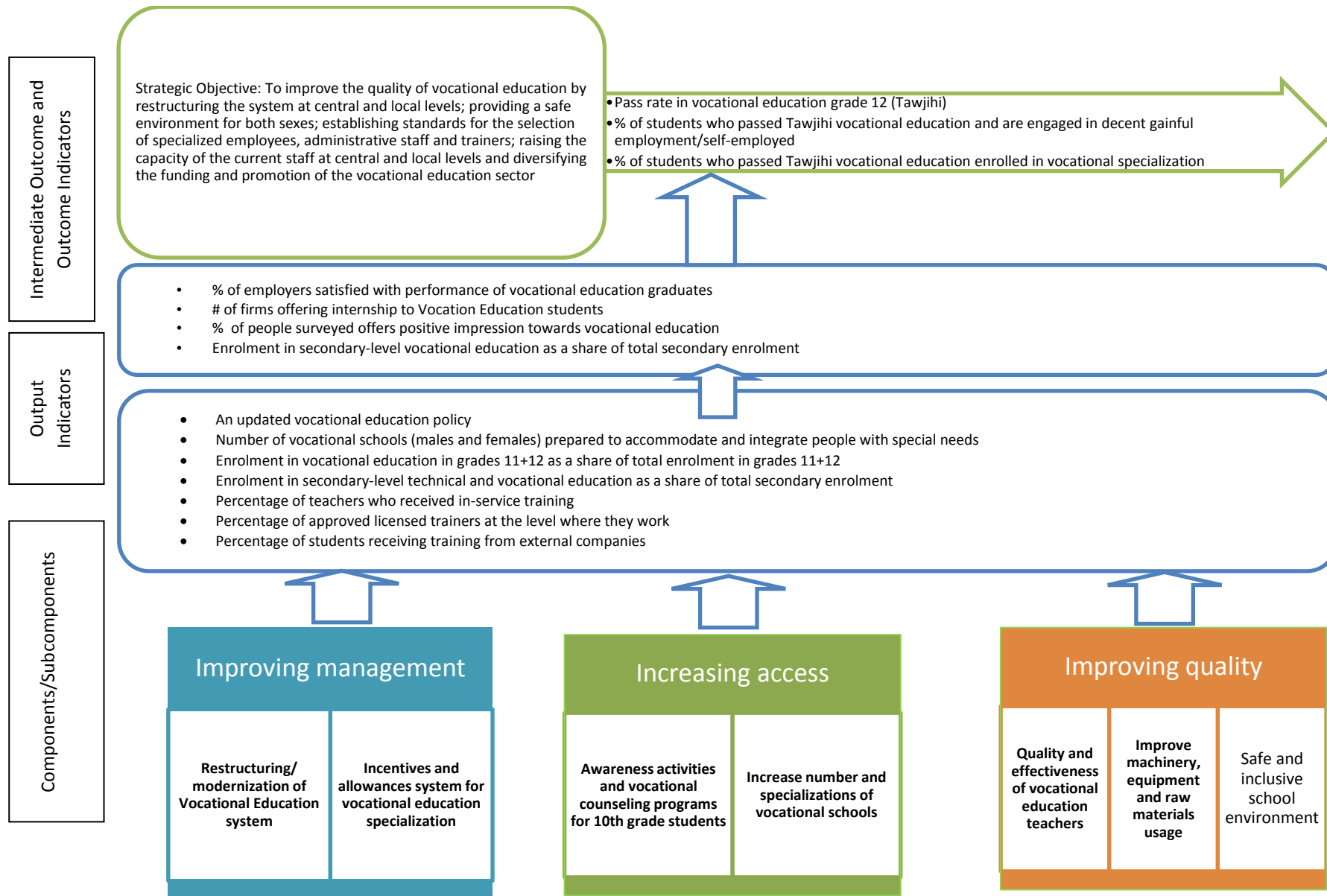




**Domain: System Strengthening**



## Domain: Vocational Education



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

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

	Key Indicator	Indicator Definition/Calculation	* Baseline Values (Year)	Targets					Frequency/Responsibility	Data Source
				Y1	Y2	Y3	Y4	Y5		
1	Enrolment rate in KG2	Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population								School and population Census
2	% of children are considered "ready" on the EDI	The Early Development Instrument (EDI) is a population-based tool to assess children's psychometrically which assesses readiness to learn in the school								Sample Survey
3	% of children aged five to six years who can access a quality KG2	Number of children aged five to six years have quality fully functional KG2 school within two km of their home to total number of children aged five to six years age								School and population Census
4	% of public and targeted private KG2 achieve the administrative quality criteria and the technical quality criteria	Number of KG2 school found adhered to quality criteria to total number of school surveyed								Sample Survey
5	% of KG teachers successfully apply new child-centred knowledge and skills in teaching	Number of KG teachers applying child centred knowledge and skills in teaching to total number of teachers surveyed								Sample Survey
6	% of public and private KG2 accredited	Number of KG2 public and private KG2 accredited to total number of public and private KG2 schools								Accreditation database
7	% of parents and caregivers who demonstrate relevant knowledge, attitudes and practices towards early childhood learning, health, nutrition and social protection	Number of parents and caregivers who demonstrate relevant knowledge, attitudes and practices towards early childhood learning, health, nutrition and social protection to total number of parents and caregivers interviewed								Sample Survey
8	Net enrolment rate	Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population								School and population Census
9	Gross enrolment rate	Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year								School and population Census
10	Gender Parity Index in Education	The ratio of boys and girls enrolled in an educational level. It is usually computed as the ratio of the Gross Enrolment Rate (GER) of females to males at an educational level								School and population Census
11	Adult literacy rate	The percentage of population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. Adult illiteracy is defined as the percentage of the population aged 15 years and over who cannot both read and write with understanding a short simple statement on his/her everyday life.								School and population Census
12	NFE completion rate (% of OOS children graduated from NFE)	Total number of OOS passed to total number enrolled								VE register and exam results

	Key Indicator	Indicator Definition/Calculation	* Baseline Values (Year)	Targets					Frequency/Responsibility	Data Source
				Y1	Y2	Y3	Y4	Y5		
13	Equipment usage index	Composite index to be developed with indicators in teachers and students using equipment (Science and Computer) correctly								Sample survey
14	Safe School index	Composite index to be developed with indicators in students feeling safe in schools (indicators related violence, bullying, corporal punishment)								Sample Survey
15	Physical Infrastructure School index (includes space for gifted children)	Composite indicator (indicators related to WASH, cleanliness, good maintained building, science lab, computer lab, playground, students meeting area)								Sample Survey
16	% of rented and double shift public schools	Number of rented and double shift public schools to total number of schools								School Census
17	# and % of students with disabilities enrolled in integrated and specialized schools	Total number of children with disability to total number of children enrolled in schools								School and population Census
18	# and % of students enrolled in Non-Formal-Education program	Total number of children out of school children (OOS)enrolled in NFE to total number of OOS								School and population Census
19	% of teachers rated good as per the national teachers standards	Total number of teacher rated good to total number of teachers surveyed								Sample survey
20	% of teachers' applying new methods in classrooms and education	Total number of teacher applying new pedagogies to total number of teachers surveyed. To be finalized with EU and DFID.								Sample Survey (School Inspection Report)
21	% of leaders (public and private) licensed according to the new system	Number of leaders (public and private) licensed according to the new system to total number of leaders identified								Database
22	% of teachers (males and females) who have a license to practice the profession	Number of teachers (males and females) licensed according to the new system to total number of teachers								Database
23	% of teachers received performance based incentives	Number of teachers (males and females) received performance based incentives to total number of teachers eligible for performance based incentives								Database
24	% of qualified new teachers (male / female) in the public sector	Number of qualified teachers (in-service and pre-service completed) to total number of teachers registered								Database
25	Jordan's Results in National Tests	National tests score								National results
26	Jordan's ranking in international tests - TIMSS	TIMSS score								TIMSS score
27	Jordan's ranking in international tests - PISA	PISA score								PISA score
28	% of schools measured 'good' or better according to the inspection criteria (EQUA)	Number of schools measured 'good' or better according to the inspection criteria (EQUA) to total number of schools surveyed								Sample Survey
29	% of students demonstrates age appropriate value based learning (Grade 3 and Grade 6)	Instruments to be developed. Number of students demonstrates age appropriate value based learning (Grade 3 and Grade 6) to total number of students surveyed								Sample survey
30	# of schools applying quality standards (ISO)	Number of schools correctly applying ISO process/standards								ISO school report

	Key Indicator	Indicator Definition/Calculation	* Baseline Values (Year)	Targets					Frequency/Responsibility	Data Source
				Y1	Y2	Y3	Y4	Y5		
31	# of field directorates who have been delegated responsibilities, making effective decisions as per the decentralized policies	Based on the decentralized policy and delegated responsibilities at decentralized level, number of directorate is effectively making decision and improved efficiency. Tools to be developed								Yearly assessment
32	MoE managing directorate performs as per the standards of institutional performance	Performance standards developed by the MoE and measured for each directorate ((King Abdallah's awards of organizational excellence)								Yearly assessment
33	# and % of risks identified and mitigated	Risk identified and mapped, risk and mitigation logs developed, Mitigation plan developed and number of risk mitigated								Risk and Mitigation Logs/Register
34	34. a) # of stakeholders using EMIS system for policy and programme purposes 34. b) # and % of information requests (routine and non-routine) are met.	Number and % of partners using EMIS system effectively and number of partners information requirement met through EMIS								EMIS reports
35	Pass rate in vocational education grade 12 (Tawjihi)	Number of VE students in grade 12 passed in Tawjihi exams to total number of students in grade 12								VE institute records
36	% of students who passed Tawjihi vocational education and are engaged in decent gainful employment/self-employed	Number of VE students who passed in Tawjihi exams employed to total number of students in VE grade 12 passed								VE institute records
37	% of students who passed Tawjihi vocational education enrolled in vocational specialization	Number of VE students who passed in Tawjihi exams enrolled in advance vocational specialization to total number of students in VE grade 12 passed								VE institute records
38	% of employers satisfied with performance of vocational education graduates	Number of employers satisfied with VE graduates performance to total number of employers surveyed								Sample survey
39	# of firms offering internship to Vocation Education students	Number of firms offering internship								VE institute records
40	% of people surveyed offers positive impression towards vocational education	Number of people surveyed offers positive impression towards vocational education to total number of people surveyed								Sample survey
41	Enrolment in secondary-level vocational education as a share of total secondary enrolment	Total number of students enrolled in VE to total number of secondary school students								School census and VE institute records

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

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

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

#	Indicator	Definition	Baseline values	Targets				Frequency/ Responsibility	Source of verification
				12/2017 (covering school year 2017/18)	12/2018 (covering school year 2018/19)	12/2019 (covering school year 2019/20)	12/2020 (covering school year 2020/21)		
3	Packages of free school books for Syrian pupils in Type I, II and III schools	Absolute number of Syrian pupils receiving free study books, together with absolute number of books/book packages	(Baseline 2017)  125,000 packages of school books, 100% new	130,000 packages, 100% new	135,000 packages, 100% new	140,000 packages, 100% new	145,000 packages, 100% new		EMIS data MoE reports Inspectorate reports Verification report by external experts
4	Number of Type II schools open for Syrian pupils to improve access to education	Absolute number of Type II schools open for Syrian pupils	(Baseline 2017)  196 double shift schools (School Type II) open	196	190	175	160		EMIS data UNICEF reports Timetables for each school based on lesson plans Verification report by external experts
5	Improved access to education to provide and utilise additional services in Type I and Type II schools for library, computer and science education	Absolute number of libraries, computer labs and science labs in Type I, II and III schools, together with absolute number of specialised staff appointed for those facilities.	(Baseline 2017)  School Type I: 1 Lib: 1; ScLab: 0; ICTlab: 0 Access FCR 0.00  School Type II: 210 Lib: 83; ScLab: 80; ICTlab: 75 Access FCR 0.16  School Type III: 9,842 Lib: 2,184; ScLab: 3,664; ICTlab: 3,994 Access FCR 0.32	<i>Type I: proposal pending</i>  <i>Type II: TBD after needs assessment</i>	<i>Type I: proposal pending</i>  <i>Type II: TBD after needs assessment</i>	<i>Type I: proposal pending</i>  <i>Type II: TBD after needs assessment</i>	<i>Type I: proposal pending</i>  <i>Type II: TBD after needs assessment</i>		EMIS data Inspectoral reports MoE reports confirming budgetary allocations Verification report by external experts
6a	Percentage of newly appointed teachers in Type I and II schools who have completed post-recruitment initial training [Teacher Induction Programme, TIP]	Absolute number of newly appointed teachers for Syrian students, taking and completing post-recruitment (TIP) training in the year following their appointment, expressed as a percentage of the total absolute number of newly appointed teachers in that specific year.	(Baseline 2017)  100% (N=2,676)	100%	100%	100%	100%		ETC Report

#	Indicator	Definition	Baseline values	Targets				Frequency/Responsibility	Source of verification
				12/2017 (covering school year 2017/18)	12/2018 (covering school year 2018/19)	12/2019 (covering school year 2019/20)	12/2020 (covering school year 2020/21)		
6b	Improved quality of Teacher Induction Programme (TIP)	Assessment of impact of the TIP against a systematic framework including seven thematic clusters (Organisation of training; Training materials; Practical relevance/quality of programme; Interaction trainer-trainees; Selection process; Mentoring process of new teachers; overall Impact of training), expressed in Quality Performance Scores (QPS), very much in line with the methodology applied for assessing the qualitative element of Indicator 2.	(Baseline 2015) Overall QPS: 3.98 Ed. Supervisors: 4.03 Mentors: 3.89 New teachers: 3.95	Overall QPS: 4.22 Ed. Supervisors: 4.19 Mentors: 4.11 New teachers: 4.32		5% improvement from new baseline (created by December 2017)		Survey Report by Educational Training Centre (ETC) of the MoE	
7	Number of Syrian children enrolled in kindergarten	Absolute number of Syrian children enrolled in kindergarten	School Type I: 216 SYR (0 non-SYR) School Type II: 107 SYR (20 non-SYR) School Type III: 88 SYR (28,325 non-SYR) (1.43% of total KG enrolment in Jordan)		Total: 1,200 SYR	Total: 1,600 SYR	Total: 2,000 SYR	EMIS data	
8a	Number of Syrian students enrolled in Catch-Up classes	Absolute number of Syrian students enrolled in Catch-Up classes	(Baseline 2017) 943	1,500	2,000	2,500	3,000	Records by the MoE Managing Directorate of Non-Formal Education	
8b	Percentage of Catch-Up graduates who enrol in formal education	Absolute number of Catch-Up graduates in a given school-year who enrol in formal education, expressed as a percentage of the absolute number of all Catch-Up graduates		30%	40%	45%	50%	Records by the MoE Managing Directorate of Non-Formal Education	
9	Passing Rate per Grade for Syrian students	Absolute number of Syrian students in a given school-year and grade passing that grade, expressed as a percentage of the total absolute number of Syrian students in that grade+C17	<i>Baseline to be developed in 2017 (August-September) for School Year 2016/2017</i>					EMIS data,	



#	Indicator	Definition	Baseline values	Targets				Frequency/ Responsibility	Source of verification
				12/2017 (covering school year 2017/18)	12/2018 (covering school year 2018/19)	12/2019 (covering school year 2019/20)	12/2020 (covering school year 2020/21)		
10	Improved learning outcomes for Syrian students in international tests for the first three grades	EGRA and EGMA results in a given school year for the first three grades	<i>Baseline to be created following the results of the 2017 survey (to be completed May 2017), then also showing separate values for Syrian students</i>			Reading achievement of standards 55%  Mathematics achievement of standards 55%		RAMP project data	

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

School Type I: Camp Schools

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

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

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

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

**Disclaimer:**

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