

Assessment of the education sector budget support programme variable tranches (Jordan)

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Aide Memoire for Disbursement of 5th and 6th Tranches - Final Report

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List of abbreviations

AC	Assessment and Certification
ALMM	Active Labour Market Measures
ALMP	Active Labour Market Policies
AM	Aide Memoire
AMER	Annual Monitoring & Evaluation Report of the ESP
AP	Action Plan
AQACHEI	Accreditation and Quality Assurance Commission for Higher Education Institutions
BAU	Al-Balqa Applied University
BS	Budget Support
CPD	Continuing Professional Development
CRM	Crisis and Risk Management
DPSD	Directorate of Programmes for Students with Disability
ECED	Early Childhood Education and Development
EDPG	Education Development Partners Group
EMIS	Education Management Information System
EMV	Economic Modernisation Vision
ENI	European Neighbourhood Instrument
EPRD	Educational Planning and Research Department, MoE
ESP	Education Strategic Plan
ESWG	Education Sector Working Group
ETVET	Employment and Technical and Vocational Education and Training
EU	European Union
EUD	EU Delegation
FA	Financing Agreement
FD	Field Directorate of MoE
GC	General Conditions
GDP	Gross Domestic Product
GIS	Geographic Information System
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GoJ	Government of Jordan
HCPD	Higher Council for the Rights of Persons with Disabilities
HEAC	Higher Education Accreditation Commission
HLSC	High Level Steering Committee
HRD	Human Resources Development
ICT	Information and Communication Technology
ILO	International Labour Organisation
JNTS	Jordan National TVET Strategy
JOD	Jordanian Dinar
KE	Key Expert
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MoE	Ministry of Education
MoF	Ministry of Finance
MoHESR	Ministry of Higher Education and Scientific Research
MoL	Ministry of Labour

MTR	Mid-term Review
n.a.	Not applicable
NET	National Employment and Training Company
NGO	Non-governmental Organisation
NQF	National Qualifications Framework
NSHRD	National Strategy for Human Resource Development
pp.	Percentage point
NSTVET	National Strategy for Technical and Vocational Education and Training
OPSYS	Operational System used by the European Commission for External Actions
OSH	Occupational Safety and Health
PPCC	Policy, Planning and Coordination Committee
QA	Quality Assessment/Assurance
QI	Quality Indicator
PI	Performance Indicator
RPL	Recognition of Prior Learning
SDG	United Nations Sustainable Development Goals
SED	Special Education Department
SPR	Sector Progress Report
SRPC	Sector Reform Performance Contract
TA	Technical Assistance
TAPs	Technical and Administrative Provisions
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
TVSDC	Vocational and Technical Skills Development Commission
TWG	Technical Working Group
UN	United Nations
UNESCO	United Nations Education, Science, and Culture Organization
UNHCR	United Nations High Commissioner for Refugees
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
USAID	United States Agency for International Development
USD	United States Dollar
VE	Vocational Education
VERSP	Vocational Education Reform Strategic Plan
VTC	Vocational Training Corporation
WEF	World Economic Forum

Executive summary

The Financing Agreement (FA) on the Sector Reform Performance Contract (SRPC) in the Education and Technical and Vocational Education and Training sectors was signed by the European Commission and the Hashemite Kingdom of Jordan in December 2020. A maximum amount of **€60 million** was envisaged to be transferred to the Jordanian National budget during the fiscal years 2020-2023, subject to the Government of Jordan (GoJ) meeting the General Conditions and Performance Indicators' targets set out in the Technical and Administrative Provisions (TAPs) appended to FA. The funds are expected to be disbursed through 6 tranches – 4 fixed and 2 variable ones¹. The third tranche (i.e., 1st variable tranche of 2021) was restructured to tackle the impact of the Covid-19 pandemic. In addition, a complimentary support of € 5 million, including Technical Assistance, was envisaged by the FA.

The TAPs include nine Performance Indicators (PI). For each of the 4 years, one of the Performance Indicators (different for different years) has no target. Requirements for the targets to be considered partially met (hereinafter – partial target) are not foreseen for all PIs.

The beneficiary of the SRPC is the Ministry of Education (MoE). Other stakeholders responsible for contributing to the performance in respect to the General Conditions and performance indicators or provision of information about the performance, are the Ministry of Finance (MoF), the Technical and Vocational Skills Development Commission (TVSDC); Higher Council for the Rights of Persons with Disabilities (HCPD); King Abdullah II Centre for Excellence in Government Performance and Transparency; Queen Rania Centre (QRC).

Disbursement of the 3rd (3rd fixed) tranche and the 4th (1st variable) tranche was made with consideration of results of the Review Mission conducted in 2023. This report is the Aide Memoire (AM) for the disbursement of the education sector budget support 5th (4th fixed) and 6th (2nd variable) tranches of the SRPC.

The assessment was conducted through three phases: Inception (March 2024), main Review (17th November to 1st December 2024), and Reporting (first half of December 2024). The methodological approach applied during the Review Mission comprised a mix of documentary analysis (Annex 3) and interviews (Annex 4).

Assessment of the Sectorial General Condition

The Sectorial General Condition of this SRPC requires satisfactory progress in the implementation of the Education Strategic Plan 2018-2025² and, as from the second year of the programme, in the implementation of the Technical and Vocational Skills Development Council (TVSDC) adopted action plan, and continued credibility and relevance of both plans or any successor plan.

The assessment demonstrated that both documents are consistent with the acting national overarching policy framework³; they address the appropriately justified Education and TVET sectors challenges and the reform needs; contribute to achieving SDGs and other commitments, as well as

¹ Addendum № 01 to Financing Agreement: JORDAN – "Support to Quality Education and Technical, Vocational Education and Training (TVET)" CRIS No. ENI/2019/042240 and ENI/2020/042602, Annex 1, page 8.

Originally, the funds were expected to be disbursed through 7 tranches – 4 fixed and 3 variable ones. The third tranche (i.e., 1st variable tranche of 2021) was restructured to tackle the impact of the Covid-19 pandemic.

² Originally, Education Strategic Plan 2018-2022.

³ The key overarching policy documents are: Jordan-2025. A National Vision and Strategy; National Strategy for Human Resource Development 2016-2025; Economic Modernisation Vision.

respond to the emerging developments; and they tackle particularly inclusion and gender equality. Therefore, they are adjudged as **relevant**.

The policies were assessed also as **credible**, due to the following:

- Considering the achievements, challenges affecting the implementation of reforms and the corrective measures, there is a satisfactory progress in policy implementation.
- Overall, there is consistency between the policy budget, budget allocation and execution; and acceptable financial sustainability is in place.
- There are sufficient institutional and human resource capacities to drive the reform process and take ownership; the quality of reform management and coordination is satisfactory; necessary efforts are made to strengthen the coordination structures, and a progress is in place.
- A proper monitoring framework is introduced and institutionalised.
- The analytical basis is institutionalised (Department of Statistics, Education Management Information System (EMIS), MoE departments' databases) and is rather strong; the degree of statistical data availability, reliability, and timeliness is appropriate.

Taking into account the aforementioned, the 4th fixed tranche of **€ 3 million is recommended for the payment**, assuming that the General Conditions related to the Macro-economic Stability, Public Finance Management Reform, and Budget Transparency, are also met.

Assessment of the progress against the Performance Indicators' targets

For the academic year 2022-2023, the assessment was performed against the targets of eight Performance Indicators (PI). Pursuant to this current review, 6 were met and 2 were not met. The table on the next pages summarises the assessment and highlights the recommended payment for each Performance Indicator, as well as for the fixed tranche.

Sectorial General Condition	Assessment of performance	Recommended payment, €million ⁴
Satisfactory progress in the implementation of the Education Strategic Plan 2018-2025 ⁵ and, as from the second year of the programme, in the implementation of the Technical and Vocational Skills Development Council (TVSDC) adopted action plan, and continued credibility and relevance of both plans or any successor plan.	Compliance	3.0
Total for Fixed Tranche		3.0

Nº	Performance Indicator	Target 2022-2023	Achievement as per official source of verification	Weight, %	Amount allocated, €million	Assessment of performance	Score attached	Recommended payment, €million
1.1	Percentage of schools evaluated as schools with acceptable or better performance in accordance with the standards of the Education Quality and Accountability Unit (EQUA)	Full: 33% Partial: 31.5%	51%	20	2.4	Compliance	1	2.4
1.2	Percentage of success rate in Vocational Education (VE) for the 12 th Grade	Full: 52% Partial: 51%	60.7%	15	1.8	Compliance	1	1.8
2.1	Percentage of rented public schools and double-shift schools, including VE schools (Type II Schools) against the total number of schools	Full: rented schools – 18%, Partial: rented schools – 18.5%,	18.95%	10	0.6	Non-compliance	0	0
		Full: double-shift schools – 14% Partial: double-shift schools – 14.5%	22.4% (14.15% as per Payment Request but not proved by the data)		0.6	Non-compliance	0	0
2.2	Number of trained teachers and supervisors in inclusive education	Full: 1,500 teachers, 15 supervisors Partial: 1,250 teachers,	6,034 teachers; 191 supervisors ⁶	10	1.2	Compliance	1	1.2

⁴ In the event if other general conditions are also met.

⁵ Originally, Education Strategic Plan 2018-2022.

⁶ Cumulative numbers for 2021-2022 and 2022-2023 are presented.

No	Performance Indicator	Target 2022-2023	Achievement as per official source of verification	Weight, %	Amount allocated, €million	Assessment of performance	Score attached	Recommended payment, €million
		13 supervisors						
2.3	Percentage of vocational education teachers participating in inclusive in-service training	Full: 20% Partial: +2.5% compared to N+3 (17.5% in total)	22%	10	1.2	Compliance	1	1.2
3.1	Percentage of the application of developmental plans in schools and directorates	Full: 97% Partial: 96%	100%	10	1.2	Compliance	1	1.2
3.3	Percentage of requests/ applications for information (routine and non-routine requests) that are met through EMIS	Full: 100% Partial: 97.5%	100%	10	1.2	Compliance	1	1.2
3.4	Percentage of teachers and students who use science tools and ICT effectively	Full: Teachers – 30%, Students – 30% Partial: Teachers – 26.5%, Students – 26%	Does not correspond to the coverage requirement	15 ⁷	1.8	Non-compliance	0	0
				100	12			9.0

In total, **€12.0 million** is recommended for payment: **€3 million** for fixed tranche and **€9.0 million** for variable tranche.

⁷ In the TAPs, it is disaggregated in the following way: '7.5% for teachers and 7.5% for students'.

1 Introduction

1.1 Sector Reform Performance Contract: Support to Quality of Education and TVET

In December 2020, the European Commission and the Hashemite Kingdom of Jordan concluded a Financing Agreement (FA) to provide financial assistance in the form of a Sector Reform Performance Contract (SRPC) in the Education and Technical and Vocational Education and Training sectors. The SRPC is financed under the European Neighbourhood Instrument (ENI), CRIS № ENI/2019/42240 and ENI/2020/42602, and is entitled *EU support to Quality of Education and Technical, Vocational Education and Training (TVET) in Jordan*. The total estimated cost of the SRPC is **€ 65 million**, including € 5 million for complementary support.

The *overall objective* of the SRPC is to support Jordan in achieving enhanced social equity and sustainable growth through free and equitable access to quality primary and secondary education and the development of relevant qualified skills for employment. The expected *impact* is the contribution towards developing a workforce with the skills, qualifications, capabilities, and behaviours necessary to achieve Jordan's economic and societal ambitions.

The *specific objectives* of the SRPC are derived primarily from the Education Strategic Plan 2018-2025⁸ (ESP) and comprise the following:

- Improved learning outcomes (Result Area 1, ESP Domain 4/5: Quality/Human Resources);
- Improved completion of inclusive and equitable primary and secondary education (Result Area 2, ESP Domain 2: Access and Equity);
- A more effective, efficient, and resilient Education system (Result Area 3, ESP Domain 3: System Strengthening) both in general education and in TVET.

A maximum of € 60 million might be transferred to the Jordanian National budget during the fiscal years 2020-2023⁹, subject to the Government of Jordan (GoJ) meeting the General Conditions and Performance Indicators' targets set out in the Technical and Administrative Provisions (TAPs) appended to FA. The funds are expected to be disbursed through 6 tranches (fixed and variable)¹⁰:

Jordan Fiscal Year Type of Tranche	Amount (in million EUR)						Current Status
	Year 1	Year 2	Year 3	Year 4	Year 5	Total	
1 st tranche: 1 st fixed tranche	20					20	Fully disbursed
2 nd tranche: 2 nd fixed tranche		10				10	Fully disbursed
3 rd tranche: 3 rd fixed tranche			3			15	Fully disbursed
4 th tranche: 1 st variable tranche			12				€ 7.5 million disbursed ¹¹

⁸ Originally, Education Strategic Plan 2018-2022

⁹ Due to shift of the Second Review mission from 2023 to 2024, the 5th and 6th tranches are planned to be disbursed during the fiscal year 2025.

¹⁰ Addendum № 01 to Financing Agreement: JORDAN – "Support to Quality Education and Technical, Vocational Education and Training (TVET)" CRIS No. ENI/2019/042240 and ENI/2020/042602, Annex 1, page 8.

¹¹ The Review mission recommended payment of € 7.2 million, however, EU revised the assessment of the Indicator 1.2 (see below) and due to the issues related to the formulation of the calculation method, considered one of the sub-indicators as partially met. Therefore, additional € 300,000 were disbursed.

Jordan Fiscal Year Type of Tranche	Amount (in million EUR)						Current Status
	Year 1	Year 2	Year 3	Year 4	Year 5	Total	
5 th tranche: 4 th fixed tranche					3	15	Payment request submitted.
6 th tranche: 2 nd variable tranche					12		
Total	20	10	15		15	60	

In order to receive the instalments envisaged under the Budget Support component, the Government should maintain compliance with four General Conditions, namely (i) Public Policy¹² (implementation of ESP and Action Plan of the Technical and Vocational Skills Development Commission), (ii) Macroeconomic Stability, (iii) Public Finance Management Reform, and (iv) Budget Transparency, throughout the lifetime of the programme, and achieve the indicators set out in the Policy Matrix (see Table D in the TAPs).

The TAPs foresees 9 performance indicators (PI) which are linked to the disbursement of variable tranches only for the academic years 2021-2022 and 2022-2023. According to the *Addendum № 01 to Financing Agreement: JORDAN – "Support to Quality Education and Technical, Vocational Education and Training (TVET)"* CRIS No. ENI/2019/042240 and ENI/2020/042602, Annex 1, Table D, the targets originally defined for 2019-2020 and 2020-2021, are supposed to be used for monitoring purposes only.

For each of the 4 years, one of the Performance Indicators (different for different years) has no target. As the table below shows, for some PIs, the TAPs do not define requirements for the targets to be considered partially met (hereinafter – partial target):

Indicator	Targets defined ¹³							
	For monitoring				2021-2022		2022-2023	
	2019-2020		2020-2021					
	Full target	Partial target	Full target	Partial target	Full target	Partial target	Full target	Partial target
1.1. Percentage of schools evaluated as schools with acceptable or better performance in accordance with the standards of the Education Quality and Accountability Unit (EQUA)	✓	✓	✓	✓	✓	✓	✓	✓
1.2. Percentage of success rate in Vocational Education (VE) for the 12 th Grade	✓	x	✓	x	✓	✓	✓	✓
2.1. Percentage of rented public schools and double-shift schools including VE schools (Type II Schools) against the total number of schools	✓	x	✓	x	✓	✓	✓	✓
2.2. Number of trained teachers and supervisors in inclusive education	✓	✓	✓	✓	✓	✓	✓	✓
2.3. Percentage of vocational education teachers participating in inclusive in-service training	✓	✓	✓	✓	✓	✓	✓	✓

¹² Also called in this review "Sectorial General Condition".

¹³ Revised version of the TAPs, according to the Addendum № 01 to Financing Agreement.

Indicator	Targets defined ¹³							
	For monitoring				2021-2022		2022-2023	
	2019-2020		2020-2021					
	Full target	Partial target	Full target	Partial target	Full target	Partial target	Full target	Partial target
3.1. Percentage of the application of developmental plans in schools and directorates	✓	✓	✓	✓	✓	✓	✓	✓
3.2. Percentage of development and improvement in the implementation of MoE institutional performance standards (MoE's score in the King Abdullah II Award for Excellence to Government Performance and Transparency)	✓	✓	x	x	✓	✓	x	x
3.3. Percentage of requests/ applications for information (routine and non-routine requests) that are met through EMIS	✓	✓	✓	✓	✓	✓	✓	✓
3.4. Percentage of teachers and students using scientific tools and ICT efficiently	x	x	✓	✓	x	x	✓	✓

For the years 2020 and 2021, solely fixed tranches are foreseen.

The TAPs identify three results (*induced outputs*) to be achieved during the course of the SRPC, which are aligned with the ESP:

- Result Area 1: Improved quality – improved school performance, relevance, and quality of the skills of the teaching force and the quality of vocational education provision (ESP Domain 4/5: Quality/Human Resources);
- Result Area 2: Improved access and equity – universal and equitable participation, will aim at strengthening inclusive and special education and tackle inclusion in vocational education, also through a gender lens (ESP Domain 2: Access and Equity);
- Result Area 3: Improved governance and management – education decentralisation and school management leadership, tackle sector program planning and management, and create pathways leading from vocational education to vocational training (ESP Domain 3: System Strengthening).

The beneficiary of the SRPC is the Ministry of Education (MoE). Other stakeholders responsible for contributing to the performance in respect to the sectorial general conditions and Performance Indicators or provision of information about the performance, are: the Ministry of Finance (MoF), the Technical and Vocational Skills Development Commission (TVSDC); Higher Council for the Rights of Persons with Disabilities (HCPD); King Abdullah II Award for Excellence in Government Performance and Transparency; Queen Rania Centre (QRC).

This report is the Aide Memoire for the disbursement of the education sector budget support 5th (4th fixed) and 6th (2nd variable) tranches of the SRPC.

1.2 Current service contract: objectives and tasks

It is in the context of the above that the EU Delegation to Jordan launched on the 25/09/2022 a Request for Services for the “Assessment of the education sector budget support programme variable tranches”, Reference № SIEA-2018-14099, under the Framework Contract (Services for the Implementation of External Aid – Lot 5). A global price contract was subsequently signed between the EU Delegation and the Consortium led by Ecorys on the 16/11/2022. Originally, the total duration of the contract was 426 days from the start date of the contract, which was set as the 21/11/2022.

Considering that the second Review would not be possible to perform before September, the contract was extended until the end of 2024.

The *global objective* of this assignment was to assess the progress against the targets set under the variable 5th and 7th tranches¹⁴ of the Sector Budget Support programme “Support to Quality of Education and TVET” for school years 2021/22 and 2022/23.

The *specific objectives* were formulated as follows:

1. To collect all compliance documents concerning the achievement of the specific reform benchmarks;
2. To assess the general progress on education policy and progress in priorities and whether the public policy eligibility criteria continue to be satisfied;
3. To provide an assessment of the continued relevance of FA indicators, taking into account the ESP Mid Term Review report (2022) priorities, revised indicators, and list of sub-indicators.

To achieve the above objectives, the assessors were requested to perform overall *nine tasks*, which are concisely presented below:

- Task 1. As a criterion for the 1st General condition under TAPs, assess whether satisfactory progress in the implementation of the Education Strategic Plan 2018-2025 (ESP) and the Technical and Vocational Skills Development Commission (TVSDC) Action Plan is in place and whether those Plans remain relevant and credible;
- Task 2. Provide an update on the implementation of the TVSDC Action Plan, and analyse the synergies, overlaps, and complementarities between different ongoing strategies in the sector, particularly Vocational Education Reform Strategic Plan (VERSP), TVSDC Action Plan, and Jordan National TVET Strategy (Jordan 888);
- Task 3. Analyse the policy financing aspects (consistency with the policy and budget; financial sustainability and related risks): policy financing with main aggregates over last three years (revenue, budget allocation, and execution; share of total budget allocations and outturns);
- Task 4. Describe any institutional capacity issues and degree of ownership among policy implementers and their political leaders; quality of reform coordination, including clarity of responsibilities, level of capacities, of representation and of inclusiveness, quality of the outputs of coordination meetings (decisions taken and follow-up measures) as well as efforts made to strengthen the coordination structures and progress made since last payment; effectiveness of external partners' coordination;
- Task 5. Per variable tranche, assess the level of achievement of the targets of the FA indicators, based *inter alia* on the ESP Mid-term Review Report (MTR)¹⁵, 100 School Survey Report, and consultations with stakeholders;
- Task 6. Assess and verify fulfilment of the agreed conditions for disbursement, with specific focus on whether the FA targets are met (in full or partial) and with due consideration for the latest official data;
- Task 7. Analyse how the initial ESP targets were affected by the impact of COVID and the estimated impact of COVID on the achievement of budget support indicators;
- Task 8. Collect and transmit all the relevant information and compliance information, especially related to the assessment of the general and specific benchmarks;
- Task 9. Assess and provide recommendations on the feasibility of targets and their achievement for 2023 – in particular, also in view of the amendments made to the targets and indicators of the ESP.

¹⁴ These correspond to the 4th (1st variable) and 6th (2nd variable) tranches of the revised TAPs, respectively.

¹⁵ Since 2023, *ESP Annual Monitoring and Evaluation Reports* are produced. The report for 2022-2023 published in October 2024, has been considered for this review mission.

Accordingly, the Terms of Reference (ToR) of the assignment defined *five outputs* to be produced by the assessors for the assessment of the two fixed and two variable tranches, in line with the following schedule:

Review mission № 1

- | | |
|-----------------------|---|
| 1. Inception Report | – within 1 week after the project start (approved); |
| 2. Draft final report | – within 6 weeks after the project start (reviewed); |
| 3. Final report | – within 10 weeks after the project start (approved); |

Review mission № 2

- | | |
|-----------------------------------|---|
| 4. Inception Report ¹⁶ | – within one week after the start of the mission (this report); |
| 5. Draft final report | – within 12 weeks after the project start; |
| 6. Final report | – within 13 weeks after the project start. |

Periods of submitting the Outputs № 4-6 were revised, due to the shift of the second Review mission.

The ToR also provided a clear description of the content for every required output.

The Review Team comprised two assessors: the Team Leader / Key Expert 1, Mr. Aram Avagyan (40 days), and Key Expert 2, Eng. Nahida El-Saies (30 days).

¹⁶ The second Inception report is not listed in the ToR Chapter 11 ("Reports and deliverables requirements") but required in the Chapter 4 ("Required outputs").

2 Assessment Methodology

2.1 The First Review

For every Review, the assessment consisted of three phases: Inception mission, Review mission, and Reporting.

The first Review mission, linked to the 3rd (3rd fixed) and 4th (1st variable) tranches¹⁷, was performed in 2023, through three phases:

- Inception – March 2023,
- Field work – 2nd to 23rd of April 2023, and
- Reporting – from May 2023 (submission of the Aide Memoire first draft) to beginning of July 2023 (finalising the AM with consideration of the comments).

During the Inception phase, the assessors conducted an introductory meeting with the EU Department Officer of the Ministry of Planning and International Cooperation (MoPIC), as well as the MoE focal person who is Coordinator of the EU programme at the Development Coordination Unit. Before the launch of the field work, the assessors familiarised themselves with the FA and its TAPs, with the key policy and other relevant documents available at that period. Accordingly, a list of documents to be collected for assessing the Budget Support Programme performance, as well as a list of stakeholders to be consulted were prepared. The assessors performed also a preliminary review of the General and Specific indicators performance level. This resulted in formulation of hypothesis about the compliance with the targets related to each indicator, which then was tested during the field work phase.

The field work phase of the first Review took place from the 2nd till 23rd of April 2023. The applied methodology comprised a mix of interviews and documentary analysis. The following national stakeholders were interviewed:

1. Ministry of Education (different departments);
2. Ministry of Planning and International Cooperation;
3. Ministry of Labour;
4. Queen Rania Centre (OpenEMIS);
5. King Abdullah II Centre for Excellence;
6. Technical and Vocational Skills Development Council;
7. Vocational Training Corporation (VTC);
8. Al-Balqa Applied University.

In addition, the assessors interviewed international and bilateral development partners active in the field of education and TVET in Jordan namely: UNESCO, UNICEF, and FCDO, the co-chair of the Education Development Partners Group (EDPG).

A list of stakeholders consulted during the first Review is included in the Annex 1.

For documentary analysis, the formal Payment request of the Government (represented by MoPIC) addressed to the Head of the EU Delegation to Jordan (dated 15th February 2023), served as a key reference. Furthermore, the documents annexed to the Payment request letter (as provided to the

¹⁷ Here and below, the new numbering of tranches according to the revised TAPs, is presented.

assessors) were considered. The complete list of documents consulted for the first Review, is presented in the Annex 2.

On 19th April 2023, MoPIC organised an official debriefing meeting with MoE, where the findings of the Review Mission as of that date, were presented by the assessors. The assessors also informed the representatives of MoE and MoPIC about the missing compliance documents and other information necessary for finalisation of the assessment. The missing documents were provided to the Review Team by the 9th May 2023.

The Aide Memoire for Disbursement of 4th and 5th Tranches¹⁸ (hereinafter – AM № 1) submitted to the EUD in July 2023, included a detailed analysis of the situation related to the Sectorial General Condition and every Performance Indicator, with judgements on the level of performance, along with corresponding recommendations.

2.2 The Second Review

2.2.1 Inception Phase

The second Review mission, linked to the 5th (4th fixed) and the 6th (2nd variable) tranches, was originally planned to be conducted in October-December 2023, but was shifted to 2024 to accommodate the envisaged MoE reporting period for 2023, which is May 2024.

The Inception phase of the second Review mission included field work from 24th to 28th of March 2024, followed by a one-week reporting period. At the same time, taking into account that the ESP Annual Monitoring and Evaluation Report (AMER) for 2022-2023 was published in October 2024, and the Government Payment request was submitted in November, the Review mission originally planned for April-May 2024, was postponed to the second half of November 2024.

The Inception mission was performed more than 7 months before the main Review mission. The following activities were implemented:

- collecting the available evidence documents related to the achievement of the PI's 2022-2023 targets and analyse them;
- conducting interviews with the relevant stakeholders for discussing the performance of the respective Indicators;
- informing the beneficiary about any missing documents or information gaps in the provided ones;
- advising the beneficiary in terms of appropriate preparation of the Government's payment request;
- developing hypothesis to be tested during the main Review mission;
- specifying the stakeholders to be consulted during the main Review mission;
- briefing EUD, as well as MoE and MoPIC, about the situation with the achievement of targets;
- validate Methodological approach and update the Work Plan (through this Report).

The **briefing meeting** took place on the 24th of March 2024, at the EUD premises, with the EUD Programme Manager (Education and ERASMUS+), Ms. Ines Alves. Organisational issues, including the mission schedule and meetings with stakeholders, as well as progress as per Indicator, were thoroughly discussed. In addition, overall approach to the Review implementation was agreed.

On the same day, the assessors had an introductory meeting with the MoE focal person Mr Qais Shiyab, who is the Coordinator of the EU programme at the Development Coordination Unit. As per

¹⁸ 3rd and 4th Tranches, according to the new numbering introduced by the Addendum № 01 to the Financing Agreement.

his request, the objectives of the Inception mission, the planned activities, expected results, as well as future steps, including the main Review mission to be held in autumn 2024, were explained in detail. In addition, the achievements related to the PI targets were discussed and the lessons learnt from the previous Review, along with the corresponding recommendations made by the assessors, were presented. The MoE focal person indicated that most of the documentation was already collected by DCU and ready to be shared upon request.

This was followed by a number of meetings with the key players responsible for the performance of the Indicators, held in the period from 25th to 28th March 2024:

- Educational Planning & Research Department, MoE;
- Department of Examination & Testing, MoE;
- Education Quality & Accountability Unit, MoE;
- Education Supervision & Training Department, MoE;
- Managing Directorate of Education, MoE;
- Monitoring and Evaluation Department, MoE;
- EU Department Officer of the Ministry of Planning and International Cooperation, MoPIC;
- EU TA Project.

The meetings arranged with MoE Human Resource Department and the Administration of Queen Rania Al-Abdullah Centre did not take place due to the unavailability of the respective representatives.

A de-briefing meeting was held on the 28th of March 2024, with the participation of the EUD Programme Manager, representatives of DCU (the Head and the Contact person), as well as representatives of MoPIC EU Department. The assessors shared with the participants the preliminary findings of the inception phase, as well as the hypothesis (Chapter 4) to be tested during the main Review mission. The situation regarding the missing evidence / documentation and information gaps was also discussed. The main points were:

- Inaccuracies in data and calculations in the QRC document related to **PI 1.2**, as well as absence of required disaggregation by sex, directorate and supervisory authority;
- Missing information about the double-shift schools in the document related to the **PI 2.1**;
- Missing information about the details of the teacher training in the document related to the **PI 2.2**, as well as disaggregation of data by sex, directorate and supervisory authority;
- Absence of any official document related to the **PI 2.3**;
- Absence of any official document related to the **PI 3.1**;
- Insufficient coverage (i.e., 100 schools against nation-wide) of the survey related to the **PI 3.4**.

2.2.2 The Main Review Phase

The field work of the main Review phase took place in the period from 17th November till 1st December 2024.

A briefing meeting with EUD took place on 17th November 2024 with participation of Mr Fabien Schaeffer, Programme officer – Education and Higher Education, and Mr Qais Shiyab, MoE focal person¹⁹. Overall approach to the organisation of assessment works was discussed and agreed.

For documentary analysis, the formal Payment request **[FA 00]**²⁰ of the Government (represented by MoPIC) on *Disbursement of the second variable tranche of EUR 12 million and the forth fixed tranche*

¹⁹ A preliminary on-line meeting with Mr Fabien Schaeffer and Economic Development Advisor at EUD Ms Betty Diana Vargyas-Rijnberg was held on 11th November 2024, with participation of the representative from Ecorys.

²⁰ Here and below, the code in the square bracket indicates the number of the evidence document file attached to this report and listed in the Annex 3.

of EUR 3 million under “EU Support to Quality of Education and Technical, Vocational Education and Training (TVET) in Jordan” addressed to the Head of the EU Delegation to Jordan (**dated 21st November 2024**), served as a key reference. Furthermore, the documents annexed to the Payment request letter (as provided to the Review Team) were considered.

During the previous Inception phase and Review mission, which took place in 2023, a large number of documents, including legal acts, policy papers reports, and other official and analytical documents were reviewed (see the corresponding Inception Report and Aide Memoire). The additional documents studied during the second Review are presented in the Annex 3.

On the 1st December 2024, a debriefing meeting was organised by EUD and representatives of MoE and MoPIC were invited. Sadly, the latter did not participate. The assessors reported to the EUD officers the situation with performance of the Indicators as well as informed about the documents and information which were still missing for completion of the assessment. It was agreed that the EUD will formally urge MoPIC to ensure provision of the required documents.

The list of stakeholders consulted during the second Review Mission (Inception phase and main Review) is included in the Annex 4.

This Aide Memoire includes a detailed analysis of the situation related to the Sectorial General Condition and every Performance Indicator, with judgements on the level of performance, as well as corresponding conclusion and recommendations.

The list of compliance documents is included in the Annex 5. These documents are uploaded to OPSYS.

3 Assessment of the Relevant Public Policies

The Sectorial General Condition for the release of all tranches in the framework of this SRPC, is formulated in the following way: ‘Satisfactory progress in the implementation of the Education Strategic Plan 2018-2022²¹ and, as from the second year of the programme, in the implementation of the Technical and Vocational Skills Development Council (TVSDC) adopted action plan, and continued credibility and relevance of both plans or any successor plan’. Below, the relevance and credibility (including the track record in policy implementation) of the two aforementioned documents are discussed.

The **relevance** is measured against the extent to which the respective policy papers:

- are consistent with the acting national overarching development policies, more specifically: “Jordan-2025. A National Vision and Strategy”; “National Strategy for Human Resource Development 2016-2025”; “Economic Modernisation Vision”;
- address the Education and TVET sectors challenges and the reform needs which are appropriately justified;
- contribute to achieving SDGs and other commitments, as well as respond to the emerging developments;
- tackle particularly inclusion and gender equality.

The **credibility** is measured against:

- track record in policy implementation (satisfactory progress) – results achieved, challenges affecting the implementation of reforms and corrective measures;
- the level of financing committed – consistency between the policy and the budget, budget allocation and execution, financial sustainability, and related risks, share of total budget allocations and outturns;
- institutional and human resource capacities to drive the TVET reform process and take ownership – quality of reform management and coordination, including clarity of responsibilities, level of representation and inclusiveness, efforts made to strengthen the coordination structures and progress made since last payment; effectiveness of external partners' coordination;
- application of monitoring mechanisms – institutionalised monitoring framework and accountability;
- analytical basis and data quality – quality of national statistical system, degree of data availability, reliability, and timeliness, analysis or studies informing the policy.

3.1 Analysis of policy relevance

3.1.1 The national overarching development policies

As mentioned above, one of the indicators of the ESP 2018-2025 and TVSDC Action Plan relevance, is their consistency with the acting national overarching development policies. Therefore, the corresponding main policy documents, namely “Jordan-2025. A National Vision and Strategy”; “National Strategy for Human Resource Development 2016-2025”; “Economic Modernisation Vision”, are discussed in this section.

The “**Jordan-2025. A National Vision and Strategy**” is the principal national development document of the country²². The strategy defines ‘Jordanians equipped with the skills to succeed’ as

²¹ Presently, extended till 2025.

²² Jordan-2025. A National Vision and Strategy: <https://jordankmportal.com/resources/jordan-2025-a-national-vision-and-strategy>.

one of the desired outcomes within the Education cluster under the pillar “Citizens.” The following inputs are proposed for achieving the above outcome:

- High-quality teachers;
- Well-built school environment with the most important requirements, such as libraries, laboratories, and means of communication;
- Active parental involvement to give their opinions on curriculum and life issues;
- A school curriculum that develops the skills and capabilities required by youth for their adult life;
- Local community support and participation encouraging national values in their young people;
- Private sector participation through practical training, vocational guidance, and other activities necessary to build the capacity of young people and enable them to enter the labour market.

The Jordan 2025 strategy also identifies the Education system challenges as ‘*possible reasons for the stagnation of outcomes*’. Among these challenges are: the limited public expenditure per student; highly variable quality of basic public schools’ infrastructure across the Kingdom (many schools are in need of investment); outdated school curriculum and teaching methods which largely rely on rote learning instead of stimulating critical thinking; highly centralised administration of the public schools’ network; very low parental and community involvement in various school activities; underfunded teacher training which is behind international best practice in terms of training methods; pressure on the school infrastructure, particularly in the northern and central governorates due to the Syrian refugee children inflow, which forced shortening of hours and introduction of double shifts.

The **National Strategy for Human Resource Development 2016-2025**²³ (NSHRD) proposes a number of reform actions which should lead to achieving the following objectives by 2025:

- ensure that all children have access to quality early childhood learning and development experiences that promote primary school readiness, ensure healthy lives, and promote their future well-being;
- ensure that all children complete equitable and quality primary and secondary education, leading to relevant and effective learning outcomes;
- substantially increase the number of youth and adults who have relevant technical and vocational skills for employment, decent jobs, and entrepreneurship.

Those objectives are specified with consideration of clearly defined challenges, particularly for basic and secondary education and TVET:

- Access: not all students can access schools due to their income level, geographic location, disadvantaged status, special educational needs and disabilities, family obligations, and refugee status; not enough students pursue TVET, and there are not consistent pathways which encourage and help them progress to higher levels of training. Therefore, an imbalance exists between students entering universities (mainly for non-vocational courses) and those pursuing technical and vocational programmes;
- Quality: teachers do not receive the training they need or have the right curriculum and assessments to help students achieve the outcomes they need to succeed; the private sector is not appropriately involved in the TVET content (standards, curricula) development, training provision, or allocating places for apprenticeship, in assessing the students’ and the graduates’ skill and competences;
- Financing: the level of TVET public funding is permanently low and accompanied by the private sector’s unwillingness and/or inability to invest in TVET;
- Coordination and Accountability: existing quality control processes do not prioritise the inputs that make the biggest impact, for example, teaching and strategic planning processes are not informed by data; fragmentation across the entire TVET system and a failure of unified policy

²³ Education for Prosperity: Delivering Results. A National Strategy for Human Resource Development 2016-2025: <http://en.heac.org.jo/wp-content/uploads/2021/01/National-HRD-Strategy.pdf>.

development, strategic planning and coordination, complicated by an absence of reliable data to drive and inform decision making;

- Innovation: new approaches to teaching and technology are not used enough; outdated approaches to TVET management and funding, as well as obsolete programmes and delivery ways and methodologies;
- Mind-set: parents and communities need to be more involved in formal and (sic) informal learning to provide holistic support to children during their education journey; TVET is not recognised as a pathway to success and prosperity; being a TVET trainee and TVET teacher is considered to be of low social status.

The **Economic Modernisation Vision 2022-2033**²⁴ (EMV), which is one of the most recent strategic documents, declares itself as fundamentally different from previous policy papers in terms of the development approach. This is expected to make EMV at least more relevant and probably also more credible than the preceding policy documents. Indeed, many measurable indicators are defined in EMV. Thus, for two pillars, the following goals are set up:

- Pillar 1. Economic Growth:
 1. Create 1+ million new income opportunities for Jordanians by 2033;
 2. Increase the real income per capita by 3% per year on average;
 3. Improve Jordan's ranking in the World Economic Forum (WEF) Global Competitiveness Index to top 30th percentile²⁵.
- Pillar 2. The Quality of Life:
 4. Double the percentage of Jordanians who are satisfied with their quality of life to reach 80%;
 5. Classify one Jordanian city ranked among the top 100 cities in the world;
 6. Improve Jordan's ranking in the Legatum Prosperity Index to top 30th percentile.

Under one of the 8 Growth Drivers, namely "Smart Jordan", which has the objective to '*develop and prepare local talents to meet the needs of future skills, required resources and institutions to accelerate economic growth and enhance quality of life*', Education, Early Childhood (Care and) Development, Higher Education, TVET, Data, Research & Development, and Innovation, Entrepreneurship & Start-ups, are listed as priority sectors.

For three clusters, i.e., Education (overall), Basic and secondary education, and TVET, respectively 13, 12 and 15 policy initiatives are proposed. In the EMV Action Plan, 52 priorities for Education sector are foreseen to be implemented during 2023-2025. This Plan, however, is not annualised and costed, and is not accompanied by quantitative indicators.

3.1.2 The sector policy documents

The **Education Strategic Plan 2018-2025 [GC 01]** which is one of the subjects of the assessment, has the mission to '*ensure equal opportunities for a high-quality education that provides learners with scientific, creative and critical thinking*'.

The document is structured around three pillars, namely: 1) Early Childhood Education and Development (ECED); 2) Basic and Secondary Education, focusing on Access & Equity, Quality, Teachers, and System Strengthening; and 3) TVET, in relation to the MoE schools only. Furthermore, it has six priority domains, of which the 2nd to 5th relate to the basic and secondary general education: 1) ECED; 2) Access and Equity; 3) System Strengthening; 4) Quality; 5) Human Resources; and 6) Vocational Education. For each domain, a strategic objective is defined:

²⁴ Economic Modernisation Vision. Unleashing potential to build the future 2022-2033: <https://www.jordanvision.jo/img/vision-en.pdf>.

²⁵ In 2019, Jordan had rank 70 with the score of 60.9 (+1.6 points compared with 2018). Source: The Global Competitiveness Report 2019. https://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf.

1. ECED – increase access to quality education for children (both male and female) in early childhood and to increase their readiness to learn for life;
2. Access and Equity – ensure access and equality for both male and female sexes by absorbing all age groups in education for all residents in the Hashemite Kingdom of Jordan;
3. System Strengthening – promote the educational system for innovation and excellence based on effective educational policies, based on achieving the priorities of the Jordanian education sector;
4. Quality – improve the quality of education for the preparation of good and productive citizens who are loyal (feeling of belonging) to their country;
5. Human Resources – provide, develop, and sustain qualified human resources for the educational system;
6. Vocational Education – increase access to vocational education and improve its quality.

Every domain has from 2 to 5 components with indication of identified challenges and formulated specific objectives.

An analysis of the ESP along national development policy documents discussed in the section 3.1.1 above, suggests that it:

- 1) addresses the challenges formulated in *Jordan-2025* and considers the inputs proposed for achieving the outcomes of this strategy;
- 2) addresses the challenges identified in *NSHRD* and widely covers its objectives;
- 3) foresees a number of actions which are extensively in line with the priorities and initiatives proposed by *EMV* (for the summary of the aforementioned national policy papers, see Annex 6).

This provides an argument for the **ESP relevance**.

Originally, ESP defined 40 key performance indicators (KPI) with mainly quantitative targets (some of the KPIs had more than one target). The **Mid-Term Review (MTR)** of the Education Strategic Plan performance conducted in 2020-2021 (report published in April 2022) identified that at the period of 2019-2020, significant number of KPIs were not achieved and, would most probably not be achieved by 2022. This was mainly due to the influence of Covid-19.

Nevertheless, the MTR proposed an updated set of 20 KPIs with new targets²⁶ which should ensure the further relevance of ESP, extended till 2025. The revision of the indicators and targets was a result of analytical work done by six technical working groups as per domain, and three other technical groups from MoE with participation of development partners through the Education Development Partners Group (ESWG) and EDPG co-chairs.

The **ESP Annual Monitoring & Evaluation Report 2021-2022 [GC 02]** published in June 2023, introduced **ESP Results Framework 2018-2025** which defined hundreds of new targets for more than 150 revised indicators and sub-indicators for the period till 2024-2025, and indicated the achievements for the period from 2017-2018 to 2021-2022.

The **AMER 2022-2023** published in October 2024 **[GC 03]**, additionally reported on the achievements for the 2022-2023 KPI targets, including those related to the TAPs PIs.

The **Voluntary National Review 2022 on Sustainable Development Goals²⁷ [GC 05]**, produced recently by the Ministry of Planning and International Cooperation (MoPIC), not only identifies a number of challenges related particularly to Education but also provides certain recommendations to be taken into account for further policy formulation. These *inter alia* are:

²⁶ Several KPIs had more than one target, e.g. disaggregated by gender or by students and teachers, etc.

²⁷ Available at: <https://hlpf.un.org/sites/default/files/vnrs/2022/VNR%202022%20Jordan%20Report.pdf>.

- further development of EMIS and linking it with HCPD;
- work on development of an integrated framework for assessment in line with all educational stages;
- feasibility assessment of developing a sustainable financial and technical partnership model between the public and private sectors;
- ensuring sustainable professional development for educational and administrative staff;
- increasing the capacity to ensure comprehensive access to education and institutionalising the maintenance system to include all existing school buildings, especially the old ones;
- construction of additional school buildings and classrooms that are equipped to receive students with disabilities;
- enhancing efforts and coordination between all relevant entities to provide a safe school environment;
- development of educational curricula including reinforcement of the gender and gender equality principles, as well as integration, a culture of diversity and accepting differences.

Out of the 20 new AMER KPIs, at least 11 are directly linked with the SGD 4:

- Gross enrolment rate;
- Number of students with disabilities enrolled in schools;
- Number of students enrolled in non-formal education programmes;
- Percentage of students who received remedial interventions;
- Percentage of kindergarten teachers who apply new child-centred knowledge and skills in the education process;
- Percentage of kindergarten teachers who apply new child-centred knowledge and skills in the education process;
- Percentage of teaching and non-teaching staff trained and certified according to the new professional development standards;
- The percentage of teachers and students who use science tools and ICT effectively;
- Classification of Jordan in Trends in International Mathematics and Science Study and global reading studies;
- Literacy and numeracy rate;
- Students' success rate in Tawjihi.

At the time of this Review Mission, SDG Voluntary National Review 2024 was still in draft and was not made available to the assessors.

The original ESP was equipped with a **Strategy for Mainstreaming Gender Equality in Education 2018-2022**, defining 15 strategic objectives related to the 6 ESP Domains. The MTR emphasised the importance of introducing a better mainstreaming of gender and disability, and where possible, proposed disaggregation of the new KPIs by sex (13 KPIs). This was done in AMER 2021-2022 and AMER 2022-2023, where all KPIs related to students, teachers and other human resources are disaggregated by sex.

The ESP 2018-2025 Results Framework includes 11 KPIs addressing also the **10-Year Strategy for Inclusive Education [GC 06]**, more specifically, the objective *“Provide a friendly and enabling learning environment for all students and to respond to the requirements of access by persons with disabilities to school buildings, facilities and educational services on an equal basis with their peers without disabilities”* under the 4th component: Accessibility and Reasonable Accommodation. These KPIs are:

- i.1.4 – Number 5-year-old children with disabilities enrolled in KG2;
- i.1.4.1.b – Percentage of KG teachers who reported to have the necessary skills for inclusive education for people with disabilities;

- i.2.1.2 – Number of schools and classrooms that provide basic services for students with disabilities;
- i.2.2.a – Number of students with disabilities enrolled in schools;
- i.2.2.b – Number of schools that receive students with disabilities;
- i.2.2.2 – Number of amended educational legislations on persons with disabilities;
- i.2.2.3 – Awareness-raising workshops for the community on the rights of persons with disabilities;
- i.2.2.4 – Number of teachers trained on inclusive education manuals;
- i.6.2.2.a – Number of students with disabilities enrolled in vocational education schools;
- i.6.2.3.b – Legislation regulating inclusion of students with disabilities into vocational education in accordance with the ten-year inclusive education plan
- i.6.2.3.c – Number of vocational schools equipped for access of students with disabilities

Targets of all these KPIs for 2021-2022 and 2022-2023 were achieved.

The **TVSDC Action Plan 2020-2024 [GC 07]** is based on 12 pillars. For each of them, from 2 to 5 performance criteria (44 in total) are defined, and from 1 to 4 activities (30 in total, with a number of sub-activities for every activity) are foreseen. The AP is annualised across the *activities*, but no deadlines for achieving the *performance criteria* are defined. Moreover, in many cases it is difficult to identify any direct link between the activities and the performance criteria. For example, under the Pillar 1. Quality and Qualifications Framework, the following two activities are foreseen:

- 1.1. Develop, operationalise and implement unified standards/criteria for qualifications development and registration;
- 1.2. Develop and adopt the quality assurance mechanisms and procedures.

It is unclear how the aforementioned activities can lead to the achievement of the 5 performance indicators defined for the respective pillar:

1. NQF (National Qualifications Framework) policies published;
2. Additional resources on NQF implementation (budget, staff);
3. Number of qualifications/institutions registered and/or re-registered on NQF, not less than 200 qualifications per year between new or re-registered;
4. NQF-Information Management System including the database;
5. Progressively increasing roles and mandates, partnerships and departments gradually transferred to the private sector / social partners – at least 5 per year.

Besides, there are several performance indicators formulated in a manner that cannot be measured, e.g.:

- 1.2. *'Additional resources on NQF implementation (budget, staff)'* – no amount of the required additional resources is defined;
- 2.2. *'TVSDC staff demonstrate competence in AC'* (Assessment and Certification) – it is not clear according to which standards and/or criteria;
- 2.3. *'Number of persons comprehensively assessed/certified (based on new qualifications)'* – no number is defined.

The Action Plan is costed. Required resources for every sub-activity are identified and the necessary financial means are estimated. The total cost of the TVSDC AP is estimated at **55,960 thousand JoD** (approx. €72,501 thousand²⁸).

The relevance of the TVSDC Action Plan is evidenced as follows. First of all, the activities foreseen by the AP, are in line with many of the EMV's TVET-related initiatives, as shown in the table below:

²⁸ Exchange rate as of April 2023: € 1 = 0.77182 JoD.

TVET-related initiatives of EMV	Corresponding Activities of the TVSDC AP 2020-2024
Educators' training and professional development	<p><u>Activity 5.1.</u> Developing the legal and policy frameworks to support the further development of existing training centres, providing them with logistical resources and building the capacity of trainers;</p> <p><u>Activity 5.2.</u> Providing qualified and experienced trainers to lead training and education in TVET institutions by addressing key issues related to teacher and trainers' services in the sector, particularly: selection + employment and rewards.</p>
Launch micro-credentialing and multiple educational pathways	<p><u>Activity 1.2.</u> Develop and adopt the quality assurance mechanisms and procedures;</p> <p><u>Activity 2.1.</u> Develop and Implement a competence based assessment and certification system;</p>
Implementation of National Qualifications Framework	<p><u>Activity 3.1.</u> Accreditation of training providers according to the criteria based on the national qualifications framework;</p> <p><u>Activity 3.2.</u> Develop and implement a promotional campaign to increase awareness of the importance of accrediting programmes.</p>
Establish new specialties in TVET education	<p><u>Activity 1.1.</u> Develop, operationalise and implement unified standards/criteria for qualifications development and registration.</p>
Develop a national framework for Recognition of Prior Learning "RPL"	<p><u>Activity 2.2.</u> Develop mechanisms to recognise and verify all forms of informal and non-formal learning including RPL;</p> <p><u>Activity 3.3.</u> Develop model lifelong learning training programmes including entrepreneurial skills development and RPL.</p>
Develop Framework for Work-based Learning	<p><u>Activity 4.1.</u> Develop and Implement a plan to reform and revitalise TVET Providers to prepare and deliver TVET qualifications, in close co-operation with employers;</p> <p><u>Activity 4.2.</u> In co-operation with Sector Skills Councils, establish and operationalise advisory committees to ensure relevance of or each programme or group of related programmes;</p> <p><u>Activity 4.3.</u> To Operationalise system related to internships and apprenticeships with employer to enhance "real world" experience for learners.</p>
Promote TVET Digitalisation	<p><u>Activity 4.4.</u> Develop blended (e-Learning) for TVET-levels qualifications.</p>
Develop a national framework for career guidance	<p><u>Activity 6.1.</u> Establishing the Career Guidance network linking TVET institutions, employers and national and platforms for Labour;</p> <p><u>Activity 6.2.</u> Developing and implementing a promotional campaign related to TVET;</p> <p><u>Activity 6.3.</u> Standardisation of career guidance and counselling services under the TVSDC umbrella.</p>
Activate The Technical and Vocational Skills Development Commission role and Vocational Training Corporation governance	<p><u>Activity 10.1.</u> To formally adopt as TVSDC M&E and Performance Management System, the system developed by the ETVET Secretariat with the support of the EU SESIP TA. The system comprises 22 Key performance indicators and the related indicator cards, the newly developed data collection and reporting ICT tool, the network of M&E Focal points trained in the utilisation of the new M&E System, designated by the institutions currently mandated to report;</p> <p><u>Activity 10.2.</u> to implement capacity building on how to use and report with the M&E System and ICT tool, (training and coaching) for M&E staff of TVSDC as well as training providers and other related stakeholders' institutions. Capacity building includes collection and presentation of data and report writing, and</p>

TVET-related initiatives of EMV	Corresponding Activities of the TVSDC AP 2020-2024
	evaluation reports in line with strategic objectives of the HRD Strategy 2016-2025, the provision of the TVSD Law 9/2019 and the international practices; <u>Activity 11.1.</u> To Develop the TVSDC's administrative organisation bylaw, the TVSDC's organisational structure and operations in light of the TVSDC's Council composition and complementary relations; <u>Activity 11.2.</u> Review the present composition of the TVSD Council by including the membership of the General Federation of Trade Unions and the functions and tasks of the Social Partnership Committee of the Council to ensure a tripartite - plus governance of the sector.
Streamline data for TVET	<u>Activity 11.3.</u> Establish a central MIS (under the TVSDC M&E Unit) to coordinate data collection and management from TVET stakeholders.

In addition, a number of other activities are addressing the challenges defined by Jordan-2025 and NSHRD (see above and the Annex 6). Examples of such activities are:

- Activity 8.1. Design, and implement a sustainable financing model for TVET for employment, productivity and international competitiveness, in consultation with employers, workers' organisations, all stakeholders in the Kingdom, other stakeholders in TVET, and sector agencies;
- Activity 8.2. Provide the necessary resources, tools and skills to plan, implement and monitor policy coordination among national institutions involved in TVET and international partners, and to enhance cost-effectiveness and resources invested in sector reform in Jordan;
- Activity 9.1. Institutionalise the work of the sector skills councils and the previously established Social Partnership Committee;
- Activity 9.2 Develop and implement a modern apprenticeship scheme unifying the many work-based training experiences piloted in Jordan, as well as a continuous training (lifelong learning) scheme to upskill workers in the enterprises;
- Activity 9.3. Promote public-private partnerships for TVET at the sectoral level by achieving stability in existing sector skills councils and creating new Sector Skills Councils (SSC) in priority economic sectors;
- Activity 12.1. License training providers in the public and private sectors.

Furthermore, the TVSDC AP remains relevant also to the challenges comprehensively formulated in a recently drafted TVET policy paper, namely “**Jordan 888**”²⁹ and the related **Jordan National TVET Strategy – JNTS [GC 08]**. Correspondence of the TVSDC AP activities to the mentioned challenges is presented in the next table:

TVET Challenges as per Jordan National TVET Strategy	Corresponding Activities of the TVSDC AP 2020-2024
<u>Skills gaps and relevance:</u> the TVET system is not responsive to the labour market needs in terms of learning content, effectiveness of teaching and training practices, and linkages between schooling and future careers	<u>Activity 2.2.</u> Develop mechanisms to recognise and verify all forms of informal and non-formal learning including RPL. <u>Activity 3.3.</u> Develop model lifelong learning training programmes including entrepreneurial skills development and RPL. <u>Activity 4.1.</u> Develop and Implement a plan to reform and revitalise TVET Providers to prepare and deliver TVET qualifications, in close co-operation with employers.

²⁹ Available at: <https://jordan888.com>.

TVET Challenges as per Jordan National TVET Strategy	Corresponding Activities of the TVSDC AP 2020-2024
<p><u>Low involvement of the private sector in TVET programmes:</u> due to the limited size and short-term vision/orientation of the companies, the private sector does not express enough interest in cooperating with TVET providers</p>	<p><u>Activity 4.2.</u> In co-operation with Sector Skills Councils, establish and operationalise advisory committees to ensure relevance of or each programme or group of related programmes.</p> <p><u>Activity 4.3.</u> To Operationalise system related to internships and apprenticeships with employer to enhance “real world” experience for learners.</p> <p><u>Activity 9.1.</u> Institutionalise the work of the sector skills councils and the previously established Social Partnership Committee.</p> <p><u>Activity 9.2.</u> Develop and implement a modern apprenticeship scheme unifying the many work-based training experiences piloted in Jordan, as well as a continuous training (lifelong learning) scheme to upskill workers in the enterprises.</p> <p><u>Activity 9.3.</u> To Promote public-private partnerships for TVET at the sectoral level by achieving stability in existing sector skills councils and creating new SSCs in priority economic sectors.</p>
<p><u>Quality is poor to moderate at all levels:</u> as a consequence of the above challenges, TVET quality remains poor, which is complicated by the absence of national occupational standards, outdated curricula, poor facilities, equipment, and tools, and improper teachers’ and trainers’ competences</p>	<p><u>Activity 1.1.</u> Develop, operationalise and implement unified standards/criteria for qualifications development and registration.</p> <p><u>Activity 1.2.</u> Develop and adopt the quality assurance mechanisms and procedures.</p> <p><u>Activity 2.1.</u> Develop and Implement a competence based assessment and certification system.</p> <p><u>Activity 3.1.</u> Accreditation of training providers according to the criteria based on the national qualifications framework.</p> <p><u>Activity 3.2.</u> Develop and implement a promotional campaign to increase awareness of the importance of accrediting programmes.</p> <p><u>Activity 5.1.</u> Develop the legal and policy frameworks to support the further development of existing training centres, providing them with logistical resources and building the capacity of trainers.</p> <p><u>Activity 5.2.</u> Provide qualified and experienced trainers to lead training and education in TVET institutions by addressing key issues related to teacher and trainers’ services in the sector.</p>
<p><u>Fragmentation:</u> a large number of players with overlapping mandates and lack of clear leadership for planning, implementation, coordination, and monitoring are involved in TVET governance</p>	<p><u>Activity 10.1.</u> Formally adopt as TVSDC M&E and Performance Management System.</p> <p><u>Activity 10.2.</u> Implement capacity building on how to use and report with the M&E System and ICT tool.</p> <p><u>Activity 11.1.</u> To Develop the TVSDC’s administrative organisation bylaw, the TVSDC’s organisational structure and operations in light of the TVSDC’s Council composition and complementary relations.</p> <p><u>Activity 11.2.</u> Review the present composition of the TVSD Council by including the membership of the General Federation of Trade Unions and the functions and tasks of the Social Partnership Committee of the Council to ensure a tripartite - plus governance of the sector.</p>
<p><u>Shortage of data and information:</u> reliable labour market data to be analysed for informed policy discussions, particularly for identifying TVET development and planning, is missing</p>	<p><u>Activity 11.3.</u> Establish a central MIS (under the TVSDC M&E Unit) to coordinate data collection and management from TVET stakeholders.</p>

TVET Challenges as per Jordan National TVET Strategy	Corresponding Activities of the TVSDC AP 2020-2024
<p><u>TVET has a low social image:</u> TVET careers and training programmes are still considered as second best choice compared with university education; in the society, there is a “stigma” toward this level of education</p>	<p><u>Activity 6.1.</u> Establishing the Career Guidance network linking TVET institutions, employers and national and platforms for Labour.</p> <p><u>Activity 6.2.</u> Developing and implementing a promotional campaign related to TVET.</p> <p><u>Activity 6.3.</u> Standardisation of career guidance and counselling services under the TVSDC umbrella.</p> <p><u>Activity 7.1.</u> Preparing, implementing and evaluating a comprehensive communication and visibility strategy and implementation plan for the sector.</p>
<p><u>Lack of sustainable financial resources and effective investment:</u> both the volumes and targetedness of the skills development and particularly TVET financing are extremely insufficient</p>	<p><u>Activity 8.1.</u> Design, and implement a sustainable financing model for TVET for employment, productivity and international competitiveness <...>.</p> <p><u>Activity 8.2.</u> Provide the necessary resources, tools and skills to plan, implement and monitor policy coordination among national institutions involved in TVET and international partners, and to enhance cost-effectiveness and resources invested in sector reform in Jordan.</p>

Also the TVSDC Activity 12.3 (Accrediting training provider facilities that are available and safe for persons with disabilities and encouraging their participation in TVET programmes) is aimed particularly, at achieving one of the expected results of the **10-Year Strategy for Inclusive Education**, i.e., ‘*The availability of school buildings and facilities which are accessible to persons with disabilities*’.

As a result of the analysis presented above, it can be stated that ESP 2018-2025 and the TVSDC AP 2020-2024:

- are extensively consistent with the key national policies, i.e. “Jordan-2025. A National Vision and Strategy”; “National Strategy for Human Resource Development 2016-2025”; “Economic Modernisation Vision”;
- address the Education and TVET sectors challenges and the reform needs formulated in the above national documents, as well as in the Vocational Education Reform Strategic Plan 2023-2027, Jordan 888 and the draft National TVET Strategy;
- tackle inclusion by addressing certain objectives of the 10-Year Strategy for Inclusive Education;
- tackle gender equality through segregation of all relevant performance indicators’ targets by sex.

ESP also considers certain Sustainable Development Goals which are aligned with a number of KPIs.

Therefore, **the ESP 2018-2025 and the TVSDC AP 2020-2024 are overall assessed as relevant.**

3.2 Analysis of policy credibility

3.2.1 Track record in policy implementation

Table B of the TAPs defines one of the sources of verification for the Sectorial General Condition as: ESP Annual Mid Term Review Report 2020 (publication date June 2021); ESP 2021 (publication date May 2022); ESP 2022 (publication date May 2023); **ESP 2023** (publication date May 2024). As mentioned above, the ESP AMER for 2022-2023 was available at the period of the Review Mission, and the assessors considered the mentioned document as a reliable source of information for assessing the progress in ESP implementation.

As per ESP Domain and the related “Intermediate Outcomes”, AMER discusses the key results for the period 2022-2023, analyses the progress, including the challenges faced, and provides recommendations for 2024-2025³⁰.

Assessors find that **substantial results were achieved**. The most important ones are presented below:

- In the domain Early Childhood Education and Development:
 - The number of kindergarten classrooms increased to 155 against the annual target value of 142.
 - The number of furnished and equipped public Kindergartens classrooms increased to 2,980 compared with 2,719 in 2021-2022.
 - The gross enrolment rate in public kindergartens increased from 65.5% in 2021-2022 to 67.4% in 2022-2023; for girls, it increased from 64.7 to 69.2%.
 - The drop-out rate decreased from 0.42% in 2021-2022 year to 0.26% in 2022-2023.
 - In total, 68 private kindergartens were established.
 - The number of 5-6 years-old children with disabilities enrolled in kindergarten increased from 220 in 2021/2022 to 250 in 2022/2023.
 - The quality assurance system for public and private kindergartens (including system's guides, general framework, and evaluation templates) was approved and tested for 400 public and 100 private kindergartens.
 - The readiness programme was provided to 3,102 five-year-olds children not enrolled in kindergarten; 2,900 parents and caregivers were trained on the above programme.
 - A procedural guide for inclusive education in kindergartens was prepared and approved. Kindergarten teachers and supervisors were trained on it.
- In the domain of Access & Equity:
 - A total of 27 new government schools with 387 classrooms were constructed; 35 classroom extension projects were launched aimed at establishing 280 additional classrooms.
 - The number of pupils with disabilities enrolled in schools increased by 200 compared with the precious year, and reached the amount of 26,600.
 - A total of 3,000 pupils with disabilities were enrolled in private educational institutions, and their tuition fees were covered in the framework of partnership with the private sector.
 - Transportation allowance was disbursed to 4,116 pupils with disabilities enrolled in public schools.
 - The number of schools accepting students with disabilities increased to 1,200, including 240 pioneering inclusive schools; 461 support-teachers were appointed to 198 inclusive schools, and 196 specialists were appointed from a multidisciplinary team in all education directorates.

³⁰ It is, however, unclear why not for 2023-2024.

- The MoE budget was increased by 1%, which was earmarked for implementing inclusive education programmes providing accessibility through improved environment facilities.
 - The pupils drop-outs reduced by 523 compared with the previous years, as a result of involving 4,020 boys and girls (1,935 Jordanians, 1,840 Syrians, and 245 other nationalities) in the culture promotion programme.
 - The annual operational plan for infrastructure improvement was launched and approved for completing implementation of the operation and maintenance system.
 - Training cards were designed for 200 teaching hours within the career development curriculum for inclusive education, and more than 1,457 teachers were trained.
 - Various maintenance projects were performed in 751 schools; maintenance bids were offered particularly, for rehabilitation of BTEC labs within 186 schools.
- In the domain of System Strengthening:
- From the assessed 1,772 schools (34% male schools, 47% female schools, and 39% mixed schools) spread among MoE directorates, 40% achieved Effective School indicators ('acceptable' or higher), compared to 38% in 2021/2022.
 - Capacity building on the criteria of the King Abdullah II Award for Excellence in Government Performance and Transparency was provided for 127 (78 males and 49 females) heads of departments and staff of MoE.
 - A Crisis and Risk Management Strategy (CRM) in Education 2023-2027 was launched, in line with the CRM agenda of the National Centre for Security and Crisis Management.
 - A CRM Department was established at the Directorate of Institutional Performance / Department of Educational Planning and Research and Cybersecurity Department at QRC.
 - Within the Jordan's Artificial Intelligence Strategy (2023-2024), two projects developed by MoE were implemented for engaging AI in decision support and in improving education.
 - A comprehensive solution was provided for the Ministry of Education (Learning Management System and Student Information System) through the Ministry of Digital Economy and Entrepreneurship.
 - A tender was offered to maintain and continue developing EMIS services in accordance with the work requirements at the level of schools, education directorates, and the Ministry.
 - WebGIS was linked to the external data sources for providing geographical studies, with the aim of supporting and informing educational decisions. The external data source index reached 60% against 40% in 2021/2022.
- In the domain of Quality:
- For different grades from 1 to 12, over 20 new textbooks and over 10 teacher's guides were published.
 - More than 10 programmes for distance learning in 5 subjects were developed.
 - The national test for education quality control was implemented in writing and electronically on 4 basic subjects for grade 10, applied nationwide in public and private schools, URWA schools, and MoE Directorate of Military Culture schools.
 - Various educational resources were prepared and made available on the gender-sensitive teacher training platform (lessons, educational videos, interactive educational activities).
 - A total of 505 Arabic language and mathematics communities of practice were setup by supervisors and teachers who were trained as part of the remedial program at the school and network levels.
 - Over 2.6 million copies of support-material for Mathematics and Arabic language subjects were printed and disseminated.
 - Educational councils' amended instructions were approved to meet the school needs and make them gender sensitive.

- A modernised Guideline for updated school development programme was developed and tested.
 - A guide for EQAU's Monitoring and Evaluation visits was developed.
 - Two awareness programmes were implemented in all MoE Directorates on the EQAU work methodology, Monitoring and Evaluation visit mechanism, and preparation of procedural plans.
- In the domain of Human Resources:
- In total, 3,459 new teachers were appointed, of whom 773 (294 men and 479 women) hold a pre-service diploma; for all others, training of New Teachers Programme was provided.
 - A supervision and training platform was established for enabling education supervisors to respond to the EQAU evaluation reports.
 - Training for 21,044 employees (7,773 men and 13,271 women) on mandatory and optional promotion programs was conducted using the teacher training platform.
 - Job description cards related to the vocational education development programme (BTEC) and for the newly established Directorate of Institutional Performance Development were developed in cooperation with partners.
 - For 1,050 educational counsellors, 42 training workshops were held for implementing the Ministry's procedure guide for dealing with cases of domestic violence and protecting children from school violence.
 - Capacity building on psychosocial support programmes and career guidance programmes was implemented for educational counsellors, teachers, and safe school environment council coordinators.
 - A new 'Classroom Teacher' specialisation was added to the list of pre-service diploma specialisations.
 - Sustainability units for the pre-service diploma programme were established in four universities (University of Jordan, Yarmouk University, Mutah University, Hashemite University).
 - MoE adopted criteria for educational leaders and developed principles for leader selection, supervisory positions, and their application; 231 principals (103 men and 128 women) were selected according to those new criteria.
 - Professional development criteria for administrators were adopted in accordance with the amended system for professional and specialised ranks and competencies in the Public Service and Administration Commission.
 - Criteria of inclusion and diversity in education were adopted.
 - For implementing Monitoring and Evaluation and quality control, 72 Monitoring and Evaluation officers were qualified.
 - Teachers of 10 vocational schools were trained on the principles and methodologies of integrating students with disabilities into VE.
 - Three quality criteria for selecting vocational education teachers engaged in the BTEC programmes were developed and adopted.
 - A total of 1,222 teachers (750 men and 472 women) were trained on the education quality programme in accordance with BTEC requirements.
- In the domain of Vocational Education³¹:
- The number of students enrolled in vocational education increased by about 1,680.
 - BTEC program was comprehensively introduced in all public VET schools for 6 professions; 4 other professions are planned to be introduced from the academic year 2024-2025.
 - A total of 153 classrooms and 312 VE centres were created in a number of MoE directorates, to provide the necessary requirements for implementing BTEC.

³¹ The Vocational Education cluster under MoE only.

- A new system for distributing students after Grade 9 was approved and operationalised, and the duration of VE was increased from 2 to 3 with a purpose to cover appropriately the BTEC programme.
- Ten vocational schools were equipped to accept students with disabilities; 500 teachers and principals were trained on the methodologies of dealing with people with disabilities in vocational schools.
- A number of new vocational schools and workshops were established.
- Over 16,000 different gender-sensitive activities were implemented in all MoE directorates.
- Vocational guidance services were provided for over 10,000 students, teachers, parents, and local community individuals; a vocational guidance and counselling book was designed and adopted it in teaching secondary school students (Vocational Grades 11 and 12).
- A teacher's guide was prepared for the vocational guidance and counselling book; a total of 75 teachers were trained on the vocational guidance and counselling programme.

A considerable progress was achieved specifically in the field of promoting **inclusive education**. Particularly, under the domain “Access & Equity”, policy, conceptual and operational frameworks of inclusive education were substantially improved³²; school environment was to a possible extent adapted to the needs of inclusive education; capacity building activities for school managers and teachers, MoE and Field Directorates (FD) staff were initiated; an earmarked budget was allocated for funding inclusive education programmes.

Contribution to addressing the **gender issues** was made e.g., through training thousands of teachers, supervisors and principals on gender-sensitive education programmes, and development of gender and human-rights sensitive curricula under the domain “Human Resources”. Disaggregation of all relevant KPIs targets by sex, is another effort to address the gender issues.

For **TVSDC, 2023 Progress Report** should be assessed. However, unlike the previous year, not an Annual Progress Report but a document entitled “*The most prominent achievements of the Technical and Vocational Skills Development Committee since its inception*” [GC 09] was provided to the assessors. In this document, achievements are not reported in accordance with the TVSDC AP pillars or against the performance indicators. They are presented as by “fields” which are not in line with the AP structure. Moreover, no specific periods are indicated for most of the reported achievements but many of them were achieved reportedly by September 2024.

Hence, strictly speaking, the document required by the Verification source of the Sectorial General Condition is not in place. Nevertheless, the following recent (after 2022) achievements can be highlighted:

- Jordanian National Strategy for Technical and Vocational Education and Training 2023-2027 (NSTVET) was issued after its approval by the Council of Ministers in May 2023. This strategy is in line with the EMV, NSHRD, and the MoE Vocational Education Strategy.
- TVSDC Strategy (2023-2025) was developed in line with NSTVET.
- TVSDC digital platform was launched with the purpose to establish a mechanism for supporting the sector by consolidation of the partners' and donors' efforts.
- Excellence standards for TVET and training providers were developed according to international standards; 55 accredited evaluators (internal and external) were qualified to evaluate TVET programmes and training providers; a project was implemented on a pilot basis in 10 institutions.
- For international cooperation, agreements and memoranda were signed with:
 - Danish Refugee Council to prepare 4 professional standards in the sectors (food industries, energy, automotive, and narratives);

³² For more details, see discussion under the TAP's Performance Indicator 2.2.

- Jordan River Foundation to implement work-based learning programs for 350 trainees in the northern governorates;
 - Belgian Development Agency (ENABEL) for implementing project Employment and Livelihood Program: socio-economic empowerment of Youth, Syrian refugees and women in Jordan;
 - ILO for implementing the EU-MADAD project aimed at enhancing professional competence and issuing professional certificates (practice of a profession) for 700 Jordanian and 300 Syrian workers, and link them to work permits and the Sustainability Programme;
 - GIZ for implementing project Support to Jordan Educational Institutions in Offering Labour Market Oriented Vocational Training.
- A Project Management Unit was established in TVSDC with financial and technical support of WB for the TVSDC staff capacity building.
 - Legal acts amending the Professional and Technical Skills Development and Development Law, introducing the licensing system, and classification instructions and trainer ranks were drafted.
 - The following documents related to the professional standards were developed:
 - A general framework for developing professional standards, in cooperation with sectoral skills councils;
 - A matrix of the most prioritised professions based on the recommendations of sectoral skills councils;
 - 77 professional standards in cooperation with sectoral skills councils according to the general framework for preparing professional standards in the sectors (tourism, chemicals, textiles and leather, agriculture, logistics, communications and information technology, plastics, food industries, cars, energy, services, vocational guidance, occupational safety and health, personal care, pharmaceutical industries).
 - A work-based learning project supported by ILO and implemented in cooperation with the Sector Skills Councils was completed at the end of the first quarter of 2024.
 - Two sectoral studies in the fields of agriculture and renewable energy were launched in cooperation with the National Centre for Human Resources Development in early 2023. Five other sectoral studies were also prepared for the sectors of Jewellery, Car maintenance, Food industries, Tourism, and Packaging and cardboard industry.
 - For licencing purposes, lists of equipment, tools and training materials for each training sector, electronic visit form contributing to preserving technical information, and foundations for exemption from guarantees for the public sector to facilitate their licensing, were developed.
 - By September 2024, 242 licences for public and private training providers, including consulting centres in public and private universities, were issued.
 - More than 336 training programmes in various sectors were accredited that confirming their relevance of the labour market needs and correspondence to the Sectoral skills councils' requirements.
 - A national committee for career guidance that includes relevant national parties, and preparing and approving the national strategy for career guidance, was established.
 - with the aim of enhancing the concept of career guidance throughout life and unifying the reference for career guidance in Jordan according to the vision of economic modernization.
 - A general framework for the recognition of prior learning was developed, and more than 49,000 professional practice certificates, including practice certificates based on prior learning recognition tests for Jordanian and refugee professionals at the three professional levels (skilled, skilled, professional) were issued by the end of 2024.
 - With the EU and GIZ support, the first electronic laboratory equipped with the latest technologies was established.
 - A training platform www.tadreebak.gov.jo, which is a free national platform available to all vocational and technical training and education providers licensed by the Commission, was established, enabling provision of training services remotely; 53 training providers and 27,927 are registered at the platform; 166 programmes are already available on-line.

It can be stated that regardless of the reporting manner, TVSDC has achieved considerable results, and the **progress in AP implementation, although with certain reservations, can be considered as satisfactory.**

3.2.2 Analysis of policy financing

According to the 2019-2024 Budget Laws, the public expenditures lines of the Jordan State Budgets for the fiscal years 2020, 2021, 2022, 2023 and 2024 increased by 3.8%, 2.5%, 8.2% , 7.3%, and 8.2%, respectively, compared with the previous years. There was, however, a decrease of Capital Expenditures budget by 12.4% in 2021 (see the next table).

1,000 JoD

	2019	2020	2021	2022	2023	2024
Public Revenues	8,609,926	8,560,890	7,874,800	8,912,000	9,569,000	10,302,500
Domestic Revenues	8,009,926	7,754,000	7,298,000	8,064,000	8,767,000	9,578,800
Foreign Grants	600,000	806,890	576,800	848,000	802,000	723,700
Public Expenditures	9,255,497	9,606,956	9,845,100	10,652,982	11,431,492	12,371,185
Current Expenditures	8,012,939	8,333,967	8,730,393	9,106,590	9,839,574	10,641,856
Capital Expenditures	1,242,558	1,272,989	1,114,707	1,546,392	1,591,918	1,729,329
Deficit	645,571	1,046,066	1,970,300	1,740,982	1,862,492	2,068,685

Source: 2019-2024 Budget Laws³³

The following table presents the budgets of the bodies having education-related functions, namely **MoE**, Ministry of Higher Education and Scientific Research (**MoHESR**), Ministry of Labour (**MoL**), Accreditation and Quality Assurance Commission for Higher Education Institutions (**AQACHEI**), **TVSDC** and **VTC**, for the years 2021-2023, estimation for 2024, as well as projection for 2025-2026.

1,000 JoD

Body	Type of expenditure	2021 actual	2022 actual	2023 re-estimated	2024 estimated	2025 indicative	2026 indicative
MoE	Current	957,611.7	1,004,505.0	1,064,162.0	1,108,540.0	1,125,925.0	1,145,673.0
	Capital	86,830.5	87,423.4	126,219.0	146,129.0	158,851.0	157,022.0
	Total	1,044,442.1	1,091,928.4	1,190,381.0	1,254,669.0	1,284,776.0	1,302,695.0
MoHESR	Current	76,907.3	75,228.2	77,596.0	83,218.0	83,255.0	83,291.0
	Capital	19,504.3	15,639.2	18,790.0	33,117.0	32,217.0	25,129.0
	Total	96,411.6	90,867.4	96,386.0	116,335.0	115,472.0	108,420.0
MoL	Current	7,957.4	8,017.5	8,320.0	8,717.0	8,801.0	8,887.0
	Capital	927.1	327.7	30,440.0	20,675.0	20,665.0	20,665.0
	Total	8,884.6	8,345.1	38,760.0	29,392.0	29,466.0	29,552.0
AQACHEI	Current	1,225.5	1,329.2	1,535.0	1,696.0	1,713.0	1,731.0
	Capital	86.8	73.2	100.0	75.0	75.0	75.0
	Total	1,312.2	1,402.4	1,635.0	1,771.0	1,788.0	1,806.0
TVSDC	Current	907.2	976.3	1,327.0	1,598.0	1,620.0	1,639.0

³³ The General Budget Law for the Fiscal Year of 2019: <https://qbd.gov.jo/en/releases/law-min/2019>; The General Budget Law for the Fiscal Year of 2020: <https://qbd.gov.jo/en/releases/law-min/2020>; The General Budget Law for the Fiscal Year of 2021: <https://qbd.gov.jo/en/releases/law-min/2021>; The General Budget Law for the Fiscal Year of 2022: <https://qbd.gov.jo/en/releases/law-min/2022>; The General Budget Law for the Fiscal Year of 2023: <https://qbd.gov.jo/en/releases/law-min/2023>; The General Budget Law for the Fiscal Year of 2024: <https://qbd.gov.jo/en/releases/law-min/2024>.

Body	Type of expenditure	2021 actual	2022 actual	2023 re-estimated	2024 estimated	2025 indicative	2026 indicative
	Capital	6,613.0	2,825.2	8,496.0	9,100.0	9,850.0	10,150.0
	Total	7,520.2	3,801.5	9,823.0	10,698.0	11,470.0	11,789.0
VTC	Current	11,014.0	11,864.1	12,529.0	13,574.0	13,710.0	13,853.0
	Capital	3,682.9	2,931.7	5,835.0	6,390.0	7,185.0	7,200.0
	Total	14,696.8	14,795.8	18,364.0	19,964.0	20,895.0	21,053.0

Source: 2019-2024 Budget Laws

In 2023, the largest increase compared with the budget of the previous year, was registered for MoL (364.5%), followed by TVSDC (158.4%), VTC (34.1%) and AQACHEI (16.6%), mainly because of the increased capital expenditures. A rather modest increase was recorded for MoE (9.0%) and MoHESR (6.1%).

In 2024, the overall increase of these bodies' budgets was considerably lower: 20.7% for MoHESR, 8.9% for TVSDC, 8.7% for VTC, 8.3% for AQACHEI and 5.4% for MoE. The budget of the MoL decreased by 24.2%. Nevertheless, the share of the MoE budget in the total State Budget remained (and projected to remain) at just over 10%, with a slight increase in 2024 (10.50% against 10.43% in 2023):

Body	Budget							
	Growth compared with the previous year				As share of the total State Budget			
	2023	2024	2025	2026	2023	2024	2025	2026
MoE	9.0%	5.4%	2.4%	1.4%	10.43%	10.50%	10.14%	10.04%
MoHESR	6.1%	20.7%	-0.7%	-6.1%	0.87%	0.85%	0.94%	0.90%
MoL	364.5%	-24.2%	0.3%	0.3%	0.08%	0.34%	0.24%	0.23%
AQACHEI	16.6%	8.3%	1.0%	1.0%	0.01%	0.01%	0.01%	0.01%
TVSDC	158.4%	8.9%	7.2%	2.8%	0.04%	0.09%	0.09%	0.09%
VTC	24.1%	8.7%	4.7%	0.8%	0.14%	0.16%	0.16%	0.16%

Source: 2019-2024 Budget Laws

Until 2023, the MoE funds were normally foreseen for 8 budget programmes³⁴, among which the largest share belonged to *Primary education* (80.3% in 2022, 78.1% in 2023, and 75.5% in 2024), followed far behind by *Secondary Education* (12.7% in 2022, 13.6% in 2023, and 10.1% in 2024), *Administration and Support Services* (3.3% in 2022 and 3.7% in 2023) and *Vocational Education* (2.3% in 2022, 2.9% in 2023, and 3.1% in 2024). The shares of the other budget programmes were always around 1% or less.

In the 2024 and 2025 budgets, three new programmes were introduced: *Human resources development* (with share of 2.8% for both years), *Education Quality Development* (0.8% for both years) and *Educational system support* (5.2% for 2024 and 5.5% for 2025). They are associated with the corresponding pillars of the ESP. Moreover, the programmes *Vocational Education*; *Special Education*; *Kindergarten Education*; *Primary Education*; *Secondary Education*; and *Literacy Elimination and Adult Education* are also aligned with the respective ESP pillars. This contributes to the **strengthening of the credibility of the revised education policy reflected in AMER**:

³⁴ See e.g.: <https://qbd.gov.io/uploads/files/qbd/law-min/2023/en/2501.pdf>.

Programme		Type of expenditure	2022 Actual	2023 Estimated	2023 Re-estimated	2024 Estimated	2025 Indicative
4401	Administration and Support Services	Current	33,561.3	39,326.0	38,726.0	-	-
		Capital	2,548.1	5,620.0	5,620.0	-	-
		Total	36,109.4	44,946.0	44,346.0	-	-
4405	Vocational Education (<i>vocational education pillar</i>)	Current	23,625.9	25,226.0	25,226.0	27,454.0	27,903.0
		Capital	1,301.0	9,300.0	9,300.0	11,500.0	9,100.0
		Total	24,927.0	34,526.0	34,526.0	38,954.0	37,003.0
4410	Social, Sports and Educational Activities	Current	790.1	872.0	872.0	-	-
		Capital	382.4	840.0	840.0	-	-
		Total	1,172.6	1,712.0	1,712.0	-	-
4415	Special Education (<i>access and equality pillar</i>)	Current	3,965.7	4,522.0	4,522.0	6,116.0	6,228.0
		Capital	309.9	835.0	835.0	13,750.0	13,540.0
		Total	4,275.7	5,357.0	5,357.0	19,866.0	19,768.0
4420	Kindergarten Education (<i>ECED pillar</i>)	Current	4,390.9	5,313.0	5,313.0	6,255.0	6,368.0
		Capital	1,560.7	6,927.0	5,927.0	4,152.0	6,505.0
		Total	6,603.0	6,268.0	6,268.0	12,270.0	
4425	Primary Education (<i>access and equality pillar</i>)	Current	834,457.7	870,740.0	869,330.0	899,819.0	913,838.0
		Capital	46,164.9	61,204.0	59,939.0	46,830.0	54,971.0
		Total	880,622.5	931,944.0	929,269.0	946,649.0	968,809.0
4430	Secondary Education (<i>access and equality pillar</i>)	Current	103,220.7	119,713.0	119,613.0	110,805.0	112,444.0
		Capital	35,156.3	45,778.0	42,758.0	15,904.0	14,765.0
		Total	138,377.1	165,491.0	162,371.0	126,709.0	127,209.0
4435	Literacy Elimination and Adult Education (<i>access and equality pillar</i>)	Current	492.6	560.0	560.0	590.0	590.0
		Capital	-	1,000.0	1,000.0	1,000.0	1,000.0
		Total	492.6	1,560.0	1,560.0	1,590.0	1,590.0
4440	Human resources development (<i>human resources pillar</i>)	Current	-	-	-	31,894.0	31,947.0
		Capital	-	-	-	3,100.0	4,300.0
		Total	-	-	-	34,994.0	36,247.0
4445	Education Quality Development (<i>quality pillar</i>)	Current	-	-	-	4,007.0	4,007.0
		Capital	-	-	-	6,603.0	6,380.0
		Total	-	-	-	10,610.0	10,387.0
4450	Educational system support (<i>system support pillar</i>)	Current	-	-	-	21,600.0	22,600.0
		Capital	-	-	-	43,290.0	48,290.0
		Total	-	-	-	64,890.0	70,890.0
Total		Current	1,004,505.0	1,066,272.0	1,064,162.0	1,108,540.0	1,125,925.0
		Capital	87,423.4	131,504.0	126,219.0	146,129.0	158,851.0
		Total	1,091,928.4	1,197,776.0	1,190,381.0	1,254,669.0	1,284,776.0

Source: 2019-2024 Budget Laws

Two other budget programmes, i.e. *Administration and Support Services* (previously, the third largest by its share); and *Social, Sports and Educational Activities* are not foreseen to be funded from 2024, anymore.

For the fiscal years 2024 and 2025, six Strategic Objectives and 64 Performance Indicators are defined for MoE (see Annex 7), against seven Strategic Objectives and 21 Performance Indicators

for the 2023 fiscal year. This considerable increase in the number of PIs is conditioned by disaggregation of all relevant targets by gender.

There are only three Budget KPIs related to the Budget Support (BS) PIs:

1. The Percentage of rented public schools:
 - 2021 budget KPI target is *below* that of the TAPs PI 2.1 for 2020-2021 (19.1% against 16%);
 - 2022 budget target is *above* the PI target for 2021- 2022 (18.8% against 19%);
 - 2023 budget target is again *below* the PI target for 2022-2023 (18.8% against 18%)³⁵.
2. The Percentage of double-shift public schools: 2021, 2022 and 2023 budget KPI targets are *below* those of the TAPs PI 2.1 for 2020-2021, 2021-2022 and 2022-2023, respectively: 20.5% against 16%, 22.1% against 15%, and 21.9% against 14%;
3. The Percentage of schools evaluated as schools with acceptable or better performance according to the standards of EQAU:
 - 2021 budget KPI target is *above* that of the TAPs PI 1.1 for 2020-2021 (32% against 27%);
 - 2022 budget KPI target is *equal* to the TAPs PI 1.1 for 2021-2022 (30%);
 - 2023 budget KPI target is again *above* the PI targets for 2022-2023 (34% against 33%).

There are also differences between the targets of these budget KPIs with those defined by the AMER Results Framework 2018-2025 for the corresponding academic years (see the next table)³⁶.

Indicator		Fiscal years			Academic years		
		2021	2022	2023	2020-2021	2021-2022	2022-2023
3.3. Percentage of rented public schools	Target as per TAPs PI 2.1				20%	19%	18%
	Target as per ESP AMER Results Framework 2018-2025				20.9%	20.7%	20.5%
	Target as per 2024 Budget Law	19.1%	18.8%	18.6%			
3.19. Percentage of double-shift public schools	Target as per TAPs PI 2.1				16%	15%	14%
	Target as per ESP AMER Results Framework 2018-2025				18.3%	18.2	18.1%
	Target as per 2024 Budget Law	20.5%	22.1%	21.9%			
5.1. Percentage of schools evaluated as schools with acceptable or better performance according to the standards of the EQAU	Target as per TAPs PI 1.1				27%	30%	33%
	Target as per ESP AMER Results Framework 2018-2025				30%	35%	35%
	Target as per 2024 Budget Law	32%	30%	34%			

In the AM № 1, it was mentioned that there was no costed ESP Action Plan for the period of 2022-2025, therefore, direct comparisons with the budgetary allocations were not possible. The MTR only assessed that around 1.2 billion JoD would be required for the ESP implementation³⁷, which is illustrated in the following table by domains:

³⁵ The Budget indicators for the 2024 fiscal years are not discussed, as there are no targets for the 2023-2024 academic year in the TAPs.

³⁶ The targets defined for the same years in the previous Budget Law, were also different (see the AM № 1, 2023).

³⁷ MTR, pages 88-89.

Domain	Cost in 1,000 JoD				
	2022	2023	2024	2025	Total
ECED	5,904	5,959	6,016	6,014	23,893
Access & Equity	224,678	223,044	223,045	223,044	893,811
System Strengthening	7,916	7,916	7,915	7,915	31,662
Quality	33,542	33,542	33,541	33,541	134,166
Human Resources	12,398	12,380	12,380	12,380	49,538
Vocational Education	15,624	15,623	9,614	9,614	50,475
Total operational plan costs	300,062	298,464	292,511	292,508	1,183,545

Source: AMER 2022-2023

No costing was proposed by the AMER 2022-2023 either. This document only published distribution of the current allocations by ESP domains for the academic year 2022-2023:

Domain and type of expenditure		Expenditures, million JoD			
		2022		2023	
Early Childhood Education and Development	Current	5.3	4,045	6.3	2,023
	Capital	6.9		4.1	
Access and Equity	Current	972.0	6,067	1,017.3	4,046
	Capital	63.3		77.5	
System Strengthening	Current	21.1	12,134	21.6	8,092
	Capital	44.3		43.3	
Quality	Current	3.3	24,268	4	16,184
	Capital	3.6		6.6	
Human Resources	Current	39.4	48,536.0	31.9	32,368.0
	Capital	4.6		3.1	
Vocational Education	Current	25.2	97,072	27.5	64,736.0
	Capital	4.3		11.5	
Total	Current	1,066.3	194,144	1,168.6	129,472
	Capital	127.07		146.1	

Source: AMER 2022-2023, pages 106-107, Tables 8 and 9.

In addition, a number of external investment programmes supporting education system are presently active. AMER 2022-2023 reports *loans* with an overall amount of 549.1 million JOD (of which 214.3 million JOD for direct support to MoE) provided by the German Bank for Reconstruction and Development, Kuwait Fund, Saudi Fund for Development, Italian Government and Canada. The average annual disbursement is estimated at around 52 million JOD.

A number of international and bilateral agencies, such as Canada, EU, GIZ, JICA, KfW, KOICA, UNESCO, UNICEF, USAID, WB, provide considerable *grants* to the education sector, in total amounting 830.8 million JOD. The annual disbursement amount is not available but can be estimated at around 200 million JOD.

Considering the discussed financial indicators, it is concluded that **the ESP operational expenditures can realistically be covered** jointly by the State Budget (through MoE) and the external contribution.

For TVSDC, only two budget programmes are foreseen: 6621 – Administration and Support Services; and 6622 – Supporting vocational education and training activities. The lion's share of the total funds

is planned for the capital expenditures – 74.3% in 2022, 86.5% in 2023, 58.1% in 2024 and 85.9% in 2025 (see the next table).

Programme / Type of expenditure	2022 Actual	2023 Estimated	2023 Re-estimated	2024 Estimated	2025 Indicative
6621 Administration and Support Services³⁸					
Current Activities	976,295	1,449,000	1,327,000	1,598,000	1,620,000
Capital Projects	2,204	150,000	150,000	150,000	200,000
Total 6621	978,499	1,599,000	1,477,000	1,748,000	1,820,000
6622 Supporting vocational education and training activities³⁹					
Current Activities	-	-	-	-	-
Capital Projects	2,823,023	13,346,000	8,346,000	8,950,000	9,650,000
Total 6622	2,823,023	13,346,000	8,346,000	8,950,000	9,650,000
TOTAL TVSDC	3,801,522	14,945,000	9,823,000	10,698,000	11,470,000
<i>Total Current</i>	<i>976,295</i>	<i>1,449,000</i>	<i>1,327,000</i>	<i>1,598,000</i>	<i>1,620,000</i>
<i>Total Capital</i>	<i>2,825,227</i>	<i>13,496,000</i>	<i>8,496,000</i>	<i>9,100,000</i>	<i>9,850,000</i>

Source: 2019-2024 Budget Laws

The 2024 Budget Law defines 4 KPIs⁴⁰ (see the table below) which overall, are in line with the TVSDC Action Plan. However, none of them has any direct correspondence with the TAPs KPIs.

Indicator	Baseline 2021	Actual Value 2022	Target value 2023	Initial self-assessment 2023	Target value	
					2024	2025
Number of Sectoral Skills Councils	8	9	13	13	17	19
Number of Sectoral Studies	2	3	6	5	6	7
Number of employed trained persons in the productive branches projects financed by the Commission.	6,446	1,998	6,470	3,000	6,244	7,000
Number of productive branches funded by the Commission.	24	14	29	15	16	17

As mentioned above, the total cost of the TVSDC AP is estimated at 55,960 thousand JoD. At least 8 of total 30 activities, were foreseen for the period 2020 to 2022, and the total cost of those activities amounts to **17,450 thousand JoD** (€22,609 thousand⁴¹). According to the TVSDC 2022 report, 7,520 thousand JoD (907 thousand JoD for current expenditure and 6,613 thousand JoD for capital expenditures) was allocated in 2021 and 5,061 thousand JoD (1,195 thousand JoD for current and 3,866 thousand JoD for capital expenditures) in 2022. This is in line with the budget indicators presented above, which means **complete execution of the foreseen allocations**. Besides, the Budget Law informs about 10,584 thousand JoD (428 thousand JoD for current and 10,156 thousand JoD for capital expenditures) allocations for 2020. Thus, the total allocations for 2020-2022 exceeded **23 million JoD** (over € 30 million) which fully covers the financial needs for funding the TVSDC activities for those three years.

³⁸ Includes sub-programmes: 601 – Administrative and Support Services; and 001 – Sectoral Skills Councils.

³⁹ Includes sub-programmes: 005 – Development of training curricula, tests and Training of Trainers (TOT); 006 – Supporting projects of education, training and vocational and technical employment; 007 – Sustaining the human resources information system, the labour market and gap studies in the economic sectors; 008 – Develop vocational and technological education.

⁴⁰ The 2023 Budget law foresaw 10 KPIs with targets up to 2025. None of them appeared in the 2024 Budget Law.

⁴¹ Rate as of April 2023: € 1 = 0.77182 JoD.

For the years 2023 and 2024, around 31.6 million JoD (~€ 40 million) was projected for TVSDC. Together with the amounts already allocated for 2020-2022, this comprises **46,932 thousand** JoD. The deficit of around 9 million (~16% of the total AP cost) was expected to be covered by the development partners' contribution *via* supporting different activities of the AP. Sadly, no financial reporting related to 2023 was made available for the assessors.

Overall, sufficient **consistency between the sector policies and budget** is identified. **Financing of both MoE and TVSDC is assessed as adequate** for attaining the policy objectives. According to the Budget Law projections, the **budget allocations are expected to remain sustainable**.

3.2.3 Institutional capacity

A number of public bodies are involved in the education sector governance, coordination and support in Jordan.

The **MoE** is the principal policy-making body in the field of education and is responsible for administering the entire General education system and Secondary vocational education. It has around 20 structural units (for MoE organigram, please see Annex 8), such as:

- The Educational Planning and Research Department, which is responsible for all types of planning for the entire MoE system, including strategic and financial planning, has 52 employees in the central office and 42 in FDs. The central offices consist of 3 Directorates:
 - Policy and Strategy Planning Directorate (includes 6 Units);
 - Educational Research and Development Directorate (includes 3 Units);
 - Institutional Performance Directorate (includes 4 Units).
- The Educational Supervision and Training Department which has 86 employees in the central office and 1,100 supervisors in the regions. It is responsible particularly for organisation and supervision of teacher training including accreditation of teacher training courses offered by other organisations. The Department has 3 Directorates (each including 3 Units):
 - Professional Development Policies Directorate;
 - Educational Supervision and Support Directorate;
 - Monitoring, Evaluation and Quality Control Directorate.
- The Vocational Education and Production Management Department which has in total 52 employees and consists of 3 Directorates:
 - Vocational Education Directorate (including Industrial TVET Unit, Agricultural TVET Unit, Hospitality TVET Unit, Household Economics TVET Unit, and Vocational Learning Unit, 11 employees in total);
 - Vocational Services Directorate (including Production and School Furniture Maintenance Unit, Equipment Maintenance Unit, Vocational Guidance Unit, Safety and Security Unit, Data and Information Unit, 15 employees in total) and
 - Workshop Equipment Maintenance Directorate (including Design and Production Equipment Unit and Supply Unit).
- The Management of Curricula and Textbooks Department, which is responsible for organising curricula and textbooks development and publishing⁴². The Department has 3 Directorates with total 60 staff:
 - Curriculum Directorate (includes 7 Units);

⁴² The process of curricula development is assigned to the National Centre for Curricula Development.

- School Book Directorate (includes 5 Units);
 - Diwan Directorate.
- The Building Management and International Projects Department, responsible for organising the entire cycle of school buildings construction and maintenance, from land surveying and designing construction works tender dossiers to supervision and inspection of those works. It has 90 employees in the central office consisting of 3 Directorates:
- Maintenance Directorate (includes 5 Units);
 - Property Possessions and Investment Directorate (includes 5 Units);
 - Directorate of Engineering Affairs (includes 4 Units).
- The General Education Directorate, responsible for the entire area of general education, consists of 5 Directorates:
- Programs for disabled students Directorate (includes 2 Units);
 - Outstanding and Gifted Programs Directorate (includes 2 Units);
 - Childhood Directorate (includes 2 Units);
 - Career guidance & Counselling Directorate (includes 3 Units);
 - General Education Directorate (includes 4 Units).
- The Examinations and tests administration, consisting of 2 directorates:
- Directorate of Test (includes 4 Units);
 - Directorate of Examinations (includes 5 Units);
- and 3 sections:
- Diwan Section;
 - Supplies Section;
 - Financial Section.
- The Development Coordination Unit, established in 2003 with a purpose to coordinate the development projects supported by both international donors and national agencies.

In addition, there are 220 employees at the FDs.

The **MoHESR** is responsible for supervising and having control over the public and private higher education institutions including BAU, which in turn supervises the Community colleges. The following structures are adjacent to the MoHESR:

- Higher Education Council which assumes the responsibility of establishing the general policy for the higher education sector;
- Scientific Research Support Fund;
- Higher Education Accreditation Commission, an independent entity established in 2007, aimed at enhancing the quality of higher education in Jordan, by enforcing accreditation standards, fostering international collaboration, and promoting continuous improvement in higher education institutions.

The **MoL** seeks to provide services such as supervision of labour and workers affairs, regulating the Jordanian labour market and putting in place the instructions necessary for providing job and employment opportunities for Jordanians inside and outside the Kingdom, contributing to the promotion of labour education and vocational training, as well as establishing and supervising institutes and centres for this purpose. Accordingly, MoL supervises the TVSDC and the VTC. The Minister of Labour is *ex officio* the Chair of the Technical and Vocational Skills Development Council, the governing body for TVSDC. Particularly, the Policy, Strategy and Institutional Development Department (specifically its Strategic Planning, Monitoring and Evaluation Division) of MoL is heavily

involved in development of all TVET-related policy papers, coordination of these activities with the relevant stakeholders, and also in monitoring of those policies implementation.

The **TVSDC** is a semi-independent body affiliated to the MoL. It was established in 2019 with a purpose to ensure the entire Jordanian TVET system governance, coordination and also management, and methodological support. The vision of the TVSDC is to have qualified human resources with high skills that contribute to the advancement of sustainable economic and social development, are compatible with the requirements of the labour market, and enhance the values of leadership in accordance with best governance practices.

TVSDC has 86 employees, of which 30 are engineering and technical staff and others are administrative⁴³ (for the TVSDC structure, see the Annex 9), and is particularly assigned to:

- Accrediting and supervising TVET providers, organising their work, evaluating and controlling their performance, including supervision of TVET programmes performance not leading to a scientific degree (e.g. secondary vocational education, vocational training under the apprenticeship system, continuing training, etc.);
- Developing TVET standards, introducing specialisations according with the SSCs' requirements, and registration of qualifications in the NQF; evaluating the TVET programmes and monitoring their performance;
- Approving the budgets of TVET programmes and supervising their disbursement;
- Setting up the criteria for enrolment in all kinds and levels of TVET, and supervising the professional tests and issuing certificates according to the criteria approved by the Council;
- Defining criteria for selecting TVET staff (teachers, trainers and supervisors), their ranking and organisation of capacity building;
- Licensing and accrediting both public and private TVET providers (including development of professional standards, licensing and accreditation conditions), registering their qualifications, examining bodies; licensing and accrediting the agencies conducting professional certification tests for professional and technical levels;
- Building an institutional partnership with the private sector, setting up standards and principles for forming sectoral skill councils and any other specialised technical committees;
- Developing standards for recognition of qualifications and certificates issued abroad;
- Coordinating activities of the National Centre for Curriculum Development related to the training programmes and curricula development;
- Prepare career guidance and counselling plans and awareness campaigns.

TVSDC has a Council and a President appointed by the Council of Ministers upon the recommendation of the Minister of Labour who is the Chair of the TVSDC Council. The other members of this Council are⁴⁴:

- Minister of Education;
- Minister of Higher Education and Scientific Research (presently, the same person as the Minister of Education);
- Secretary General of the Ministry of Labour;
- The TVSDC Chief Executive;
- Chairman of the AQACHEI Board;
- Representative of the Crown Prince's Foundation;
- 2 representatives of the private sector⁴⁵ (appointed by the Minister of Labour);
- Representative of the industrial sector (appointed by the Jordan Chamber of Industry);

⁴³ The General Budget Law for the Fiscal Year of 2022, Chapter 2909. <https://qbd.gov.jo/uploads/files/qbd/law-min/2022/en/2902.pdf>.

⁴⁴ <https://tvscd.gov.jo/en/Board/>.

⁴⁵ Presently, one of them represents the sector of Agriculture.

- Representative of the commercial sector (appointed by the Jordan Chamber of Commerce);
- Representative of the tourism sector (appointed by the Federation of Tourist Associations);
- Representative of the construction sector (appointed by the Construction Contractors Association);
- Representative of the ICT sector (appointed by the ICT Association);
- Representative of the health sector (appointed by the Private Hospitals Association).

The responsibilities of the TVSDC Council relate predominantly to the strategic level: approving strategies, policies and plans for TVET development at the national level; proposing draft laws and regulations; approving the sectoral standards prepared by the TVSDC; approving vocational guidance plans and awareness raising campaigns; approving the TVSDC strategies, plans and annual budget; coordination with other councils relevant to the HRD sector and promoting cooperation between with similar institutions abroad.

Thus, the TVSDC is expected to be the overarching body responsible for the entire Jordanian TVET system governance, coordination and also management and methodological support. However, in fact, cooperation between TVSDC on one hand, and MoE and MoHESR in terms of secondary TVET institutions and BAU Community colleges, respectively, on the other hand, remains rather limited. This seems conditioned particularly by legal reasons (according to the Law, TVSDC is affiliated to the Minister of Labour, who chairs also the TVSDC Council), and by a certain difference in the MoE's vision of the TVET system and its development priorities.

The **AQACHEI** is a body affiliated to the Prime Minister. AQACHEI is responsible particularly for accrediting education programmes under the NQF level 5 and above, as well as the institutions providing those programmes. Other goals of the Commission particularly are: improving the quality of higher education outcomes through application of measurement standards compatible with international ones; encouraging higher education institutions to interact with universities, scientific institutions and international accreditation and quality assurance commissions, and to maintain their excellence to achieve a high level of competitiveness; promoting the role of leadership practices, excellence and creativity based on cooperation of the public and private sectors for ensuring relevance of higher education to the needs of the labour market.

The AQACHEI is governed by a Council (7 members) formed by the Council of Ministers. The AQACHEI Council President who is also the Commission's Executive, is appointed by a Royal Decree. The AQACHEI Council has a wide scope of functions, including: setting up the standards for accreditation, quality assurance, ranking and their periodic review; monitoring the compliance of higher education institutions with the laws, regulations and instructions related to those standards; designing NQF including also TVET levels; accrediting higher education institutions and community colleges and their academic programmes; conducting studies and research on the quality of higher education; organising and managing the AQACHEI activities and many others.

The National Centre for Curricula Development (**NCCD**), established in 2017. The governing body of the Centre is the Higher Board which comprises 9 members and is chaired by the Minister of Education. There is also an Executive board (7 members) chaired by the NCCD Director. Overall, the Centre has 20 employees. The NCCD is assigned to develop curricula, textbooks, teaching, learning and assessment materials, as well as teachers' guides for both general education and secondary TVET. Nevertheless, to date, no works for TVET have been launched.

The Open **EMIS**, established with the EU support through UNESCO in 2016, has the purpose to collect, analyse, and report data related to the management of educational activities for ensuring evidence-based education planning and management with improved educational data. Further

support to OpenEMIS is provided as complementary support to the “Support to Quality of Education and TVET” BS operation (2023-2024). Reportedly, during the period from 2018 to 2021, financial support to the EMIS further development was limited and the management ensured only a stable functioning of the system. A new financing cycle for EMIS development has been launched from 2023 and will cover the period till 2025. According to the information from UNESCO, both hardware and software of EMIs were improved during 2023-2024.

Recently, the Government has begun implementing a *Public Sector Modernisation Roadmap*, which is regarded as the “main lever” for the economic and political modernisation projects and aims to improve the quality of services provided to citizens and achieve an effective public sector. The roadmap includes three main pillars: 1) services, which encompasses government services, procedures and digitalisation; 2) institutional, which includes the organisational structure, governance, policy and decision making, human resources and institutional culture; and 3) legislative.

The Roadmap foresees mergers of a number of ministries and public institutions over 2022-2024 as part of the Public Sector Modernisation Committee’s recommendations on the improvement of the public sector. For the sectors of Education and Higher education, the target is unification of the responsibilities *‘for setting educational policies and coordinating educational plans, programmes, and services supporting the path of lifelong learning by directing the education and the practical life of the people from early childhood development, kindergarten, school education, technical and vocational education, and training, including adoption of the concept of partial accreditation of certificates, which enhances the ability of the citizens to adapt to the new evolving and changing of the labour market’*. Particularly, establishment of the Ministry of Education and Human Resources Development by merging the Ministry of Higher Education and Scientific Research with the Ministry of Education is foreseen. Nevertheless, this and all other proposed restructuring measures seem to be suspended at least until 2025.

Overall, a **solid institutional base for Education (including TVET) system governance and management** is in place. **Distribution of the responsibilities** among the ministerial departments and other public agencies can also be assessed as mainly clear and reasonable. **Appropriate level of the reforms ownership was recorded**, too. This was justified, particularly, by the results of the assessors’ interviews with the representatives of the key stakeholders (e.g. MoE, MoL, TVSDC) who were properly aware of the relevant reform action plans’ tasks related to their departments and/or agencies and demonstrated commitment to their effective implementation.

At the same time, a critical point has to be made here. This is about fragmentation of the TVET system at both TVET network (separated clusters, including a variety of institution types and levels) and the governance levels. There are at least three large clusters of the TVET system in the country:

- a) Technical Vocational Education and Training (NQF levels 2 and 3) provided by: i) VTC vocational training centres; ii) training centres of the NET; and iii) training centres of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA);
- b) Secondary Vocational Education (NQF level 4, grades 11 and 12) implemented: i) at public schools under MoE subordination; ii) private schools; and iii) training centres under VTC;
- c) Post-secondary Technical Vocational Education (NQF levels 5 and 6, grades 13-14) offered by: i) Community (or University) colleges supervised by Al-Balqa’ Applied University (BAU) under MoHESR; ii) training centres of VTC; iii) public Community colleges; iv) Military colleges; v) UNRWA Colleges, and vi) private colleges.

The situation presented above, leads to an ill-coordination of national TVET policy development and

implementation, failure of efficient strategic planning, weak governance, and as a result, to insufficient effectiveness of TVET reforms. This is appreciated also by the national policy papers. Thus, NSHRD, among other challenges, states *‘fragmentation across the entire TVET system and a failure of unified policy development, strategic planning and coordination due to a numerous bodies engaged in TVET governance, complicated by an absence of reliable data to drive and inform decision making’*. The recently developed “Jordan 888” formulates a similar challenge: *‘a large number of players with overlapping mandates and lack of clear leadership for planning, implementation, coordination and monitoring are involved in TVET governance. This results in a disintegrated and distorted ecosystem making TVET sector vision and organisation fragmented’*. Establishment of TVSDC, which was expected to consolidate the TVET system and its policy making and implementation, has not led yet to a considerable improvement of cooperation and coherence.

The coordination and partnership structure defined in the ESP is expected to take place at three levels: i) the executive committee level through the High-Level Steering Committee (HLSC⁴⁶); ii) policy, planning, and coordination level through a dedicated Policy, Planning and Coordination Committee (PPCC); and iii) the technical level through Technical Working Group (TWGs). The PPCC was operationalised in 2020 and the TWGs – in 2021. The TWGs perform **Monitoring and Evaluation process** through the ESP AMER framework and report to the PPCC.

A thorough analysis of the Partnerships and ESP Coordination is presented in the AMER 2022-2023, and accompanied with a number of recommendations, e.g.: establish better linkages between the TWGs, PPCC, and HLSC; activate the Thematic Groups; ensure partner involvement in EMV 2023-2033; ensure alignment with education-related public sector reforms; establish well-defined decision-making process on partner support to the education sector; strengthen national stakeholder engagement in the PPCC, etc. This proves MoE’s appreciation of the coordination importance and the commitment to improving its effectiveness further.

The original ESP includes a separate chapter on Monitoring and Evaluation which defines: 1) The key principles of the M&E system; 2) Management and Accountability Framework; 3) Reporting Responsibility Structure; 4) Key Roles and Responsibilities for Monitoring and Reporting; 5) Evaluation and Research; 6) Required institutional capacity and resources; 7) Key Performance Indicators.

After the Mid-term Review of ESP, when a decision on extending the ESP till 2025 was taken, a new **Monitoring and Evaluation Framework** for the ESP 2022-2025 was developed [GC 10]. This Framework *inter alia* proposes a clear institutional setup for M&E:

- HLCS ensures alignment of the ESP implementation with the objectives and priorities of the NHDS and SDG 4, as well as continuing relevance of ESP and appropriate performance of its monitoring and evaluation;
- PPPC, chaired by the Minister of Education and with the membership of Minister of Finance, Minister of Labour, Minister of Planning and International Cooperation, Minister of Public Works, the Head of the NCHRD, NCCD, MoE DCU Head and EPRD, maintains primary responsibility for the following five core functions: planning and budgeting, monitoring and feedback, research and evaluation, data and information management, and coordination. The PPCC also coordinates and tracks the activities of the Technical Working Groups (TWGs) chaired by MoE;
- Six Technical Working Groups, as per ESP domains, are responsible for coordinating all ESP activities related to the respective domain, for assessing and reporting on progress and key challenges to the PPCC, as well as for preparing progress analysis against the targets set for the annual ESP M&E report.

⁴⁶ Not established yet.

In addition, “institutionalised M&E liaison officers” ensure the monitoring and evaluation of the ESP at the Department level; the EMIS Technical Committee guides and advises on the management and operation of EMIS, as well as on strengthening the coordination of EMIS within MoE (technical advice of UNESCO is expected); the Central Committee for EMIS Data Monitoring and Audit is responsible for planning and conducting data validation and quality assurance activities at central and FD levels.

The new ESP 2018-2025 Results Framework presented through AMER, is structured around the ESP Domains and their components. This Matrix defines: Results chains and Results Statements for those components, and KPIs with baselines for 2016-2017 and 2021-2022, and new targets for 2022-2023, 2023-2024 and 2024-2025. Besides, the Source of data, Frequency of reporting, Responsible department, Internal partners and/or External contributors, Relevant HRD indicator and SDG 4 code are foreseen.

For M&E of the TVSDC Action Plan implementation, MoL is responsible. At the same time, internal monitoring is effectively performed by the Committee management and the results are systematically reported to the TVSDC Council. Moreover, M&E and reporting is one of the TVSDC AP pillars (№ 10), and the corresponding system is expected to be further developed through automation of the TVSDC operations (see also in the section 3.1.2 above).

Thus, an **institutionalised M&E framework** is introduced and operationalised. This, however, needs certain further improvements, for which an external support would be appropriate.

3.2.4 *Analytical basis and data quality*

In Jordan, the analytical base of the education system is multi-component. The Department of Statistics which acts under the General Statistics Law (№ 12, 2012⁴⁷), provides official statistics in the domains of Economy, Industry, National Accounts, Population, Labour Force, Agriculture, Environment and Censuses. There is no separate domain of Education, nevertheless, the Jordan Statistical Yearbooks published annually, contains a section “Education” where the data on the number of schools, class units, students and teachers by authority of supervision, governorate, directorate, educational stage, can be found. All data are segregated by sex. During the period of this Review Mission, the Jordan Statistical Yearbook 2023, which covers the academic year 2022-2023, was already available⁴⁸ and used for verification of the relevant data.

As mentioned above, OpenEMIS (<https://emis.moe.gov.jo/openemis-core/>) is managed by QRC. This system has been established in 2014 with technical support of UNESCO, funded by EU, and presently covers a wide range of data related to all aspects of education. In 2022, a new **EMIS Policy [GC 11]** was adopted by MoE. This Policy defines, particularly, the roles and responsibilities of different entities in providing and managing data, system user accessibility and administration access controls, disaster recovery plans and risk management, the security, development and change management, upgrade policy, etc. The assessors’ interviews with the QRC management team, particularly those responsible for EMIS, proved professionalism of this staff and their commitment to develop and improve EMIS further. Besides, during the interview with the relevant officers of the UNESCO Office in Amman, it was confirmed that this agency will continue assistance to the EMIS running and development at least till 2025. The fact that the sources of verification for two PIs of this BS (2.1 and 3.3) refer to EMIS, is another proof of the EMIS data reliability. Also, EMIS provides not only primary data (in deferent combinations) addressing routine request, but also analytical information responding to the non-routine requests (for more details, see discussion under the PI 3.3,

⁴⁷ Available at: https://dosweb.dos.gov.jo/wp-content/uploads/2017/06/Statistical_Law_No_12_of2012-e.pdf.

⁴⁸ Available at: https://dosweb.dos.gov.jo/databank/yearbook/YearBook_2023/Education.pdf.

below).

There are also other databases at the MoE which are managed by the corresponding departments. One of these, i.e. the database of the Special Education Department (SED), is defined as verification source for the PIs 2.2 and 2.3.

Hence, it can be stated that in the country, a **solid base timely providing reliable data** on the education system and well beyond, is available and capable to inform the policy-making appropriately. It is up to the policymakers to use this opportunity effectively.

3.2.5 Analysis of complementary support

The complementary support is provided through the Technical Assistance (TA) to Support the Quality of Education and TVET, Jordan. The overall objective of the project is *to support Jordan in achieving enhanced social equity and sustainable growth through free and equitable access to quality primary and secondary education and development of relevant qualified skills for employment*. The implementation modality is in-situ technical support via provision of meetings, workshops and development of review, strategy and discussion documents.

The Project has the following 4 components: 1) Strategic planning; 2) Teacher training; 3) Vocational education; and 4) Communication and visibility. The main reported achievements as by the components are presented below.

Component 1:

- Four annual surveys (for academic years 2018-2019, 2020-2021, 2021-2022, and 2022-2023) of selected 100 schools conducted to provide a quantitative analysis of: Quality of teaching and learning; Effectiveness of leadership and management; and Students' personal development, based on the Quality Performance Scores introduced in 2019.
- Scoping study completed for establishing the Teacher Training Platform.
- Monitoring, Evaluation and Learning (MEL) of teacher in-service programmes developed, including Systemic approach to MEL; MEL Status reports and workshop reports; a comprehensive MEL guide and tools for MEL of teacher in-service.

Component 2

- Ten sets of Professional Development Standards for VE teachers, aligned with BTEC specialisations introduced by the Ministry, and a set of cross-cutting generic standards for all teachers developed and accredited by MoE.
- Needs of the VE teachers in inclusive education assessed; VE teachers trained in Inclusive Education.
- Basis for Standards developed; an evidence-based, practical, effective and teachers-relevant model for school-based professional development for teachers introduced; a Programme package on Inclusive Education comprising Programme Blueprint; Programme Handbook; Teacher's learning material; Facilitator's Guide; Orientation training package for programme facilitators; PowerPoint slides, templates, videos, and reference materials, available in Arabic and English, developed; the programme accredited by MoE in November 2024.

Component 3:

- Career Guidance supported: evaluation of Career Guidance Practices (July 2023); training of 90 Career Guidance Committee members; a Concept Note towards a Strategy for Career Guidance (January 2024); review of TVSDC work (May 2024); Action Plan for Career Guidance (November 2024).

- The Jordan Apprenticeship Model – Enhancing Vocational Education through work-based placements, developed (available in Arabic and English).
- Occupational Safety and Health (OSH) for VE schools supported: OSH Guidelines for VE schools and posters designed; safety introduced in the VE schools.
- Quality Framework and Self-assessment tool for VE schools developed.

Component 4

- Communication and visibility paper developed.
- Messages and visuals on VE for MoE Media team produced.
- Pen and notepads provided.
- Workshop for Ministry on the use of messaging conducted.
- Final event for the project at VE school organised.

Through the above activities, the project supported MoE, *inter alia* in performing some PIs particularly, by means of:

- PI 1.1:
 - Reviewing the 100 school survey methodology, research tools and data collection processes;
 - Revising the survey methodology used in 2023;
 - Training for EQAU staff in 2022 and 2022/23 to implement the 100-school survey;
 - Preparing a report on the process and outcomes of the 100 School Survey;
 - Producing 4 Status Briefs on four key areas of focus in the 100 School Survey;
 - Developing a coherent Monitoring, Evaluation and Learning (MEL) system for teacher training, in close cooperation with the relevant MoE Department;
 - Training total of 40 MoE staff *in situ* on development of new MEL system.
- PI 1.2:
 - Developing Professional Development Standards in 2023, however, due to introduction of BTEC, new Standards should be developed.
- PI 2.2:
 - Training of VE teachers on Inclusive Education in 2023;
 - Developing Comprehensive materials for systemic – national and mandatory – school based approach; the Programme was officially accredited by the MoE in November 2024 which goes *beyond the period of this assessment*;
 - Training of 30 Lead Facilitators (MoE), 90 Supervisors and 30 Cluster Centre School Principals in Irbid, Amman and Aqaba in November and December 2024 (*beyond the period of this assessment*).

This assessment has no objective of evaluating the TA, nevertheless, it seems evident that the latter could be designed in a way to provide more support to the beneficiary in terms of meeting the PIs targets. The following areas could be covered:

- Effective **monitoring of the policy implementation**, particularly, ESP 2018-2025 and TVSDC AP, and development of appropriate annual analytical reports with assessment of performance against the KPI targets.
- Improving the **teachers' database** which should include comprehensive information on the professional activities and professional development of every teacher, from both general and vocational education sub-systems.

- Improving the mechanism of monitoring and evaluation of the **schools and directorates development plans** implementation; introducing a comprehensive database on the development plans and the results of their implementation.
- Effective **use of scientific tools and ICT** in the teaching and learning process, including: formulation of a clear concept and methodology (see also recommendations related to the PI 3.4 under the Section 4); teacher training; mechanism for assessing the use of scientific tools and ICT; provision of necessary equipment and software.

4 Assessment of performance Indicators for 2022-2023

4.1 Overview of the Performance Indicators and their relevance

Of 9 Indicators foreseen by the TAPs, only 8 have targets for 2022-2023, against which the assessment has been performed:

No	Indicator	Weight, %	Amount, €million
1.1	Percentage of schools evaluated as schools with acceptable or better performance in accordance with the standards of the Education Quality and Accountability Unit (EQUAU)	20	2.4
1.2	Percentage of success rate in Vocational Education (VE) for the 12 th Grade	15	1.8
2.1	Percentage of rented public schools and double-shift schools, including VE schools (Type II Schools) against the total number of schools	10	1.2
2.2	Number of trained teachers and supervisors in inclusive education	10	1.2
2.3	Percentage of vocational education teachers participating in inclusive in-service training	10	1.2
3.1	Percentage of the application of developmental plans in schools and directorates	10	1.2
3.2	Percentage of development and improvement in the implementation of MoE institutional performance standards (MoE's score in the King Abdullah II Award for Excellence to Government Performance and Transparency)	-	-
3.3	Percentage of requests/ applications for information (routine and non-routine requests) that are met through EMIS	10	1.2
3.4	Percentage of teachers and students using scientific tools and ICT efficiently	15 (7.5% for teachers and 7.5% for students)	1.8
Total		10	3

The sources (means) of verification defined in the TAPs were respected, and the formulated calculation methods applied.

Taking into account the TAPs statement (Section 5. Modalities for Variable Tranche Calculation and Disbursement of the Appendix 2: Disbursement Arrangements and Timetable) that *'Each performance indicator will be scored 1 if the target is met, 0.5 if the target is partially met (the requirements in this respect are specified for each indicator in Table D) or 0 if the target is not met'*, the following calculation method was used:

- for the indicators fully met – 100% of their weight;
- for the indicators partially met – 50% of their weight; and
- for the indicators not met – zero.

Once each indicator was assessed and a performance score was attributed to each of them, the amount of the variable tranche to be disbursed, was determined by adding up those scores according to the respective weights of indicators as per the TAPs Table D.

Before presenting the analysis of the achievements as per performance indicator, the targets of those indicators linked with the ESP (AMER Results Framework 2018-2025) KPIs are discussed.

For 2022-2023, the following differences between the targets of the TAPs PIs and the corresponding ESP KPIs are to be noted:

- target of the TAPs Indicator 1.1 is *slightly below* the target of ESP KPI № 4.4.a (33% against 35%);
- target of the TAPs Indicator 1.2 is *slightly above* the target of ESP KPI № 6.a (52% against 51.9%);
- targets of the TAPs Indicator 2.1 are *slightly above* the target of ESP KPIs № 2.1.a (18% against 20.5% for rented schools) and ESP KPIs 2.1.b (14% against 18.1% for double-shift schools);
- target of the TAPs Indicator 2.2 is *considerably below* the target of ESP KPI № 5.3.4.a (1,500 teachers against 6,000 teachers), however, there is no ESP KPI related to Supervisors;
- target of the TAPs Indicator 2.3 is presented in percentage (22% for 2022-2023), while the ESP KPI 5.3.4.a has not targets at all, and only achievement of 1.341 is reported in the AMER 2022-2023;
- target of the TAPs Indicator 3.1 is *considerably above* the target of ESP KPI № 3.1.1 (97% against 80%);
- targets of the TAPs Indicator 3.4 are *equal* to the targets of ESP KPI № 4.2.a and № 4.2.b (30% for teachers and 30% for students). However, this PI originally had target already for 2020-2021⁴⁹, i.e. before introduction of the corresponding KPI in the ESP in 2022.

No 2022-2023 targets for the ESP KPI 5.3.4.a related to the PI 3.2 and for the ESP KPI № i.3.2.a related to the TAPs PI 3.3, are defined.

The following table presents the **relevance of Indicators**, which is assessed via comparison of the TAPs PI's targets with the new targets set by MTR and by the post-ESP M&E matrix.

Indicator	TAPs targets: full (partial)		Baseline and target as per ESP AMER Results Framework 2018-2025			Relevance of the TAPs Performance Indicators and proposal of revision
	2021-2022	2022- 2023	baseline	2021-22 target	2022-23 target	
1.1. Percentage of schools evaluated as schools with acceptable or better performance in accordance with the standards of the Education Quality and Accountability Unit (EQUA)	30% (28.5%)	33% (31.5%)	15% (i.4.4.a)	35% (i.4.4.a)	35% (i.4.4.a)	Relevant. The 2023 target is lower than that of AMER Results Framework, therefore, fully achievable.
1.2. Percentage of success rate in Vocational Education (VE) for the 12 th Grade	50% (49%)	52% (51%)	51.9% (i.6.a)	48% (i.6.a)	51.9% (i.6.a)	Relevant. The 2023 target is feasible and achievable.

⁴⁹ Related to the originally planned 2nd variable tranche which was restructured and the indicators neutralised.

Indicator		TAPs targets: full (partial)		Baseline and target as per ESP AMER Results Framework 2018-2025			Relevance of the TAPs Performance Indicators and proposal of revision
		2021-2022	2022-2023	baseline	2021-22 target	2022-23 target	
2.1. Percentage of rented public schools and double-shift schools, including VE schools (Type II Schools) against the total number of schools	Rented schools	19% (19.5%)	18% (18.5%)	21.7% (i.2.1.a)	20.7% (i.2.1.a)	20.5% (i.2.1.a)	Relevant. The 2023 targets are close to those of the AMER Results Framework, but hard to fulfil, considering the 2022 achievements.
	Double-shift schools	15% (15.5%)	14% (14.5%)	18.7% (i.2.1.b)	18.2% (i.2.1.b)	18.1% (i.2.1.b)	
2.2. Number of trained teachers and supervisors in inclusive education		1,000 (750) teachers; 10 (8) super- visors	1,500 (1,250) teachers; 15 (13) super- visors	0 (i.5.3.4.a)	4,525 (i.5.3.4.a)	6,000 (i.5.3.4.a)	Relevant. The 2023 target is considerably lower than that of AMER Results Framework. Much higher TAPs targets could be established.
				510 (i.2.2.4)	510 (i.2.2.4)	1,000 (i.2.2.4)	
2.3. Percentage of vocational education teachers participating in inclusive in-service training		15% (12.5%)	20% (17.5%)	No KPI			Not relevant in terms of ESP priorities and AMER Results Framework KPIs. Nonetheless, the Indicator is achievable.
3.1. Percentage of the application of developmental plans in schools and directorates		95% (92.5%)	97% (96%)	70% (i.3.1.1)	70% (i.3.1.1)	80% (i.3.1.1)	Relevant. The 2023 target is feasible and achievable.
3.2. Percentage of development and improvement in the implementation of MoE institutional performance standards (MoE's score in the King Abdullah II Award for Excellence to Government Performance and Transparency)		60% (56%)	n.a.	51 (i.3)	-	55% (i.3)	Relevant in terms of the ESP KPIs but not feasible due to being beyond MoE control.
3.3. Percentage of requests/ applications for information (routine and non-routine requests) that are met through EMIS		95% (90%)	100% (97.5%)	65% (i.3.2.a)	70% (i.3.2.a)	-	Relevant. The 2023 target is significantly higher than that of AMER Results Framework. Nevertheless, considering the 2022 achievement, it is achievable.

Indicator		TAPs targets: full (partial)		Baseline and target as per ESP AMER Results Framework 2018-2025			Relevance of the TAPs Performance Indicators and proposal of revision
		2021-2022	2022- 2023	baseline	2021-22 target	2022-23 target	
3.4. Percentage of teachers and students using scientific tools and ICT efficiently	Teachers	n.a	30% (26.5%)	18% (i.4.2.a)	23% (i.4.2.a)	30% (i.4.2.a)	Not relevant. The 2023 targets are not feasible and not achievable.
	Students		30% (26%)	16% (i.4.2.b)	22% (i.4.2.b)	30% (i.4.2.b)	

4.2 Assessment of the 2022-2023 Indicators Performance

In this section, assessment of the Indicators' performance against the 2022-2023 targets is presented. The level of 2019-2020, 2020-2021 and 2021-2022 targets achievement is also illustrated, where relevant. For the period of 2019-2021, the recorded under-achievements, particularly for the PIs 1.1, 2.2, 2.3, 3.1 and 3.2, were conditioned by the impact of the Covid-19 pandemic, while (under-) achievements for 2021-2022 are discussed in detail in the AM № 1.

Indicator 1.1. Percentage of schools evaluated as schools with acceptable or better performance in accordance with the standards of the Education Quality and Accountability Unit (EQUA)

➤ Baseline 2019:	21% of schools evaluated as schools with acceptable or better performance in accordance with the standards of the EQUA
➤ Target 2022-2023:	33% (+3% increase per year)
➤ Requirement for partial compliance:	at least 31.5%
➤ Source(s) of verification:	EQUA 100 school survey report
➤ Department responsible	EQUA
➤ Weight and amount allocated:	20% (€2.4 million)

The TAPs full targets for this Indicator require annual increase of 3% compared with the baseline of 21% in 2018-2019. Considering the cumulative thread, 24% (partial target – 22.5%) of schools in 2019-2020, 27% (partial target – 25.5%) in 2020-2021, 30% (partial target – 28.5%) in 2021-2022, and **33% (partial target – 31.5%) in 2022-2023**, should be evaluated as schools with acceptable or better performance (see the Summary table below)⁵⁰.

The ESP 2018-2025 Results Framework of the AMER 2022-2023 published in 2024, defines targets for the indicator **i.4.4.a** (*Percentage of schools rated as performing acceptable or better according to the criteria of Education Quality and Accountability Unit*) higher than the TAPs targets for the corresponding year by 1 pp. for 2019-2020 (25% against 24%), by 3 pp. for 2020-2021 (30% against 27%), by 5 pp. for 2021-2022 (35% against 30%) and by 2 pp. for 2022-2023 (35% against 33%).

⁵⁰ It is to be noted that in the TAPs, the concept of “%” is used inappropriately, and it *should be understood as “percentage point”*. Thus, e.g. increase by 3% in 2019-2020 against the target of 21% for 2018-2019, would mathematically result in 21.6% but not in 24% as it is mentioned in the TAPs, and further increase by 3% in 2020-2021 against the target of 24% for 2019-2020 would mathematically result in 24.7% but not in 27%, etc. This is relevant also to a number of other indicators.

The achievements reported by 2022-2023 AMER, are higher than the own targets of the years from 2019-2020 to 2021-2022 by 9, 5 and 3 pp. respectively. For 2022-2023, the reported achievement is 40% or by 5 pp. higher than the target⁵¹. This achievement is not comparable with this PI's target as it was assessed with the use of a different methodology, covering around 1,800 schools.

According to the Report “100 School Survey 2022” published by EQAU in December 2022, 21% of schools in 2019, 16% of schools in 2021 and 39% of schools in 2022 were assessed as adequate or better. The subsequent report (Annex № 6 to the Payment request **[PI 1.1-1]**) published by EQAU in August 2023 (for academic year 2022-2023) suggests that this indicator amounted to **51%** (8 schools in “good” band and 43 in “adequate” band), which is above the TAPs target for **2022-2023** by 18 pp. This is also higher than the previous year result by 12 pp., against 3 pp. improvement expected by the TAPs targets (30% in 2022 and 33% in 2023). At the same time, the share of “good” schools only increased by 3 pp., from 5% in 2021-2022 to 8% in 2022-2023. Accordingly, in the same period, the share of schools in the “needs improvement” band decreased from 61% to 49%, of which 41% were in the upper part of this band. There were no schools in the lower part of this band anymore.

The formulation of this Indicator prescribes that the evaluation of the schools is to be conducted ‘*in accordance with the EQAU standards*’. There were slight differences between the methodology normally used by EQAU for their routine evaluation of the schools and the methodology of the 100 School Survey. Nevertheless, overall the same standards were used, which is illustrated in the table below:

Components	EQAU Methodology	100 School Survey Methodology
Assessment level	Quality is assessed at the school/classroom level	Quality is assessed at the school/classroom level
Standards vs Domains	<p>Quality is measured according to four domains:</p> <ol style="list-style-type: none"> 1. Teaching and learning: 7 Quality Indicators (QI); 2. Students' environments: 5 QI's; 3. School and society: 2 QI's; 4. Leadership and management: 6 QI's. <p>The number of QIs reflects the weight of the domain.</p>	<p>Quality is measured according to three performance standards:</p> <ol style="list-style-type: none"> 1. Quality of Teaching & Learning: 50%; 2. Effectiveness of Leadership & Management: 30%; 3. Students' Personal Development: 20%. <p>Each standard includes a set of subdomains. The percentages above indicate the weight of the standard.</p>
Methodology	<ul style="list-style-type: none"> ➤ A 3- to 5-days assessment visit for each school; ➤ Different schools are assessed every year; ➤ Each visit is performed by a team of 3 to 5 assessors 	<ul style="list-style-type: none"> ➤ A one-day assessment visit to each school; ➤ the same set of 100 schools are assessed every year; ➤ Each visit is performed by a team of 3 to 4 assessors.
Tools	<ul style="list-style-type: none"> ➤ Classroom Observation; ➤ Observation (school tour); ➤ Focus groups with students; ➤ Focus groups with teachers; ➤ Focus group with parents; ➤ School documents tool; ➤ Interview with principal and some other administration staff. 	<ul style="list-style-type: none"> ➤ Lesson Observation; ➤ Perception; ➤ Feedback: Observation + school documents + Focus groups with students, teachers, and parents; ➤ Students' questionnaires; ➤ Teachers' questionnaires; ➤ Parents' questionnaires.

⁵¹ For 2023-2024, AMER reports achievement of 63% against the target of 40%.

Components	EQUA Methodology	100 School Survey Methodology
Grading scale	1 to 5: with 1 is the weakest and 5 is the best.	1 to 4: with 4 is the weakest and 1 is the best.

A thorough analysis of the two methodologies was performed during the previous Review mission and it was identified that the 100 School survey methodology had certain advantages against the EQUA normal approach, particularly, in terms of the schools coverage. Considering that no assessment is able to cover all schools (more than 4,000 in total) annually or even biennially, sampling and assessing the same 100 schools every year at the same period of time⁵², ensures a comparability of the results over years, therefore, seems more informative in terms of the registered progress. On contrary, it is difficult to make judgments about the improvements based on the information provided by the randomly selected schools' assessment, due to the fact that the same school will not be assessed again in foreseeable future.

The other issue was associated with the involvement of the EQUA specialists in the 100 School survey implemented by the TA project team. For the 2021-2022, it was limited mainly by data collection and their quality assurance, while they did not participate in the analytical work. For 2022-2023, situation has improved: 40 EQUA employees were trained by the TA project and involved directly in data collection; 12 of them participated also in the analytical work.

		2018/19	2019/20	2020/21	2021/22	2022/23
ESP 2018-2022 original Targets for KPI 26 ⁵³		20%	25%	30%	35%	-
ESP AMER Results Framework 2018-2025 (i.4.4.a)	Target	20%	25%	30%	35%	35%
	Actual	30%	34%	35%	38%	40%
Achievement as per payment request		-	-	-	39%	51%
Achievement as per 100 School Survey Report		21%	-	16%	39%	51%
TAPs Target	Full	Baseline:	24%	27%	30%	33%
	Partial	21%	22.5%	25.5%	28.5%	31.5%

The assessors conclude that the Government is **compliant** with this Indicator. Full payment is recommended – **€2.4 million**.

Indicator 1.2. Percentage of success rate in Vocational Education (VE) for the 12th Grade

➤ Baseline 2019:	The success rate was calculated with 46.3% for the 12 th Grade
➤ Target 2022-2023:	52% (+2% from Year N+2)
➤ Requirement for partial compliance:	at least 51% (+1% increase from Year N+2)
➤ Source(s) of verification:	Tawjihi examination results
➤ Department responsible	Examinations Directorate, Department of Examinations and Testing
➤ Weight and amount allocated:	15% (€1.8 million)

Compared with the baseline of 46.3% in 2018-2019, the TAPs targets for this Indicator require an increase of 3.1% in 2019-2020 and 1.7% in 2020-2021, and then an annual increase of 2% in 2021-2022 and 2022-2023, compared with the previous years. Considering the cumulative thread, the TAPs full targets are defined at the level of 49.4% (partial target n.a.), 48% (partial target n.a.), 50%

⁵² See also the "Limitations and bias" for this Indicator in the Table D of the TAPs.

⁵³ The methodology of measuring the progress against the ESP KPI 16 differs from that required by the TAPs (Achievement as per 100 School Survey Report).

(partial target n.a.) and **52% (partial target – 22.5%)** for the respective years (see the Summary table below).

There was no target for 2022-2023 in the original 2018-2022 ESP KPI 34. The ESP 2018-2025 Results Framework defines targets for the indicator **i.6.a** (*The success rate of vocational education students in the general secondary examination*) lower than the TAPs targets by 5.4 pp. for 2019-2020 (44% against 49.4%), by 2 pp. for 2020-2021 (46% against 48%), by 2 pp. for 2021-2022 (48% against 50%) and by 0.1 pp. for 2022-2023 (51.9% against 52%). At the same time, the achievements reported by 2022-2023 AMER for the corresponding years, are higher than the own targets for the years 2019-2020 to 2021-2022 by 5.8, 6.4 and 3.4 pp. respectively, and are also higher than the TAPs targets for all those years. The reported achievement for 2022-2023 is 60.7% which is higher by 8.8 pp. than the ESP target and by 8.7% than the TAPs target.

The Payment request, referring to the document (Reference № 1 of the Payment request [**PI 1.2-1**]) from MoE Testing and Examination Department, responsible for the Tawjihi exams, reports about **60.7%** success rate for 2022-2023. According to this document, in **2023** (graduation of the academic year 2022-2023), in total 12,687 TVET students participated in graduation exams. Of them, 7,707 passed the test with positive marks. This is in line with the AMER 2022-2023 reporting and as mentioned above is by 8.7 pp. higher than the PI full target (52%) and by 8.8 pp. than the 2021-2022 achievement (51.9%).

The document presents also the distribution of the exam participants by the vocational streams (branches):

Vocational branch	Number of applicants	Number of successful students	Percentage
Industry	4,564	2,184	49.9%
Agriculture	1,621 ⁵⁴	1,115	68.8%
Hospitality	1,013	647	63.9%
Household economy	5,489	3,761	68.5%
Total	6,502	7,707	60.7%

Another document from MoE Testing and Examination Department [**PI 1.2-2**] which was requested by the assessors additionally, provided also disaggregation of the Tawjihi results by sex, which is presented in the next table along with the previous years' results:

Year	Male			Female			Total		
	Participated	Successful	Rate, %	Participated	Successful	Rate, %	Participated	Successful	Rate, %
2019-2020	12,634	5,265	41.7%	8,387	5,202	62.0%	21,021	10,467	49.8%
2020-2021	13,565	6,802	50.1%	8,869	4,946	55.8%	22,434	11,748	52.4%
2021-2022	12,099	5,761	47.6%	9,167	5,275	57.5%	21,266	11,036	51.9%
2022-2023	6735	3549	52.7	5952	4158	69.9	64,721	33,251	60.7%

In the above document, disaggregation by Directorates, as it is required by the TAPs, is also presented.

⁵⁴ In the English version of the Reference document, this number is mistakenly indicated as 1,321.

The previous Review mission noticed that unlike the expectations, the Tawjihi exams for the 2020-2021 and 2021-2022 VE graduates were organised in the same way as in 2019-2020, i.e., in the form of “closed question” (multiple choice) tests only. Although there is no specific requirement in the TAPs towards the method and/or format of the graduation exams, and technically, MoE is free to organise them in any manner, this PI relates to the policy objective “Improved Quality Education”. Therefore, assessors expressed their concern about this “simplified” assessment method and recommended that the EU draws MoE’s attention to this issue. Nevertheless, for the academic year 2022-2023, the Tawjihi exams for the VE graduates were again organised in the form of tests only. Moreover, the MoE Examination Directorate informed that this will be the case also for the next academic year graduates, and only the graduates involved in the BTEC programmes will be assessed in terms of practical skills.

Summary of indicators, targets and achievements related to the Performance Indicator 1.2

		2018/19	2019/20	2020/21	2021/22	2022/23
ESP 2018-2022 original Target for KPI 34		56%	57%	58%	60%	-
ESP AMER Results Framework 2018-2025 (i.6.a)	Target	42%	44%	46%	48%	51.9%
	Actual	46.3%	49.8%	52.4%	51.4%	60.7%
Achievement as per payment request		-	-	-	51.4%	60.7%
Achievement as per official document from the MoE Examinations Directorate of the Examinations and Testing Department		-	49.8%	52.4%	51.9%	60.7%
TAPs Target	Full	Baseline:	49.4%	48%	50%	52%
	Partial	46.3%	n.a.	n.a.	49%	51%

The assessors conclude that the Government is **compliant** with this Indicator. Full payment is recommended – **€1.8 million**.

Indicator 2.1. Percentage of rented public schools and double-shift schools including VE schools (Type II Schools) against the total number of schools

➤ Baseline: 2019:	Rented schools: 20%; Double-shift schools: 16%
➤ Target 2022-2023:	Rented schools: 18%; Double-shift schools: 14% (-1% compared to year N+3)
➤ Requirement for partial compliance:	Rented schools maximum 18.5%; Double-shift schools maximum 14.5%
➤ Source(s) of verification:	OpenEMIS
➤ Department	Planning Department
➤ Weight and amount allocated:	10% (€1.2 million)

Compared with the 2018-2019 baseline of 20% for the rented schools and 16% for the double-shift schools, the TAPs full targets for this Indicator envisage an increase of 1% (for both categories of schools) in 2019-2020 and then require annual decrease of 1% compared with the previous year in 2020-2021, 2021-2022 and 2022-2023 (see the Summary table below). Partial targets are defined for 2021-2022 and 2022-2023 only, and are below the full targets of the corresponding year by 0.5 pp.

There was no target for 2022-2023 in the original 2018-2022 ESP KPI 13. The 2022-2023 AMER defines targets for the indicator **i.2.1.a** (*Percentage of rented schools (total) – basic and secondary*) lower (i.e., higher percentage) than the TAPs full targets for the corresponding year by 0.1 pp. for 2019-2020 (21.1% against 20%), by 0.9 pp. for 2020-2021 (20.9% against 20%), by 1.7 pp. for 2021-

2022 (20.7% against 19%) and by 2.5 pp. for 2022-2023 (20.5% against 18%). The reported achievements, however, were higher than the TAPs targets for 2019-2020 (18.4% against 21%) and for 2020-2021 (18.3% against 20%) but still lower for 2021-2022 (19.1% against 19%). For 2022-2023, the reported achievement is 19%, which higher than the KPI target (20.5%) by 1.5 pp. but lower than the TAPs target (18%) by 1 pp.

For the indicator **i.2.1.b** (*Percentage of double-shift schools – basic and secondary*), 2021-2022 AMER again defines targets lower than the TAPs full targets by 1.4 pp. for 2019-2020 (18.4% against 17%), by 2.3 pp. for 2020-2021 (18.3% against 16%), by 3.2 pp. for 2021-2022 (18.2% against 15%) and by 4.1 pp. for 2022-2023 (18.1% against 14%). For this category of schools, the reported achievements were lower than the TAPs targets for all three years: 18.4% against 17% in 2019-2020, 20.3% against 16% in 2020-2021, and 20.6% against 15% in 2021-2022. For 2022-2023, the reported achievement is 22.3%, which lower than the KPI target (18.1%) by 4.2 pp. and lower than the TAPs target (14%) by 8.3 pp.

There is an issue in the formulation of this PI. While separate targets are defined for rented and double-shift schools, the calculation method suggests an “aggregated” assessment approach based on the following formula: *‘Total number of public rented schools plus total number of double shift schools / total number of public schools’*. This does not seem adequate. Therefore, although the assessors (using the cited calculation method) proposed non-compliance with this PI for 2021-2022, the EU considered the targets separately and decided that partial compliance with the sub-indicator related to the rented schools is in place. The assessors support this approach and recommended to use it also for measuring the 2022-2023 achievements. This was confirmed also by the EUD Ambassador’s letter from 26th August 2024 to the Jordan Minister of Planning and International Cooperation **[PI 2.1-1]**: *‘<...> our Headquarters confirmed nevertheless, on 10/07/2024, its formal agreement to have a separate and distinct achievement for the two sub-targets of the indicator, triggering a disbursement of the concerned amounts as being set separately for each of those sub-targets’*.

The Payment Request, referring to the document (Reference № 2 of the Payment Request **[PI 2.1-2]**) from QRC (3rd October 2023), reports that the share of *‘rented schools’* comprised **18.98%**⁵⁵, while the share of *‘rented evening schools’* was equal to **14.15%**. These data were justified by the following table:

Period	Ownership	Rented	Total
One period	2,521	637	3,158
Morning period	382	70	452
Evening period	388	64	452
Total	3,291	771	4,062

The percentage of rented school is calculated by the division of the total number of rented schools (771) by the total number of schools (4,062) which results in 18.98%. At the same time, it was unclear how the percentage of the double-shift schools could be calculated from the provided table. Therefore, the assessors requested additional information about the number of double-shift schools. The provided data **[PI 2.1-3]** are presented in the next table:

⁵⁵ In the English version of the Reference document, this number is mistakenly indicated as 18.95%.

Ttotal schools	4062
1. Rented schools	771
2. Double shift schools	904
3. Rented and double shift schools	134
4. Specialised vocational schools (no rented schools)	49
5. Comprehensive vocational schools (rented schools)	168
6. Specialised vocational schools (double shift)	5
7. Comprehensive vocational schools (double shift)	10

Considering the numbers in the 2nd and 6th lines, the share of double-shift schools will comprise **22.4%** $((904+5) / 4062 \times 100\%)$. Hence, the reported **14.15%** is **not proved by the provided data**.

Summary of indicators, targets and achievements related to the Performance Indicator 2.1

		2018/19	2019/20	2020/21	2021/22	2022/23
ESP 2018-2022 original Target for KPI 13	Rented	20%	19%	18%	17%	-
	Double-shift	16%	14%	12%	10%	-
ESP AMER Results Framework 2018-2025 (i.2.1.a and i.2.1.b)	Target	Rented	21.3%	21.1%	20.9%	20.5%
		Double-shift	20.1%	18.4%	18.3%	18.2%
	Actual	Rented	20.1%	19.6%	19.5%	19.1%
		Double-shift	19.6%	18.4%	20.3%	20.6%
Achieved value as per Payment request	Rented	-	-	-	19%	18.98%
	Double-shift	-	-	-	20.5%	14.5%
Achieved value as per calculations based on QRC official information	Rented	-	19.5%	19.5%	19.1%	18.95%
	Double-shift	-	18.3%	20.2%	20.5%	22.3%
TAPs Target	Full	Rented	Baseline: 20%	21%	20%	19%
		Double-shift	Baseline: 16%	17%	16%	15%
	Partial	Rented		-	-	19.5%
		Double-shift		-	-	15.5%

Thus, in 2022-2023, the share of rented schools comprised 18.95% and the share of double-shift schools was 22.3% against the TAPs targets of 18% (partial – 18.5%) and 14 (partial – 14.5%), respectively. Therefore, the assessors conclude that the Government is **non-compliant** with this Indicator. No payment is recommended – **€0**.

Indicator 2.2. Number of trained teachers and supervisors in inclusive education

➤ Baseline 2019:	40 teachers and 0 supervisors
➤ Target 2022-2023:	1,500 teachers; 15 Supervisors (+500 teachers and +5 supervisors compared to N+3)
➤ Requirement for partial compliance:	at least +250 teachers and+ 3 supervisors compared to N+3
➤ Source(s) of verification:	Special Education Department database
➤ Department	Special Education Department; Higher Council for the Rights of Persons with Disabilities
➤ Weight and amount allocated:	10% (€ 1.2 million)

The policy context of the inclusive education in Jordan is discussed in detail in the AM № 1, and duplicated in this AM, in the Annex 10.

Compared with the baseline of 40 teachers and 0 supervisors in 2018-2019, the full TAPs targets for this Indicator require increase of 60 teachers and 1 supervisor in 2019-2020 (i.e., a total of 100 teachers and 1 supervisor; partial target – 70 teachers), 400 teachers and 4 supervisors in 2020-2021 (in total, 500 teachers and 5 supervisors; partial target – 300 teachers and 3 supervisors), then 500 teachers and 5 supervisors in 2021-2022 (in total, 1,000 teachers and 10 supervisors; partial target – 750 teachers and 8 supervisors) and again 500 teachers and 5 supervisors in **2022-2023 (in total, 1,500 teachers and 15 supervisors; partial target – 1,250 teachers and 13 supervisors)**, see the Summary table below.

There was no corresponding indicator in the original 2018-2022 ESP. The 2022-2023 AMER defines targets for the indicator **i.2.2.4** (*Number of teachers trained on inclusive education guides*) lower than the TAPs' full targets for 2021-2022 (510 against 1,000 teachers, and 0 against 10 supervisors), and for 2022-2023 (1,000 against 1,500 teachers, and 0 against 15 supervisors). The achievements reported by AMER for this indicator are 510 for 2021-2022, and 1,457⁵⁶ for 2022-2023.

At the same time, for the indicator **i.5.3.4.a** (*Number of male and female teachers trained on gender-sensitive and inclusive education programmes*), 2022-2023 AMER defines much higher targets than the TAPs full targets for 2021-2022 (4,525 against 1,000 teachers, but 0 against 10 supervisors), and for 2022-2023 (6,000 against 1,500 teachers, and again 0 against 15 supervisors). The achievements reported by AMER for this indicator are 5,084 for 2021-2022, and 120,500 for 2022-2023. The latter number, most probably, is an error.

The Payment Request, referring to the document (Reference № 3 of the Payment request **[PI 2.2-1]**) from MoE Education Supervision and Training Department (ESTD⁵⁷)⁵⁸, reports **3,598 teachers and 150 supervisors** trained during the academic year 2022-2023. Along with 2,436 teachers and 41 supervisors trained previously, this results in 6,034 teachers and 191 supervisors, which considerably exceeds the cumulative target requiring by the end of 2022-2023 academic year, 1,500 teachers and 15 supervisors should be trained in inclusive education.

Another document from ESTD **[PI 2.2-2]**, requested by the assessors additionally, reports that of the above 3,598 teachers, 1,457 were trained by the MoE Directorate of Programmes for Students with Disability (DPSD), in coordination with UNESCO in the framework of a joint financial grant from World Vision and Save the Children; 1,710 were trained by ESTD and other 431 were trained in coordination with the MoE Vocational Education Department.

According to the mentioned document, the topics of the training provided by DPSD were the following: Inclusion and Diversity in Education; Introduction to Inclusive Education; Orientation Session on Inclusive Education; Technical Orientation Sessions Towards More Inclusion and Diversity in Education; Inclusion and Diversity in Education Programme. These seem relevant to the training objective.

Copies of different training registration sheets and other evidence documents are also attached. They prove reliability of the information about the provided trainings.

⁵⁶ The teachers' cohort trained by the MOE Directorate of Programmes for Students with Disability, in coordination with UNESCO – see below.

⁵⁷ In some documents, including TAPs, this Directorate is frequently referred to as "ETC".

⁵⁸ The source of verification of the PI is defined as MoE Special Education Department database. However, in the present structure of MoE, there is no such structural unit, but only a Directorate of Programs for disabled students under the General Education Department. This issue will be studied during the main Review mission.

At the same time, data are not disaggregated by sex and Directorate as it is required by TAPs.

Summary of indicators, targets and achievements related to the Performance Indicator 2.2

		2018/19	2019/20	2020/21	2021/22	2022/23
ESP AMER Results Framework 2018-2025 Target (i.2.2.4)*	Target	-	-	-	510 TC	1,000 TC
	Actual	-	-	-	510 TC	1,457 TC
ESP AMER Results Framework 2018-2025 (i.5.3.4.a)*	Target	-	-	-	4,525 TC	6,000 TC
	Actual	-	-	-	5,084 TC	120,500 TC
Achieved value as per Payment request		-	-	-	2,436 TC; 41 SV	6,034 TC; 191 SV ⁵⁹
TAPs Target*	Full	Baseline: 40 TC	100 TC 1 SV	500 TC 5 SV	1,000 TC; 10 SV	1,500 TC 15 SV
	Partial	and 0 SV	+30 TC (70 in total)	+200 TC and +2 SV compared to N+1 (300 TC and 3 SV in total)	+250 TC and +3 SV compared to N+2 (750 TC and 8 SV in total)	+250 TC and +3 SV compared to N+3 (1,250 TC and 13 SV in total)

*) TC = teachers; SV = supervisors.

The assessors conclude that the Government is **compliant** with this Indicator. Full payment is recommended – **€1.2 million**.

Indicator 2.3. Percentage of vocational education teachers participating in inclusive in-service training

➤ Baseline 2019:	0%
➤ Target 2022-2023:	20% of VE teachers (+5% to N+3)
➤ Requirement for partial compliance:	+2.5% of VE teachers compared to N+3
➤ Source(s) of verification:	Report of Special Education Department database
➤ Department	Special Education Department; Higher Council for the Rights of Persons with Disabilities
➤ Weight and amount allocated:	10% (€1.2 million)

Compared with the baseline of 0% in 2018-2019, the full TAPs targets for this Indicator require annual increase by 5% compared with the previous years, resulting in cumulative 5% (partial target – 2.5%) in 2019-2020, 10% (partial target – 7.5%) in 2020-2021, 15% (partial target – 12.5%) in 2021-2022 and **20% (partial target – 17.5%) in 2022-2023** (see the Summary table below).

In the original ESP, there was no KPI directly related to this Indicator. For the indicator **i.5.3.4.a** (*Number of male and female teachers trained on gender-sensitive and inclusive education programs*) ESP 2018-2025 Results Framework foresees a sub-indicator *Number of male and female vocational teachers trained on gender-sensitive and inclusive education programs*, which has targets for 2023-2024 (500) and 2024-2025 (700) only. Nevertheless, AMER reports achievement also for 2022-2023,

⁵⁹ Cumulative numbers for 2021-2022 and 2022-2023 are presented.

which however, is not reliable as looks like a typo: number of 1,341 is indicated two times for male teachers and repeats for female teachers.

The Payment Request reports 22% of vocational teachers trained during 2022-2023, referring to the information provided by ESTD to DCU (Reference № 4 of the Payment request [PI 2.3-1]) on 17th March 2024. According to this document, out of total 1,523 vocational teachers, 487 participated in the training and 333 (21.9%) have completed the course successfully.

At the same time, a report submitted by the TA Project regarding the Component 2: Teacher Training – Activity 2.1.5: Inclusive Education [PI 2.3-2], confirms that 335 VE teachers passed a 20-hour training (accredited by MoE⁶⁰) in inclusive education within the period of July-August 2023, which relates to the 2022-2023 academic year. More details about the training, e.g., topics, learning outcomes, training sites, and the results, will be provided in the next AM.

Information about the details of the training was requested by the assessors. A document submitted by the MoE [PI 2.3-3] provides data on the trained teachers disaggregated by sex:

	Participated	Completed	Completion rate
Male	253	170	67.2%
Female	234	163	69.7%
Total	487	333	68.4%

The same document reports that the training comprised 20 hours in total, of which 5 hours on-line and 15 hours in-person. The training outcomes are also provided:

1. Defining the concepts and terms used in integration, diversity and inclusive education.
2. Expanding understanding of the categories of inclusive education and diversity in education.
3. Describing the goals, importance and justifications of inclusive education.
4. Reviewing the mechanisms in inclusive education for vocational education.
5. Defining the principles and types of inclusive education.
6. Comparing inclusive and non-inclusive schools.
7. Defining and analysing the main components in promoting inclusive education.
8. Valuing the importance of positive trends towards true inclusive education and achieving them in vocational education.
9. Identifying and analysing obstacles and challenges to education.
10. Proposing realistic solutions.
11. Demonstrating awareness of the importance of support and assistance for teachers in schools, especially vocational schools.
12. Evaluation methodology: cognitive test/tasks and assignments/performance-based assessment.

List of the trainees and the results of the pre- and post-test are also attached.

Considering that in 2022-2023, out of total 1,523 VE teachers, 333 or 22% successfully completed training in inclusive education, assessors conclude that the Government is **compliant** with this Indicator. Full payment is recommended – **€1.2 million**.

⁶⁰ For official letter on accreditation, see Appendix 1 of the referred TA Project report.

Summary of indicators, targets and achievements related to the Performance Indicator 2.3

		2018/19	2019/20	2020/21	2021/22	2022/23
ESP AMER Results Framework 2018-2025 (i.5.3.4.a)	Target	-	-	-	-	-
	Actual	-	-	-	-	1,341
Achieved value as per Payment request		-	-	-	3.25%	22%
Achieved value as per ESTD information		-	-	-	89 (~5.8%)	22%
TAPs Target	Full	Baseline: 0	5% of VE teachers	10% of VE teachers	15% of VE teachers	20% of VE teachers
	Partial		+2.5% of VE teachers compared to year 0 (2.5% in total)	+2.5% of VE teachers compared to N+1 (7.5% in total)	+2.5% of VE teachers compared to N+2 (12.5% in total)	+2.5% of VE teachers compared to N+3 (17.5% in total)

Indicator 3.1. Percentage of the application of developmental plans in schools and directorates

➤ Baseline 2019:	80% of developmental plans have been applied in schools and directorates
➤ Target 2022-2023:	97% (+2% to year N+3)
➤ Requirement for partial compliance:	at least 96%
➤ Source(s) of verification:	ETC survey report
➤ Department	School & Directorate Development Department (training section)
➤ Weight and amount allocated:	10% (€ 1.2 million)

Compared with the baseline of 80% in 2018-2019, the TAPs full targets for this Indicator envisage an annual increase by 5% compared with the previous year for 2019-2020, 2020-2021 and 2021-2022, and increase by 2% **(resulting in 97%, while the partial target is 96%) for 2022-2023** (see the Summary table below).

For the indicator **i.3.1.1** (*Percentage of accredited development plans that have been implemented*⁶¹), the ESP 2018-2025 Results Framework defines targets lower than the TAPs' full targets for 2021-2022 (70% against 95%), and for 2022-2023 (80% against 97%). The reported achievements for both 2021-2022 (81%) and 2022-2023 (80%) are also below the TAPs target for the corresponding years.

At the same time, the Payment Request, referring to the official document of MoE Education Supervision and Training Department (Reference № 5 of the Payment request **[PI 3.1-1]**) from 14th November 2024, reports 100% performance for 2022-2023 which is by 3 pp. higher than the corresponding TAPs target.

⁶¹ MoE considers as *accredited* those development plans, which after being adopted by the school, are also reviewed and verified by the corresponding Field Directorate as appropriately developed and relevant to the real needs of the school community. According to the explanation provided by the MoE Education Supervision and Training Department, factually, only accredited plans are considered for any discussion.

Hence, there was a considerable (20 pp.) discrepancy between the achievement reported by AMER and the Payments Request. Therefore, the assessors requested clarification from MoE. A document issued on 04.12.2024 by the Education Supervision and Training Department **[PI 3.1-2]** confirmed that in 2022-2023 academic year, developmental plans were in place in 100% of schools and directorates, while the achievement presented in the AMER (80%) is an error. The same document informed also that the plans implementation rated was 93% on average (90% for girls' schools and 95% in boys' schools) which is a rather high achievement.

Summary of indicators, targets and achievements related to the Performance Indicator 3.1

		2018/19	2019/20	2020/21	2021/22	2022/23
ESP 2018-2022 original Target for KPI 18		74%	76%	78%	80%	-
ESP AMER Results Framework 2018-2025 (i.3.1.1)	Target	-	-	-	70%	80%
	Actual	-	-	-	81%	80%
Achieved value as per Payment request		-	-	-	100%	100%
Achieved value as per official documents from School & Directorate Development Department		-	-	100%	100%	100%
TAPs Target	Full	Baseline:	85%	90%	95%	97%
	Partial	80%	82.5%	87.5%	92.5%	96%

According to the TAPs requirement, the data should be presented with disaggregation by directorate and school. This is not formally done in the Payment Request, however, considering the 100% performance, this requirement is met automatically, i.e. developmental plans are applied in all schools in all directorates.

The assessors conclude that the Government is **compliant** with this Indicator. Full payment is recommended – **€1.2 million**.

Indicator 3.2. Percentage of development and improvement in the implementation of MoE institutional performance standards (MoE's score in the King Abdullah II Award for Excellence to Government Performance and Transparency)

No targets are defined by TAPs for 2022-2023.

Indicator 3.3. Percentage of requests/ applications for information (routine and non-routine requests) that are met through EMIS

➤ Baseline 2019:	65% of requests/ applications have been met through EMIS
➤ Target 2022-2023:	100%
➤ Requirement for partial compliance:	at least 97.5%
➤ Source(s) of verification:	Queen Rania Centre report (analysis of OpenEMIS usage)
➤ Department	OpenEMIS, Queen Rania Centre
➤ Weight and amount allocated:	10% (€1.2 million)

Against the baseline of 65% for 2018-2019, the TAPs full targets for this Indicator require 75% (partial target – 70%) in 2019-2020, 85% (partial target – 80%) in 2020-2021, 95% (partial target – 90%) in 2021-2022, and **100% (partial target – 97.5%) in 2022-2023** (see the Summary table below).

For the indicator **i.3.2** (*Percentage of development requirements that have been met through the OpenEMIS*), 2022-2023 AMER defines targets lower than the TAPs full targets by 10 pp. for 2019-2020 (65% against 75%), by 15 pp. for 2020-2021 (70% against 85%), and by 25 pp. for 2021-2022 (70% against 950%). The achievements reported by AMER are equal to the targets defined by this document for the respective years. Although no target was defined in AMER for 2022-2023, an achievement of 80% is reported. This is lower than the corresponding year's TAPs target (100%) by 20 pp.

Nevertheless, the Payment Request, referring to the official document from 25th September 2023 provided by QRC (Reference № 6 of the Payment request **[PI 3.3-1]**) reports that 100% of routine and non-routine requests⁶² were met through EMIS during the academic year 2022-2023.

Summary of indicators, targets and achievements related to the Performance Indicator 3.3

		2018/19	2019/20	2020/21	2021/22	2022/23
ESP 2018-2022 original Target for KPI 18		85%	95%	95%	100%	-
ESP AMER Results Framework 2018-2025 (i.3.2)	Target	65%	65%	70%	70%	-
	Actual	65%	65%	70%	70%	80%
Achieved value as per Payment request		-	-	-	70% ⁶³	100%
Achieved value as per EMIS official information		-	70%	80%	90%	100%
TAPs Target	Full	Baseline:	75%	85%	95%	100%
	Partial	65%	70%	80%	90%	97.5%

The assessors conclude that the Government is **compliant** with this Indicator. Full payment is recommended – **€1.2 million**.

It is to mention that with a purpose of assuring the reliability of the provided data, the assessors had proposed in the AM1 to grant them access to the EMIS interface, e.g. to see the reflection of the reported data on the system monitor, even in the presence of the QRC relevant personnel. The same request was repeated during the Inception phase of the second Review, however, it remained unaddressed.

⁶² According to the Means of interpretation of this PI, the 'routine requests are information directly generated from the EMIS that do not require further disaggregation, verification and calculations to come with what is required. The non-routine requests are the requests that need additional data formulation'.

⁶³ In fact, relates to 2020-2021.

Indicator 3.4. Percentage of teachers and students who use science tools and ICT effectively

➤ Baseline 2019:	Teachers 18%; Students 16%
➤ Target 2022-2023:	Teachers 30%; Students 30%
➤ Requirement for partial compliance:	Teachers 26.5%; Students 26%
➤ Source(s) of verification:	EQUAU reports
➤ Department	MoE – Planning Department
➤ Weight and amount allocated:	15%: 7.5% for teachers and 7.5% for students (€ 1.8 million)

Against the baseline of 18% teachers and 16% students, the TAPs targets for this Indicator require 23% of teachers and 22% of students (partial targets – 20.5% and 19%, respectively) in 2020-2021, and **30% of teachers and 30% of students (partial targets – 26.5% and 26%, respectively) in 2022-2023.**

For both indicators **i.4.2.a** (*Percentage of male and female teachers who use science and ICT tools effectively*) and **i.4.2.b** (*Percentage of students who use science and ICT tools effectively*), the ESP 2018-2025 Results Framework defines 2022-2023 targets at 30% (equal to the TAPs target for teachers and by 3.5 pp. above the TAPs target for students). For 2021-2022, the AMER targets were 23% for teachers and 22% for students. The reported achievements for 2022-2023 are 31% for teachers (higher than the TAPs target by 1 pp.) and 38% for students (higher than the TAPs target by 8 pp.).

This PI is applied first time for 2022-2023, as it had no targets for 2021-2022, while for 2020-2021, the variable tranche was restructured and the targets not applied. Therefore, the methodology to be deployed was discussed with EQUAU specialists during the previous Review mission. Moreover, in the AM № 1, a specific recommendation was made: *‘EQUAU and the TA Team organise a professional discussion of this indicator urgently and, <...> at least formulate a clear concept of ‘using scientific tools and ICT efficiently’ and develop a methodology for the measurement <...>’.* It was anticipated also that collection of reliable data on the scientific tools and ICT usage from over 4,000 schools, would be an issue for EQUAU. Therefore, a high risk of non- or partial compliance in 2022-2023 was anticipated.

The Payment Request reports 33% of teachers and 39% of students using scientific tools and ICT efficiently. This is based on the report (Executive Summary is provided) of the study “Percentages of Teachers and Students in the Jordanian General Education Schools Use ICT and Scientific Tools Effectively” (Annex № 8 to the Payment request **[PI 3.4-1]**). This study had an objective to *‘identify the percentage of teachers and students using ICTs and science tools effectively according to gender and geographical areas’*, and was performed with the support of the TA Project team, in April 2023 (academic year 2022-2023). The methodology included *‘descriptive approach, qualitative and quantitative approaches (Mixed Triangulation) in data collection, and the One Shot Design model as a design for evaluation’*, with the use of the following tools: questionnaires (teachers, students), focus groups (teachers, students, parents), interviews (school principals), classroom observation and document review.

The study, however, covered 100 schools only (the same 100 schools referred to for the PI 1.1), while the formulation of this PI and its calculation method⁶⁴ do not foresee any sampling and seem requiring

⁶⁴ *‘For Grade 8 and above:*

Numerator: Number of teachers using digital skills and science tools for educational purposes effectively = Sub-target 1
Denominator: Total number of teachers

Numerator: Number of students using digital skills and science tools for educational purposes effectively = Sub-target 2
Denominator: Total number of students <...>’

overall national coverage, i.e., all schools in the country. This is mentioned also under the category “Disaggregation” of this PI: *‘By gender/By region (North, Middle, South) – to be measured nationwide’*.

The other issue relates to the terminology and methodology. TAPs do not provide any specific definition of the *ICT and scientific tools* (e.g., any requirements toward the nomenclature or specifications of the ICT (hard- and software) or laboratory equipment), thus leaving a freedom for EQAU to refer to its own understanding of those “tools”. In terms of “effective use”, under the “Data collection method” of the PI, it is mentioned:

‘1) Teachers effective use for science and ICT equipment:

Class period’s preparation notebooks of teachers

ICT that show the actual implementation of classes

Science labs that show the actual implementation of scientific experiments

2) Students’ effective use of science and ICT equipment

Homework given to students that require using computers as well as searches using the Internet

Examination results of digital skills exercises

ICT labs records that show the actual implementation of classes

Science labs that show the actual implementation of scientific experiments’

To a large extent, the EQAU survey was implemented in accordance with the above approaches. The results of the survey suggest that the usage of the ICT and scientific tools by teachers and students was as follows:

- teachers using ICT – 31%
- teachers using science tools – 34%;
- students using ICT – 38%;
- students using science tools – 39%.

Summary of indicators, targets and achievements related to the Performance Indicator 3.4

			2018/19	2019/20	2020/21	2021/22	2022/23
ESP 2018-2022 original Target for KPI 18		Teachers	n.a.	n.a.	n.a.	n.a.	-
		Students	n.a.	n.a.	n.a.	n.a.	-
ESP AMER Results Framework 2018-2025 (i.4.2.a and i.4.2.b)	Target	Teachers	-	-	-	23%	30%
		Students	-	-	-	22%	30%
	Actual	Teachers	-	-	-	63%	31%
		Students	-	-	-	-	38%
Achieved value as per Payment request		Teachers					33%
		Students					39%
Achieved as per EQAU Report		Teachers	-	-	-	-	33%
		Students	-	-	-	-	39%
TAPs Target	Full	Teachers	Baseline: 18%	n.a.	23%	n.a.	30%
		Students			20.5%		30%
	Partial	Teachers	Baseline: 16%	n.a.	22%	n.a.	26.5%
		Students			19%		26%

Taking into account that the PI requires a nation-wide coverage (the same is understood in terms of the ESP 2018-2022 original target of KPI 18, and the 2021-2022 AMER indicators i.4.2.a and i.4.2.b), while the survey was performed for 100 schools only, the assessors consider that *technically* the Government is **non-compliant** with this Indicator. Therefore, no payment is recommended – **€0**.

At the same time, in relation with this Indicator, the following is to be considered:

- 1) There was no corresponding KPI in the original ESP, due to the fact that the sector policy was not aiming to reach a certain percentage of teachers and students using science tools and ICT effectively. This was proposed by MTR in 2022 and the relevant KPI was introduced already for 2021-2022 and the sequent years. Evidently, the country could hardly be ready for ensuring this achievement.
- 2) This PI as such is extremely challenging. Moreover, originally it had already a target for 2020-2021⁶⁵, i.e. before introduction of the corresponding KPI in the ESP in 2022. One may doubt whether the Government, while signing the FA, fully realised the complexity of this Indicator and whether it had a clear vision of the ways to achieve that. The assessors' observations suggest that this was not the case.
- 3) As mentioned above, the measurement of this PI's target achievement is another challenge. Again, both FA signatories should clearly realise whether it is possible to collect and analyse reliable information from over 4,000 schools within the period defined by the TAPs. It is probable that at the time of FA signing, possible challenges were underestimated.

The total amount recommended for variable tranche disbursement – €9.0 million.

A summary table for Performance Indicators with 2022-2023 targets, achievements as per Payment request and the official source of verification, weights, allocated amounts, assessment of performance, and recommended payment, is presented above, in the Executive Summary.

⁶⁵ Related to the originally planned 2nd variable tranche which was restructured and the indicators neutralised.

5 Conclusion and Recommendations

5.1 Organisation and Implementation of the Review Mission

This Aide Memoire relates to the final Review Mission in the framework of the Budget Support action “Support to quality education and Technical, Vocational Education and Training (TVET)” for Jordan. Therefore, the below provided recommendations, which are based on the lessons learnt during the two Review Missions, are aimed at supporting the organisation and performance of assessments within any further budget support actions, not necessarily in the field of Education and/or TVET.

The GoJ Payment request with a self-assessment of the General Conditions and the PIs performance, was received on time. A number of documents were attached as official annexes, or additional information. Nevertheless, not all documents provided as evidence, were entirely relevant or appropriately presented. In the Inception Report delivered in April 2024, the assessors provided a detailed list of documents and data to be submitted by the Government for appropriate assessment of the KPIs performance. This, unfortunately, was not properly considered.

- It is strongly **recommended that for Review Missions, the Payment requests are accompanied with annexes, strictly in line with the Sources of verification, with information provided in accordance with the Data collection method and Calculation method, included in the TAPs.**
- Moreover, **the Payment request package should be ideally made available to the assessors at least 2-3 weeks before the Review Mission, in order to be properly reviewed and all missing documents to be requested in advance.**

On behalf of MoE, DCU was responsible for coordination of the Review Mission and for providing any necessary support. This was done at a very appropriate level. The focal person representing DCU, made all necessary efforts for arranging meetings with relevant departments and supported collection of the evidence documents and information requested by the assessors. Nevertheless, not all expected meetings during the first Review Mission and the Inception mission of the second Review, appeared to be possible. One of the reasons is that those missions were organised during the month of Ramadan when officially all public institutions have shorter work hours.

- For the SRPC assessment, it is **recommended that the timing of the Review Missions are agreed at least a month beforehand and the meetings with the stakeholders are arranged well in advance.**

Among some MoE responsible officers, a certain gap in the understanding of the FA and the TAPs' requirements, the ways of the evidence documentation presentation and the role and tasks of the Review Team, was noticed. During the meetings, the assessors provided possible clarifications about the mentioned points, nevertheless, additional awareness seems necessary.

- It is **recommended that MoPIC organises biannual information sessions for the staff of the Ministry and other relevant institutions responsible for performing the Budget Support programme at least about the following: content of the FA; the TAPs' requirements in terms of the Sectorial General Condition and the PIs; the sources of verification and the ways of presenting evidence documents; the purpose of the Review Mission and the role and responsibilities of the Review Team and the government authorities.**

At MoPIC, the responsible was the Directorate of International Cooperation, which is more experienced in working with the Budget Support programmes and the Review Missions. Meetings with this Directorate significantly contributed to the effectiveness of the mission.

- It is **recommended that during the Inception phase of the Reviews, the relevant representatives** (focal persons) **of MoPIC** (together with the responsible Ministry) **are in close contact with the assessors for discussing any issues related to the evidence documentation and/or the ways of their presentation, as well assist organisation of stakeholders' consultation meetings.**

All necessary support to the Review Mission was provided by the EUD who *inter alia*, briefed the assessors before the mission and organised meetings with relevant Development Partners.

- It is **recommended that at the end of each Inception and Review Mission, EUD organises a debriefing meeting with representatives of MoPIC and the responsible Ministry.**

5.2 The Sectorial General Condition

In addition to certain weaknesses in the self-assessment report attached to the Payment Request and in some reference documents, there were also deficiencies in the TVSDC performance report (see discussion under the Section 3.2.1 above).

- It is **recommended to provide capacity building for the relevant TVSDC staff in the topics of monitoring (and evaluation) and reporting.**

In the relevant MoE reports, donor coordination is presented extensively, while coordination between the national agencies is not sufficiently explained.

- It is **recommended that in the next policy performance reports, more attention is paid to revealing the situation related to the coordination between e.g., MoE, MoL, TVSDC, and other national bodies, specifically in the TVET sector.**

One more remark relates to the period of reporting. As mentioned above, the TAPs required progress reports covering calendar years 2020, 2021, 2022 and 2023, while the cycles of the MoE performance are academic years. This issue was negotiated between MoE and EUD and the coverage of the SRPC reporting periods was harmonised with the MoE reporting periods. Nevertheless, the TVSDC reporting periods coincide with calendar but not academic years. This resulted in a certain incoherence between reporting and assessment periods.

- For the next possible phase of SRPC in the field of Education and TVET, the assessors **recommend that the reporting periods are defined separately for MoE and TVSDC.**

5.3 Performance Indicators

In the two Inception Reports and in the AM of the first Review delivered in the framework of this assignment, detailed analysis of the progress as per PI was conducted and recommendation for appropriate performance and reporting were provided. Similar content is not anymore relevant for this AM. Therefore, only some important observations related to specific PIs and general recommendation derived from those cases are presented below.

Among the indicators, there was at least one, performance of which was in fact, **beyond the MoE control**. This is *PI 3.2: Percentage of development and improvement in the implementation of MoE institutional performance standards (MoE's score in the King Abdullah II Award for Excellence to*

Government Performance and Transparency). Award cycles are organised by the King Abdullah II Centre for Excellence and MoE is only assessed along with other governmental agencies. As it was explained in the AM of the first Review, no award event was performed in 2019-2022 due to Covid-19. This automatically resulted in non-compliance with this indicator. This case suggests that **no PI which is not under full control of the beneficiary agency, should be included in the TAPs.**

Another indicator, namely *PI 2.1: Percentage of rented public schools and double-shift schools including VE schools (Type II Schools) against the total number of schools*, was associated to a large extent with performance of construction/renovation. These types of works are always highly risky in terms of timely performance, very often due to reasons beyond the beneficiary's control, e.g. failures of the announced construction works tenders, delays of works delivery by construction companies, issues with works and materials quality, etc. Therefore, it is recommended that **PIs related to construction works are included in TAPs only in case of solid guarantees of performance or with a certain reserve of time for implementation.**

There were two Indicators not precise enough about the content of the performance. These are *PI 2.2. Number of trained teachers and supervisors in inclusive education* and *PI 2.3. Percentage of vocational education teachers participating in inclusive in-service training*. Definitions *training in inclusive education* and *inclusive in-service training*, although are clear in terms of general meaning but do not suggest any requirement towards the training content and results. Moreover, under the TAPs "Limitations and bias" for both PIs it was clearly stated that in the country, there was no standardised training offer for teachers in inclusive education and the training programmes should be identified. In this situation, development and approval of a corresponding standard or curricula for teachers training in inclusive education should be the target of the first year, only followed by any training. Therefore, it is recommended that **for the training-related PIs, specific reference or framework, e.g. approved standards, specific curricula or training programme are defined. In the absence of the latter, a PI target about development and approval of those documents should precede the targets about the training provision.**

Another Indicator with issues in formulation was the *PI 3.4. Percentage of teachers and students using scientific tools and ICT efficiently*. As mentioned under the discussion of this PI above, the TAPs "Data collection method" provided certain definition of 'effective use' but did not specify the *ICT and scientific tools* (e.g. any requirements toward the nomenclature or specifications of the ICT (hard- and software) or laboratory equipment), thus leaving a wide freedom for the beneficiary to refer to its own understanding of those "tools". This should not be the case. Therefore, it is recommended that **the Indicators heavily associated with scientific and/or methodological aspects, also contain clear references to specific standards, guidelines or other similar documents**

Annex 1. List of stakeholders consulted during the first Review

No	Name	Position, Organisation	Contact	Topic / Performance Indicator
3rd April 2023				
1	Mr Qais Shiyab	Project coordinator, Development Coordination Unit, MoE	qais203@yahoo.com	Overall SRPC implementation and organisation of the Review Mission
2	Dr Mohammed Smadi	Head of Directorate of Professional Development Policies, Education Supervision and Training Department, MoE	pato12312343@gmail.com	2.3, 3.1
3	Dr Mohammed Smadi	Head of Directorate of Professional Development Policies, Education Supervision and Training Department, MoE	pato12312343@gmail.com	3.1, 3.4
4	Dr Mohammed Rahamneh	Director of Directorate of Programs for Students with Disabilities, Special Education Department, MoE		2.2, 2.3
4th April 2023				
5	Mr Salah Al-Omari	Director of Personnel Directorate, Human Resources Management and Development, MoE	salahomari_2008@yahoo.com	2.2, 2.3, 3.4
6	Dr Yousif Abu Al-Sha'er	Head of Educational Planning and Research Department, MoE	you5503737@yahoo.com +962797561501	2.1, 3.1, 3.3, 3.4
7	Dr Mohamad Shehadah	Head of Examinations Directorate, Department of Examinations and Testing, MoE	mohammed.shehadeh@moe.gov.jo	1.2
5th April 2023				
8	Dr Mohad Ziyoud	Deputy Head, Education Quality and Accountability Unit, MoE	+962 777963111	1.1, 3.4
	Dr Rowaida Jaber	Technical Deputy Head, Education Quality and Accountability Unit, MoE	jaber_row@yahoo.com +962 796899564	

No	Name	Position, Organisation	Contact	Topic / Performance Indicator
9	Eng. Ayman Wreikat	Director of directorate of Accreditation and Quality Assurance, Technical and Vocational Skills Development Commission	ayman.alwreikat@tvsvc.gov.jo +962 772249564	Sectorial General Condition
6 th April 2023				
10	Mr Haitham Nazzal	Head of Internal Control Unit, Institutional Performance Department, MoE	haytham.nazzal@moe.gov.jo +962785628944	3.1, 3.2
	Ms Angham Mahadeen	Section member of Internal Control Unit, Institutional Performance Department, MoE	0791699047	
	Dr Dalal Hawash	Section member of Internal Control Unit, Institutional Performance Department, MoE	hawwash.dalal@yahoo.com 0772391272	
10 th April 2023				
11	Ms Lara Tameme	Head of Strategic Planning, Monitoring and Evaluation Division, Policy, Strategy and Institutional Development Department, MoL	lara.tameme@mol.gov.jo +962 798791233	Sectorial General condition
12	Eng. Ibrahim Tarawneh	Assistant to DG for technical affairs, Vocational Training Corporation	ibrahim.tarawneh@gmail.com +962 799029127	Sectorial General condition
	Eng. Raed Al Hammad	Director of Administrative Directorate, Vocational Training Corporation	rdhammad@vtc.gov.jo	
	Ms Yasmin Masloukhi	Assistant, Vocational Training Corporation		
13	Eng. Munib Tashman	Managing Director, Queen Rania Centre for Education and Information Technologies (OpenEMIS)	monieb.tashman@moe.gov.jo +962 772000773	2.1, 3.3
	Eng. Marwan Alturman	Director of Education Technologies Directorate	mrwan_trman@yahoo.com	
	Eng. Ali Almahasis	Head of Education Indicator Division	ali_mahasses2000@yahoo.com	
	Eng. Shaker Aljbarat	Director of Information Technologies Directorate	shaker.jbarat@moe.gov.jo	
11 th April 2023				
14	Eng. Haitham Al-Qa'qaa'	Deputy Executive Director, Training and Consulting	haitham.a@kace.jo +962 795833509	2.1, 3.2

No	Name	Position, Organisation	Contact	Topic / Performance Indicator
		Manager, King Abdullah II Centre for Excellence		
	Eng. Mais Al-Tarawneh	Lead Specialist of Training and Consulting Department, King Abdullah II Centre for Excellence	mais.t@kace.jo	
12 th April 2023				
15	Mr Emad Shana'ah	Director of International Cooperation, MoPIC	emad.shanaah@mop.gov.jo +962 777496778	Overall BS implementation
	Mr Nizar Awad	Head of EU Partnership Section, Directorate of International Cooperation, MoPIC	nizar.awad@mop.gov.jo	
16 th April 2023				
16	Dr Dana K. Mahadin	Director of Cooperation and International Relations Office, Al Balqa' Applied University	d.mahadin@bau.edu.jo	Sectorial General Condition
	Dr Khetam Shraideh	Director of International Projects Department, Al Balqa' Applied University	khetam.sh@bau.edu.jo	
	Dr Abdallah H. Al-Khraisha	Assistant Director of Cooperation and International Relations Office, Al Balqa' Applied University	abd.khraisha@bau.edu.jo	
	Dr Aiman Alawin	Director of Quality Assurance Centre, Al Balqa' Applied University	a.alawin@bau.edu.jo	
	Dr. Hazem Hasan	Director of Learning and Teaching Technology Centre, Al Balqa' Applied University	hazem@bau.edu.jo	
19 th April 2023				
17	Mr Qais Shiyab	Project coordinator, Development Coordination Unit, MoE	qais203@yahoo.com	De-briefing
	Mr Nizar Awad	Head of EU Partnership Section, Directorate of International Cooperation, MoPIC	nizar.awad@mop.gov.jo	
18	Ms Marina Patrier	Officer in Charge, UNESCO Amman	m.patrier@unesco.org	Sectorial General Condition, 2.2
	Ms Rana Abdul Latif	Associate National Education Coordinator, UNESCO Amman	r.abdul-latif@unesco.org	

No	Name	Position, Organisation	Contact	Topic / Performance Indicator
	Ms Shereen Eldaly	Program Manager, UNESCO Amman	s.eldaly@unesco.org	
19	Ms Gemma Wilson-Clark	Chief of Education, UNICEF	gwilsonclark@unicef.org	Sectorial General Condition, 2.2
27th April 2023				
20	Ms Roohi Malik	Head of Education Programmes. Education Advisor, FCDO	roohi.malik@fcdo.gov.uk	Sectorial General condition

Annex 2. List of documents consulted for the first Review

Legal acts, policy papers and other official documents:

1. FA on SRPC and the TAPs for EU Support to Quality of Education and Technical. Vocational Education and Training (TVET) in Jordan;
2. GoJ payment request of the disbursement of the second variable tranche and the third fixed tranche (15.02.2023) and the annexed documents:
 - 2.1. Annex 1. Mid-Term Review of the Education Strategic Plan 2022 (updated);
 - 2.2. Annex 5. Communications Sustainability Strategy;
 - 2.3. Annex 6. ESP Result Matrices;
 - 2.4. Annex 7. Updated Sector Progress Report;
 - 2.5. Annex 8. 100 School Survey Report;
 - 2.6. Annex 9. MoE TVET Strategic Plan Summary;
 - 2.7. Annex 10. Calendar of Annual Planning, Budgeting, and Monitoring Milestones;
 - 2.8. Annex 11. Crisis and Risk Management Strategy of MoE 2023-2027 (draft);
 - 2.9. Annex 12. Jordan National TVET Strategy (TVSDC) 2023-2027;
 - 2.10. Annex 13. 2022 Annual ESP Report. Chapter 3: ESP partnerships and coordination;
 - 2.11. Annex 14. M&E Framework 2022-2025;
 - 2.12. Annex 24. EMIS Policy 2022;
 - 2.13. Annex 26. Extra Curriculum Framework Operational Manual;
 - 2.14. Annex 29. Annual operational plan for school infrastructure 2022-2023;
 - 2.15. Annex 30. Rewards System Framework for Up-keeping Safe School Environment Based On Behavioural Change;
 - 2.16. Annex 31. Jordan Voluntary National Review 2022 on SDG;
 - 2.17. Annex 32. Declaration on Inclusion and Diversity in Education 2022 (draft);
 - 2.18. Annex 33. Non-formal Education Progress;
 - 2.19. Annex 34. Vocational Education in the Light of the Future Professions of Education and the Aspirations of the Labour Market;
 - 2.20. Reference № 1. MoE Information on the 2022 results of VET graduates Tawjihi Exams;
 - 2.21. Reference № 2. MoE Information on the rented and double-shift schools;
 - 2.22. Reference № 3. UNESCO Updates on Inclusion and Diversity in Education, 2022;
 - 2.23. Reference № 4. MoE Information on the number of Vocational Education teachers trained in inclusive education;
 - 2.24. Reference № 5. MoE Information on the percentage of schools and Field Directorates implementing developmental plans;
 - 2.25. Reference № 6. MoE Information on King Abdullah Award for Excellence;
 - 2.26. Economic Modernisation Vision. Unleashing potential to build the future 2022-2033;
 - 2.27. TVSDC Action Plan 2020-2024;
 - 2.28. TVSDC Performance Report 2022;
 - 2.29. Inclusion and Diversity in Education in Jordan, 2021.
 - 2.30. High Level Policy Dialogue. Inclusion and Diversity in Education “Towards greater inclusion and diversity in education for better learning outcomes”, 26 June 2022, Agenda;
 - 2.31. GoJ, National Arabic Literacy Strategy 2023-2028;
 - 2.32. MoE, USAID, Diagnosis 4-6 Grades and Remedial Interventions;
 - 2.33. MoE, EdTech Strategy, 2020;
 - 2.34. MoE, UNESCO, Concept Note “10-Year School Rationalisation Plan”. Roadmap Consultation Workshop Agenda;

- 2.35. MoE, Gender Plan, 2021;
- 2.36. MoE, UNESCO, Canadian Embassy to Jordan, Strategy for Mainstreaming Gender Equality in Education 2018-2022 (draft 2018);
- 2.37. MoE, Strategic Plan Concept for Universalising ECED in the Education System of Jordan;
- 2.38. MoE, Strategic Plan Narratives for Reforming TVET, 2023;
- 2.39. MoE, National Statement of Commitment – Jordan. Transforming Education Summit, 2022;
- 2.40. MoE, Concept for Operation and Maintenance (O&M) model for public schools in Jordan, 2022;
- 2.41. MoE, UNESCO, GIZ, Technical Assistance for MoE's WebGISs. Smart Schools Maintenance Module, 2022;
- 2.42. MoE, HCPD, UNESCO, GIZ, Towards inclusion and Diversity in Education in the Hashemite Kingdom of Jordan. Introduction for the Technical Session on Development of Support Systems for Disability Inclusion, 2022;
- 2.43. MoE, Jordan's Education Development based on Self-review;
- 2.44. MoE, User Manual of WebGIS Smart School Maintenance Module, 2022;
- 2.45. TVSDC, TVET Plan 2022-2026;
- 2.46. United Nations, Transforming Education Summit. Education in Crisis Situations: A Commitment to Action, 2022;
- 2.47. UNESCO, GIZ, Roadmap "Towards Capacity Development for System Strengthening.
- 2.48. UNESCO/idpnorway, GIZ, "Inclusion and Diversity in Education in the Hashemite Kingdom of Jordan. Institutional Capacity Needs Assessment, 2022;
- 2.49. UNICEF, Monitoring Education Participation. Framework for Monitoring Children and Adolescents Who Are Out of School or at Risk of Dropping Out, 2016;
- 2.50. UNICEF, Safe to Learn. Diagnostic Study of National Efforts to Prevent and Respond to Violence in Schools in Jordan, 2021;
- 2.51. Situational Analysis. Teaching and Learning;
- 2.52. AFD Development Policy Loan in Support to Gender Responsive Budgeting in Jordan: Proposed Policy Matrix 2021-2023;
- 2.53. Mercy Corps, Practical guide for inclusive education, 2021
3. Law on Development of Technical and Vocational Skills, 2019;
4. Law on ETJET Council, 2008;
5. Law on Accreditation Commission for Higher Education Institutions, 1985, and its amendments;
6. Law on Vocational Training Corporation, 1985;
7. General Budget Laws for the Fiscal Years 2019, 2020, 2021, 2022, 2023, and their Annexes;
8. General Statistics Law, 2012: https://dosweb.dos.gov.jo/wp-content/uploads/2017/06/Statistical_Law_No_12_of2012-e.pdf;
9. Jordan-2025. A National Vision and Strategy: <https://jordankmportal.com/resources/jordan-2025-a-national-vision-and-strategy>;
10. Education for Prosperity: Delivering Results. A National Strategy for Human Resource Development 2016-2025: <http://en.heac.org.jo/wp-content/uploads/2021/01/National-HRD-Strategy.pdf>;
11. MoPIC, MoL, National Employment Strategy 2011-2020: https://www.ilo.org/dyn/youthpol/en/equest.fileutils.dochandle?p_uploaded_file_id=171;
12. National Social Protection Strategy 2019-2025: <https://www.unicef.org/jordan/media/2676/file/NSPS.pdf>;
13. MoE, Education Strategic Plan 2018-2022: https://planipolis.iiep.unesco.org/sites/default/files/ressources/jordan_esp_2018-2022_0.pdf;
14. MoE, Vocational Education Reform Strategic Plan 2022-2026, 2021;
15. Public Sector Modernisation Roadmap: <https://govreform.jo.translate.google/? x tr sl=ar& x tr tl=en& x tr hl=en& x tr pto=sc>;

16. TVSDC, Jordan 888, 2023: <https://jordan888.com>;
17. TVSDC, National TVET Strategy 2023-2027, 2023;
18. MoE, The 10-Year Strategy for Inclusive Education;
19. MoPIC, Jordan Response Plan for the Syria Crisis 2020-2022, MoPIC:
https://reliefweb.int/report/jordan/jordan-response-plan-syria-crisis-2020-2022?gclid=CjwKCAiAjPyfBhBMEiwAB2CCloITQqZz78F3kmLPeM-caZHypEL9j9ZQpjMSrcVchJ8rpk_NWfA2BoCIE8QAvD_BwE.

Reports, documents and other sources information:

20. MoE, MoE, Education during Emergency Plan 2020/2022:
https://planipolis.iiep.unesco.org/sites/default/files/ressources/jordan_education_during_emergency_plan_2020-2022.pdf;
21. UNESCO, Sustainable Development Goal 4: Jordan Voluntary National Review Report (2015–2019). Summary Progress Sheets;
22. UNICEF, Jordan Country Report on Out-of-School Children, December 2020:
<https://www.unicef.org/jordan/media/5501/file/OSC-Report-EN.pdf>;
23. Department of Statistics, Jordan in Figures, 2021;
24. Department of Statistics, Jordan Statistical Yearbook 2021;
25. Department of Statistics, Jordan Statistical Yearbook 2022;
26. Department of Statistics, Employment Survey 2020;
27. The World Bank Open Data: <https://data.worldbank.org>;
28. World Bank, Country Overview Jordan, 2022:
<https://www.worldbank.org/en/country/jordan/overview>;
29. UNHCR – The UN Refugee Agency;
30. Official websites of MoE, MoL, MoF, TVSDC, VTC, AQACHEI, NCCD, QRC, DOS, USAID.

Annex 3. List of documents consulted for the Second Review

Legal acts, policy papers and other official documents:

1. GoJ payment request of the disbursement of the second variable tranche of EUR 12 million and the forth fixed tranche of EUR 3 million under “EU Support to Quality of Education and Technical, Vocational Education and Training (TVET) in Jordan” and the annexed documents
 - 1.1. Annex 1. ESP Annual Monitoring and Evaluation Report (AMER) for 2022-2023;
 - 1.2. Annex 5. Communications Sustainability Strategy;
 - 1.3. Annex 6. 100 Schools Report;
 - 1.4. Annex 7. Economic Modernisation Vision 2022-2033;
 - 1.5. Annex 8. “Percentages of Teachers and Students in the Jordanian General Education Schools Use ICT and Scientific Tools Effectively” report Executive Summary;
 - 1.6. Reference 1. Document from MoE Testing and Examination Department on the results of the Tawjihi exams;
 - 1.7. Reference 2. Document from QRC on the numbers of rented and double-shift schools;
 - 1.8. Reference 3. Document from MoE Education Supervision and Training Department on the number of trained teachers;
 - 1.9. Reference 4. Document from MoE Education Supervision and Training Department on the numbers trained Vocational teachers;
 - 1.10. Reference 5. Document from MoE Education Supervision and Training Department on the Percentage of the application of developmental plans;
 - 1.11. Reference 6. Document from QRC on meeting the routine and non-routine requests;
2. General Budget Law for the Fiscal Year 2024 and its Annexes.
3. EUD Ambassador’s letter from 26.08.2024 to the Jordan Minister of Planning and International Cooperation.

Reports, documents and other sources information:

4. TA Project Report regarding the Component 2: Teacher Training – Activity 2.1.5: Inclusive Education.
5. MoE additional communication documents on:
 - 5.1. Tawjihi Exams results;
 - 5.2. Double-shift schools
 - 5.3. Teacher training on Inclusive education;
 - 5.4. VE Teacher training on Inclusive education.

Annex 4. List of stakeholders consulted during the Second Review Mission

Nº	Name	Position, Organisation	Contact
24th March 2024, Sunday			
1	Ms Ines Alves	Programme Manager (Education and ERASMUS+), EUD	ines.alves@eeas.europa.eu
2	Mr Qais Shiyab	Project coordinator, Development Coordination Unit, MoE	qais203@yahoo.com
25th March 2024, Monday			
3	Dr Issam Kasasbeh	Head of Educational Planning & Research Department, MoE	
4	Mr. Mohammed Saeed Shehada	Head of Examinations Directorate, Department of Examinations and Testing, MoE	mohammed.shehadeh@moe.gov.jo
5	Mr Nabeel Ali	Head of the Education Quality & Accountability Unit, MoE	
	Dr Rowaida Jaber	Technical Deputy Head, Education Quality and Accountability Unit, MoE	jaber_row@yahoo.com
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26th March 2024, Tuesday			
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11th November 2024 (online)			
11	Mr Fabien Schaeffer	Programme officer – Education and Higher Education, EUF	Fabien.Schaeffer@eeas.europa.eu
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17th November 2024			
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26th November 2024			
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1st December 2024			
15	Mr Fabien Schaeffer	Programme officer – Education and Higher Education, EUF	Fabien.Schaeffer@eeas.europa.eu
16	Ms Betty Diana Vargyas-Rijnberg	Economic Development Advisor, EUD	Betty-Diana.Vargyas@eeas.europa.eu
17	Mary Horvers	Team Leader Operations, EUD	Mary.Horvers@eeas.europa.eu

Annex 5. Summary list of compliance documents

File number	Content of the file
FA 00	GoJ Payment request to EUD.
Sectorial General Condition	
GC 01	Education Strategic Plan 2018-2022.
GC 02	ESP Annual Monitoring & Evaluation Report 2021-2022
GC 03	ESP Annual Monitoring & Evaluation Report 2022-2023 – Annex 1 to the Payment request.
GC 05	Voluntary National Review 2022 on Sustainable Development Goals – Annex 31 to the Payment request.
GC 06	The 10-Year Strategy for Inclusive Education.
GC 07	TVSDC Action Plan 2020-2024.
GC 08	Jordan National TVET Strategy
GC 09	TVSDC Performance Report
GC 10	Monitoring and Evaluation Framework for the ESP 2022-2025
GC 11	EMIS Policy
Performance Indicator 1.1	
PI 1.1-1	Annex № 6 to the Payment request: “100 Schools Survey” Report
Performance Indicator 1.2	
PI 1.2-1	Reference № 1 of the Payment Request: Tawjihi Exams results
PI 1.2-2	Additional information about the Tawjihi Exams results
Performance Indicator 2.1	
PI 2.1-1	EUD letter to MoPIC
PI 2.1-2	Reference № 2 of the Payment Request: Rented and double-shift schools
PI 2.1-3	Additional information about the double-shift schools
Performance Indicator 2.2	
PI 2.2-1	Reference № 3 of the Payment request: Teacher Training
PI 2.2-2	Additional information about the Teacher Training
Performance Indicator 2.3	
PI 2.3-1	Reference № 4 of the Payment request: VE Teacher training
PI 2.3-2	TA Report on VE teachers training
PI 2.3-3	Additional information about the VE teachers training
Performance Indicator 3.1	
PI 3.1-1	Reference № 5 of the Payment request: Application of developmental plans
Performance Indicator 3.3	
PI 3.3-1	Reference № 6 of the Payment request: EMIS
Performance Indicator 3.4	
PI 3.4-1	Annex № 8 to the Payment request: EMIS

Annex 6. Summary of National Policy Papers

Jordan 2025		NSHRD		EMV initiatives		
Challenges	Inputs	Challenges	Objectives	Education	Basic and Secondary Education	TVET
<ul style="list-style-type: none"> • The limited public expenditure per student; • Highly variable quality of basic public schools' infrastructure across the kingdom (many schools are in need of investment); • Outdated school curriculum and teaching methods which largely rely on rote learning instead of stimulating critical thinking; • Highly centralised administration of the public schools' network; 	<ul style="list-style-type: none"> • High-quality teachers; • Well-built school environment with the most important requirements, such as libraries, laboratories, and means of communication; • Active parental involvement to give their opinions on curriculum and life issues; • A school curriculum that develops the skills and capabilities required by youth for their adult life; 	<ul style="list-style-type: none"> • Access not all students can access schools due to their income level, geographic location, disadvantaged status, special educational needs and disabilities, family obligations, and refugee status; not enough students pursue TVET, and there are not consistent pathways which encourage and help them progress to higher levels of training. • Quality teachers do not receive the training they need or have the right curriculum and assessments to help students achieve the outcomes they need to succeed; the private sector is not appropriately involved in the TVET content (standards, curricula) development, training provision, or allocating places for apprenticeship, in assessing the students' and the graduates' skill and competences. • Financing the level of TVET public funding is permanently low and accompanied by the private sector's 	<ul style="list-style-type: none"> • Ensure that all children have access to quality early childhood learning and development experiences that promote primary school readiness, ensure healthy lives, and promote their future well-being; • Ensure that all children complete equitable and quality primary and secondary education, leading to relevant and effective learning outcomes; • Substantially increase the 	<ul style="list-style-type: none"> • Modernise the "HRD" Strategy. • Launch a national education finance programme. • Develop curricula and teaching methods. • Develop and implement educator training programmes. • Establish research centres of excellence. • Launch a programme for the development of 	<ul style="list-style-type: none"> • Structure and mandate pre-service training and licensing programmes. • Develop and adopt a competency-based selection, recruitment, and accountable system for all education staff using contract-based employment. • Establish continuous professional development programme for all educators. • Select, prepare, and empower school leaders. 	<ul style="list-style-type: none"> • Educators' training and professional development. • Launch TVET post-9th grade. • Launch micro-credentialing and multiple educational pathways. • Launch technical programmes across Higher Education. • Improve overall enrolment rate. • Develop Labour Market Information System. • Establish new specialties in TVET education.

Jordan 2025		NSHRD		EMV initiatives		
Challenges	Inputs	Challenges	Objectives	Education	Basic and Secondary Education	TVET
<ul style="list-style-type: none"> • Very low parental and community involvement in various school activities; • Underfunded teacher training which is behind international best practice in terms of training methods; • Pressure on the school infrastructure, particularly in the northern and central governorates due to the Syrian refugee children inflow, which forced shortening of hours and introduction of double shifts 	<ul style="list-style-type: none"> • Local community support and participation encouraging national values in their young people; • Private sector participation through practical training, vocational guidance, and other activities necessary to build the capacity of young people and enable them to enter the labour market. 	<p>unwillingness and/or inability to invest in TVET.</p> <ul style="list-style-type: none"> • Coordination and Accountability existing quality control processes do not prioritise the inputs that make the biggest impact, e.g., teaching and strategic planning processes are not informed by data; fragmentation across the entire TVET system and a failure of unified policy development, strategic planning and coordination, complicated by an absence of reliable data to drive and inform decision making. • Innovation new approaches to teaching and technology are not used enough; outdated approaches to TVET management and funding, as well as obsolete programmes and delivery ways and methodologies. • Mind-set parents and communities need to be more involved in formal and non-formal learning to provide holistic support to children during their education journey; TVET is not recognised as a pathway to success and prosperity; being a TVET trainee and TVET teacher is considered to be of low social status. 	<p>number of youth and adults who have relevant technical and vocational skills for employment, decent jobs, and entrepreneurship.</p>	<p>infrastructure in the education sector.</p> <ul style="list-style-type: none"> • Enhance partnerships with the private sector. • Roll-out a comprehensive education database. • Launch a unified digital learning platform. • Integrate and unify governing bodies of the education system. • Establish a single entity specialised in Human Resource Development “HRD.” • Launch a specialised 	<ul style="list-style-type: none"> • Revamp curricula and assessment approach. • Revamp TVET in school systems. • Reform the Tawjihi assessment and examination system. • Decentralise administrative and financial management. • Transparent school quality assessment (QA) and accreditation system. • Enable evidence-based decision-making. • Convert public schools to a mixed-gender system. • Launch building new educational schools. 	<ul style="list-style-type: none"> • Develop a national framework for RPL. • Develop Framework for Work-based Learning. • Promote TVET Digitalisation. • Develop a national framework for career guidance. • Activate The Technical and Vocational Skills Development Commission role and Vocational Training Corporation governance. • Unify governing bodies for referencing. • Implementation of National

Jordan 2025		NSHRD		EMV initiatives		
Challenges	Inputs	Challenges	Objectives	Education	Basic and Secondary Education	TVET
				body for private and public education system accreditation. • Activate the sub-sectors' action plans.		Qualifications Framework. • Streamline data for TVET.

Annex 7. MoE Strategic Objectives and Performance Indicators as per 2024 Budget Law

Strategic Objective	Performance Indicator	Baseline year	Baseline	Actual Value 2022	Target Value 2023	Initial self-assessment 2023	Target Value		
							2025	2025	2026
1. Providing, developing and sustaining qualified human resources for the educational system	1. Percentage of new qualified teachers in the public sector (males).	2022	15	15	15	15	30	45	50
	2. Percentage of qualified new teachers in the public sector (females)	2022	25	25	25	25	40	55	60
	3. Percentage of qualified new teachers in the public sector (gross)	2017	13	20	20	20	35	50	55
2. Increase the access of children – boys and girls – to quality education in early childhood, and increase their readiness to learn for life	1. Gross enrolment rate in kindergarten KG2 (males)	2017	62.8	65.4	69	70	74	81	82
	2. Gross enrolment rate in kindergarten KG2 (females)	2017	61.6	64.7	67	68	72	79	80
	3. Gross enrolment rate kindergarten KG2 (gross).	2017	62.2	65.1	68	69	73	80	81
	4. Gross enrolment rate kindergarten (males).	2017	35.6	37.3	37.4	37.4	37.5	37.6	37.7
	5. Gross enrolment rate in kindergarten (females).	2017	34.6	37.5	37.6	37.6	37.7	37.8	37.9
	6. Gross enrolment rate in kindergarten (gross).	2017	35	37.4	37.5	37.5	37.6	37.7	37.8
3. Access, expansion and equality for students of both sexes, accommodating all age groups in	1. Percentage of rented public schools (males).	2017	14.2	12.9	12.8	12.8	12.6	12.4	12.2
	2. Percentage of rented public schools (females).	2017	26.1	22.7	22.4	22.4	22.2	22	21.8

Strategic Objective	Performance Indicator	Baseline year	Baseline	Actual Value 2022	Target Value 2023	Initial self-assessment 2023	Target Value		
							2025	2025	2026
education, and increasing access to education for all children with disabilities and for all residents of the Hashemite Kingdom of Jordan	3. Percentage of rented public schools (gross).	2017	21.7	19.1	18.8	18.8	18.6	18.4	18.2
	4. Gross enrolment rate for basic education (males).	2017	97.3	97.3	97.2	97.2	97.3	97.4	97.5
	5. Gross enrolment rate for basic education (females).	2017	97.3	97.2	97.3	97.3	97.4	97.5	97.6
	6. Gross enrolment rate for basic education (gross).	2017	97.3	97.1	97.3	97.3	97.4	97.5	97.6
	7. Gross enrolment rate for secondary education (males).	2017	67.8	76.5	76.6	76.6	76.7	76.8	76.9
	8. Gross enrolment rate for secondary education (females).	2017	81.6	88.1	88.2	88.2	88.3	88.4	88.5
	9. Gross enrolment rate for secondary education (gross).	2017	74.5	82	82.1	82.1	82.2	82.3	82.4
	10. Number of registered students with disabilities in schools (males).	2017	7250	7300	9477	9650	10062	10686	10920
	11. Number of students with disabilities enrolled in schools (females).	2017	11338	12300	14823	15120	15738	16714	17080
	12. Number of students with disabilities enrolled in schools (gross).	2017	18588	19600	24300	24770	25800	27400	28000
	13. Gender equality in education index (males to females enrolment rate).	2017	0.98	1.02	1	1	1	1	1
	14. Illiteracy rate (males).	2017	2.9	2.5	2.5	2.4	2.3	2.2	2.1
	15. Illiteracy rate (females).	2017	7.4	7.4	7.4	7.3	7.2	7.1	7
	16. Illiteracy rate (gross).	2017	5.1	4.9	4.8	4.7	4.6	4.5	4.4
	17. Percentage of government schools	2017	15.2	18.5	20.3	20.3	20.1	19.9	19.7

Strategic Objective	Performance Indicator	Baseline year	Baseline	Actual Value 2022	Target Value 2023	Initial self-assessment 2023	Target Value		
							2025	2025	2026
	with double-shift system (males).								
	18. Percentage of government schools with double-shift system (females).	2017	20.7	21.7	23.1	23.1	22.9	22.7	22.5
	19. Percentage of double-shifted public schools (gross).	2017	18.7	20.5	22.1	22.1	21.9	21.7	21.5
	20. Percentage of double-shifted rented public schools (males).	2017	2	1.8	2.2	2.2	2	1.8	1.6
	21. Percentage of double-shifted rented public schools (females).	2017	4.1	3.2	3.6	3.6	3.4	3.2	3
	22. Percentage of double-shifted rented public schools (gross).	2017	3.3	2.7	3.1	3.1	2.9	2.7	2.5
	23. Number of King Abdullah II Schools of Excellence (mixed).	2022	12	12	12	12	13	13	13
	24. Number of King Abdullah II Schools of Excellence (females).	2022	1	1	1	1	1	1	1
	25. Number of King Abdullah II Schools of Excellence (gross).	2017	10	13	13	13	14	14	14
	26. Number of talent rooms in schools.	2017	65	73	80	85	90	95	100
4. Promoting an education system that achieves innovation and excellence for effective education policies that contribute to the achievement of the	1. Number of schools applying quality system (males).	2022	67	67	67	75	88	109	130
	2. Number of schools applying quality system (females).	2022	116	116	116	120	137	158	188
	3. Number of schools applying quality system (total).	2017	15	183	183	195	225	267	318

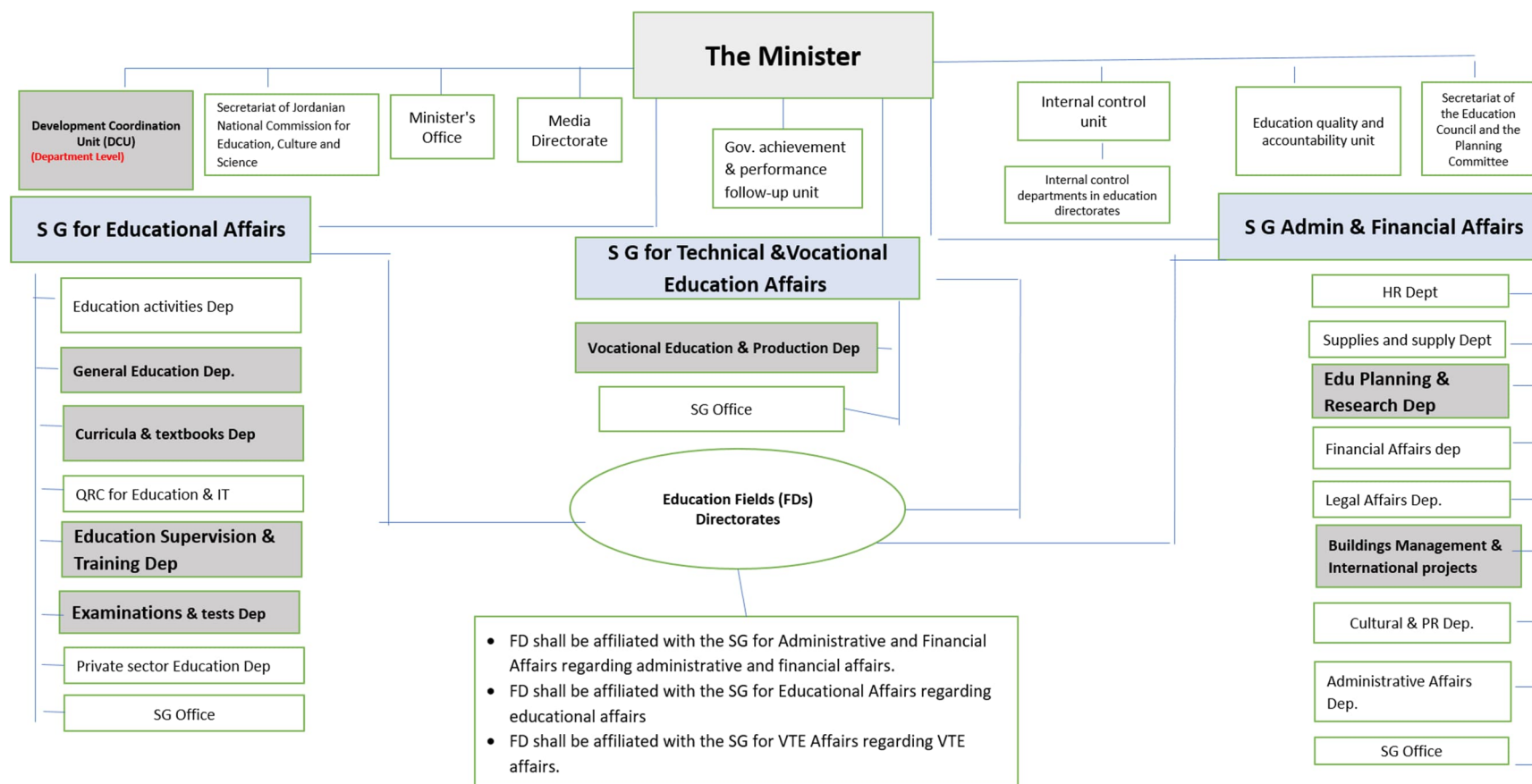
Strategic Objective	Performance Indicator	Baseline year	Baseline	Actual Value 2022	Target Value 2023	Initial self-assessment 2023	Target Value		
							2025	2025	2026
priority objectives of Jordan's education sector.	4. Percentage of violence in all its forms (males).	2022	26.3	26.3	22	25	22	21	20
	5. Percentage of violence in all its forms (females).	2022	27.9	27.9	22	23	22	21	20
	6. Percentage of violence in all its forms (gross).	2017	24.9	27.1	22	24	22	21	20
	7. Number of cases of bullying (males).	2022	4395	4395	3300	3250	3000	2850	2750
	8. Number of cases of bullying (females).	2022	2235	2235	1200	1150	1000	950	900
	9. Number of cases of bullying (gross).	2017	126	6630	4500	4400	4000	3800	3650
	10. Number of control boards (males).	2022	1119	1119	500	500	400	385	375
	11. Number of control boards (females).	2022	279	279	150	150	140	135	130
	12. Number of control boards (gross).	2017	1007	1398	650	650	540	520	505
	13. Average success percentages in national tests in Arabic, English, Mathematics and science subjects.	2017	50	41.5	-	-	66.5	69	-
5. Improved quality of education to prepare a good citizen and producer belonging to his country.	1. Percentage of schools evaluated as schools with acceptable or better performance in accordance with the standards of the Education Quality and Accountability Unit (males).	2022	32	32	33	30	34	36	38
	2. Percentage of schools evaluated as schools with acceptable or better performance according to the standards of the Quality of Education	2022	35	35	39	38	40	42	44

Strategic Objective	Performance Indicator	Baseline year	Baseline	Actual Value 2022	Target Value 2023	Initial self-assessment 2023	Target Value		
							2025	2025	2026
	and Accountability Unit (females).								
	3. Percentage of schools evaluated as schools with acceptable or better performance according to the standards of the Quality of Education and Accountability Unit (mixed).	2022	37	37	41	39	42	44	46
	4. Percentage of schools evaluated as schools with acceptable or better performance according to the standards of the Quality of Education and Accountability Unit (gross).	2017	15	35	38	36	39	41	43
6. Increasing access to and improving the quality of vocational education.	1. Percentage of enrolment in vocational education among total enrolment in secondary education (males).	2022	12	12	15	17	20	20.2	20.3
	2. Percentage of enrolment in vocational education out of the gross enrolment in secondary education (females).	2022	10	10	13	16	18	18.1	18.2
	3. Percentage of enrolment in vocational education out of the gross enrolment in secondary education (gross).	2017	8	11	12	12	15	15.1	15.2
	4. Secondary enrolment in	2022	12.8	12.8	13.6	13.6	14	14.4	14.8

Strategic Objective	Performance Indicator	Baseline year	Baseline	Actual Value 2022	Target Value 2023	Initial self-assessment 2023	Target Value		
							2025	2025	2026
	vocational education as a percentage of the gross enrolment in secondary school (males).								
	5. Secondary enrolment in vocational education as a percentage of the gross enrolment in secondary school (females).	2022	10.2	10.2	11	11	11.4	11.8	12.2
	6. Secondary enrolment in vocational education as a percentage of the total enrolment in secondary school (gross).	2017	11	11.5	12.3	12.3	12.7	13.1	13.5
	7. Percentage of vocational education graduates enrolled in the labour market (males).	2022	8	8	8	9	9	9.1	9.2
	8. Percentage of vocational education graduates enrolled in the labour market (females).	2022	2	2	3	3	3	3.1	3.2
	9. Percentage of vocational education graduates enrolled in the labour market (gross).	2017	4	5	6	6	7	7.2	7.3
	10. Number of fourth to tenth grade students who received vocational guidance (males).	2017	3000	4000	4000	4500	5000	10000	11000
	11. Number of fourth to tenth grade students who received vocational guidance (females).	2017	2000	3500	4000	4500	5000	10000	11000

Strategic Objective	Performance Indicator	Baseline year	Baseline	Actual Value 2022	Target Value 2023	Initial self-assessment 2023	Target Value		
							2025	2025	2026
	12. Number of fourth to tenth grade students who received vocational guidance (gross).	2017	5000	7500	8000	9000	10000	20000	22000

Annex 8. MoE General Organigram



Organizational units affiliated with the Minister

**Development Coordination
Unit at the Directorate
Level**

the Jordanian National Commission
for Education, Culture and Science
Secretariat

Advisors

Minister's Office, Directorate Level,

Media Directorate

Education Quality and
Accountability Unit,

Government Achievement and
Performance Unit

**The unit for following up on
government achievement and
performance at the level of the
Directorate**

the Secretariat of the Education
Council and the Planning Committee
at the level of the Directorate

Internal Control Unit

Government Performance and Achievement Follow-up Unit, Directorate Level

**Indicators Follow-up
section**

**Follow-up and Coordination
section**

**Financial Follow-up
section**

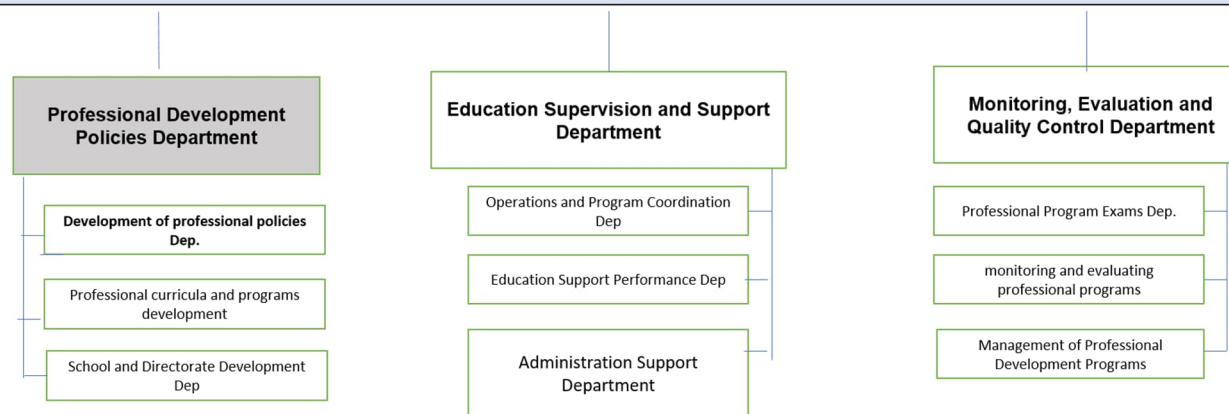
Educational Planning and Research Department

responsible for all types of planning for the entire MoE system, including strategic and financial planning, has 52 employees in the central office and 42 in FDs. The central offices consist of 3 Directorates:

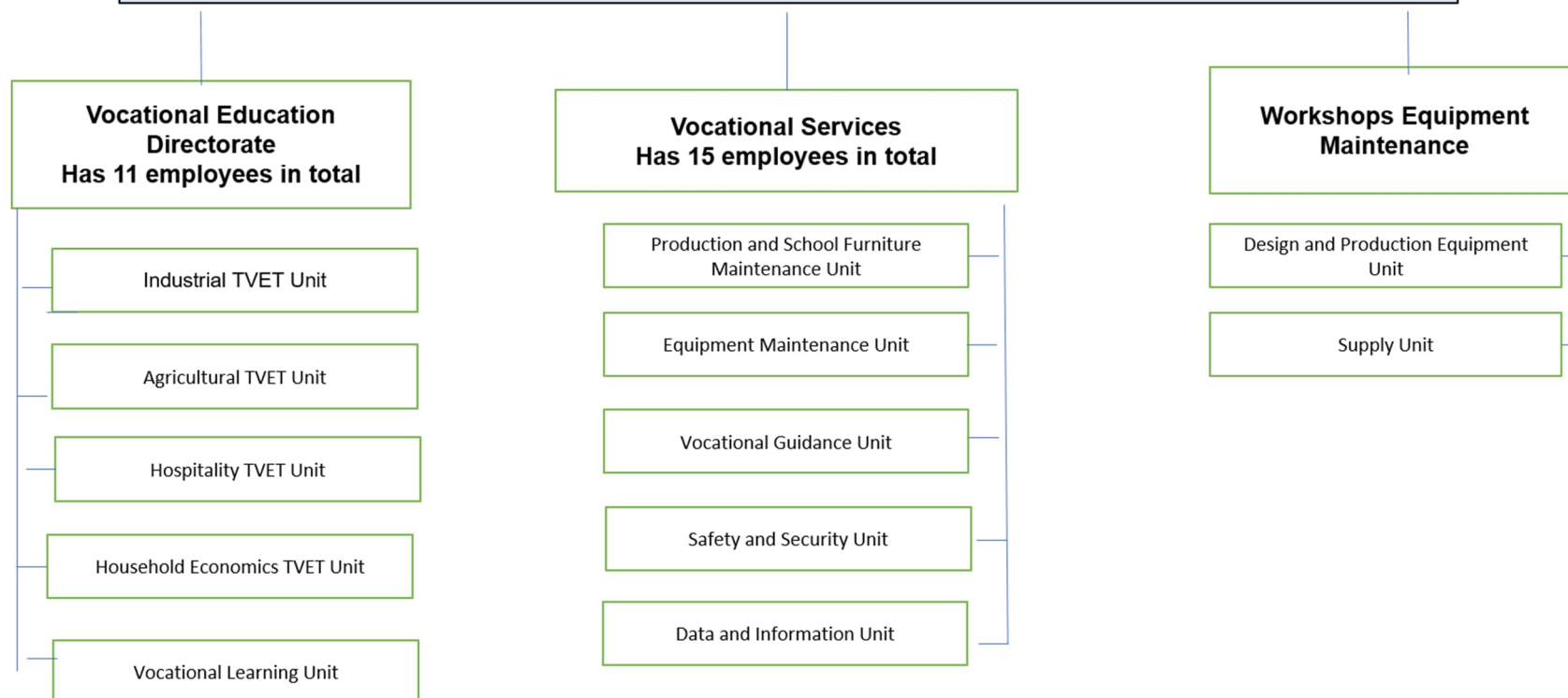


Education Supervision and Training Department

Has 86 employees in the central office and 1,100 supervisors in the regions. It is responsible particularly for organisation and supervision of teacher training including accreditation of teacher training courses offered by other organisations. The Department has 3 sections:



Vocational Education and Production Management Department
has in total 52 employees



Curricula and Textbooks Department

Responsible for organizing curricula and textbooks development and publishing. The process of curricula development is assigned to the National Centre for Curricula Development. Total 60 staff

School Book Directorate

Editorial section

Production section

Design section

experimentation and
development of educational
materials section

Libraries section

Curriculum Directorate

humanities curriculum section

Foreign Languages section

vocational Research Department

Educational programs production
section

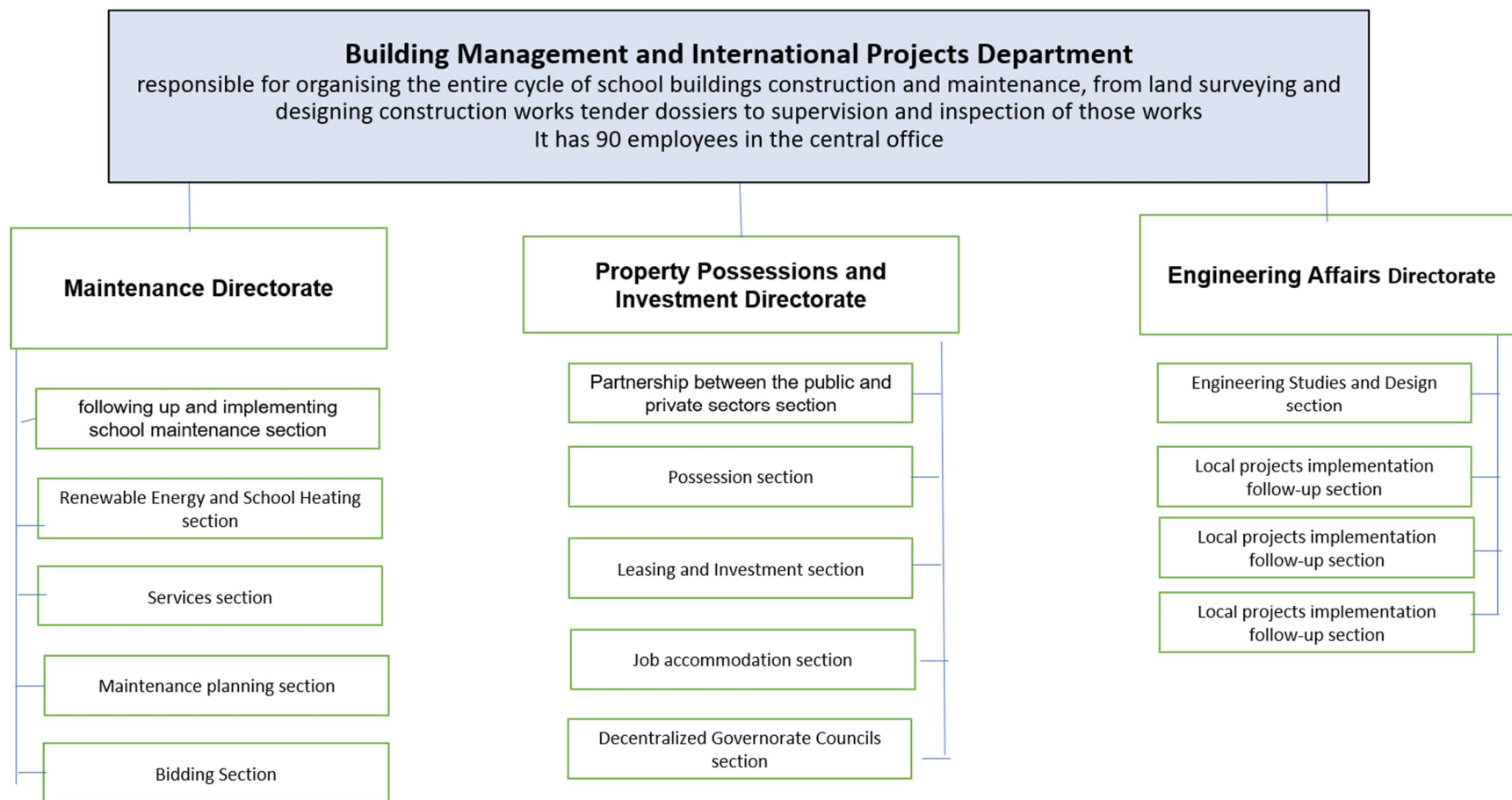
Scientific curriculum section

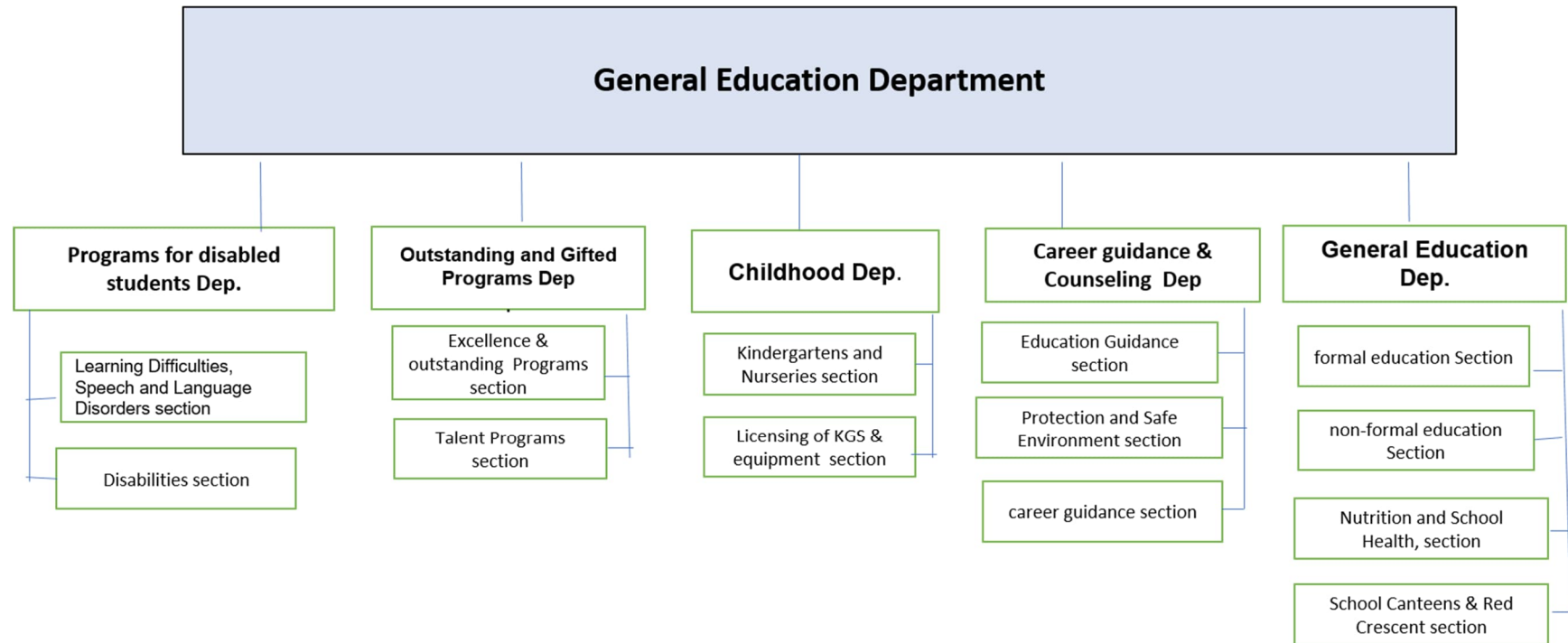
Arabic language section

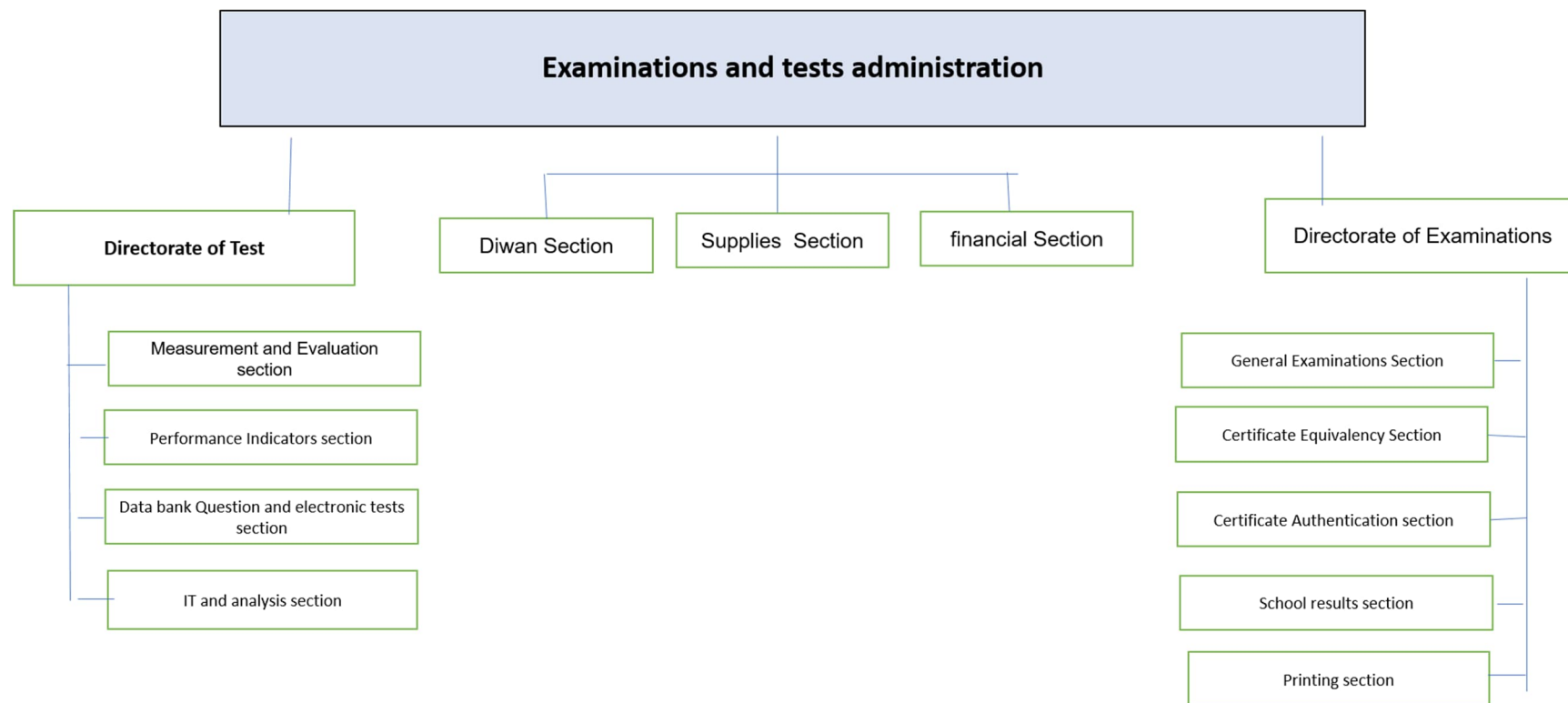
Early childhood section

Financial affairs section

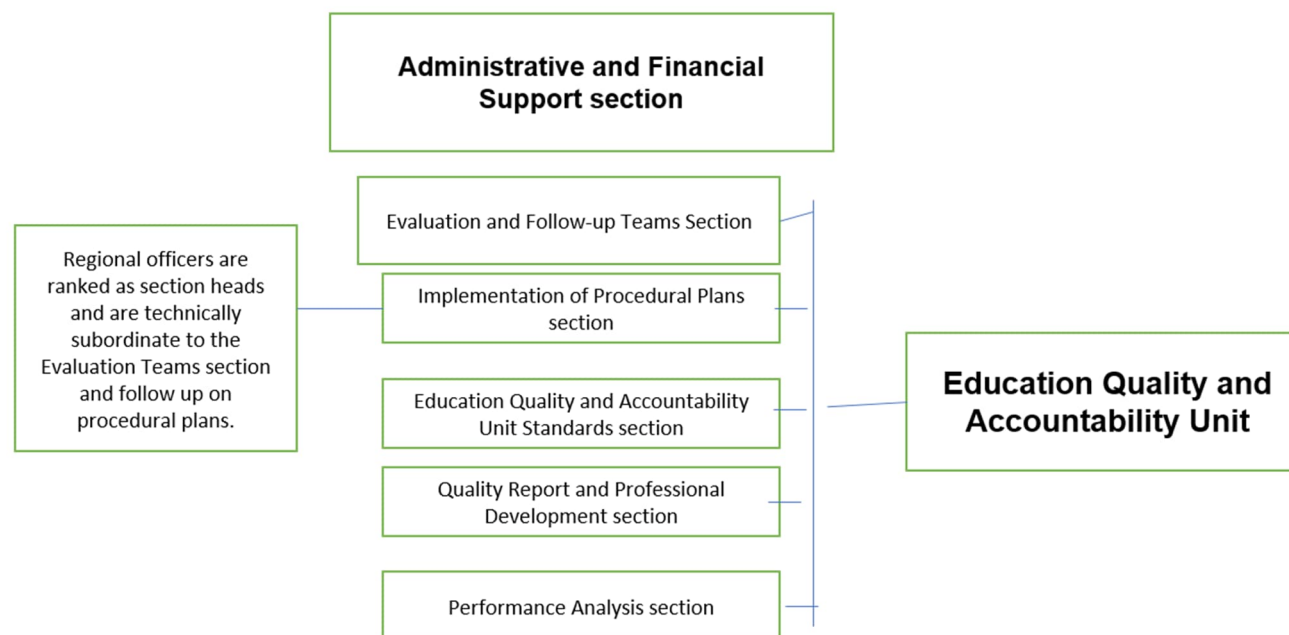
Diwan Directorate



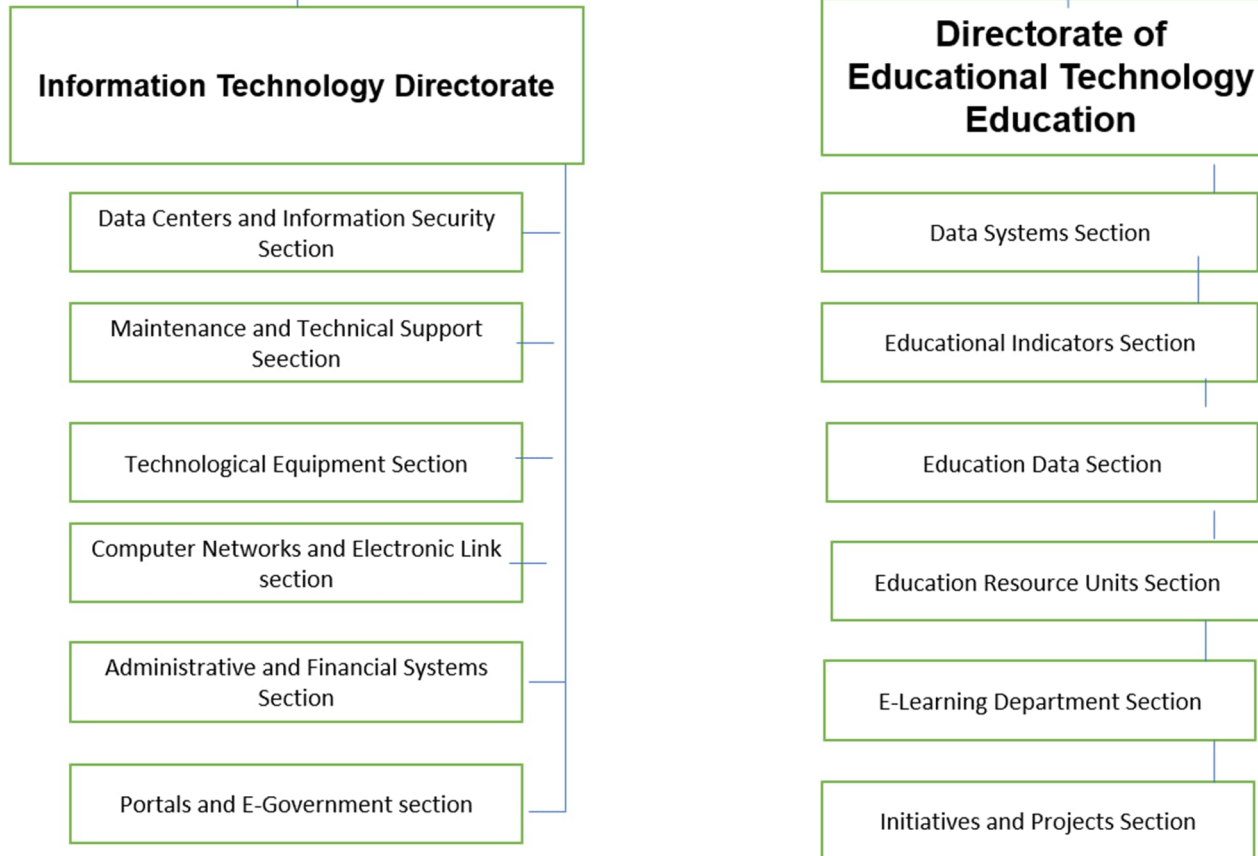




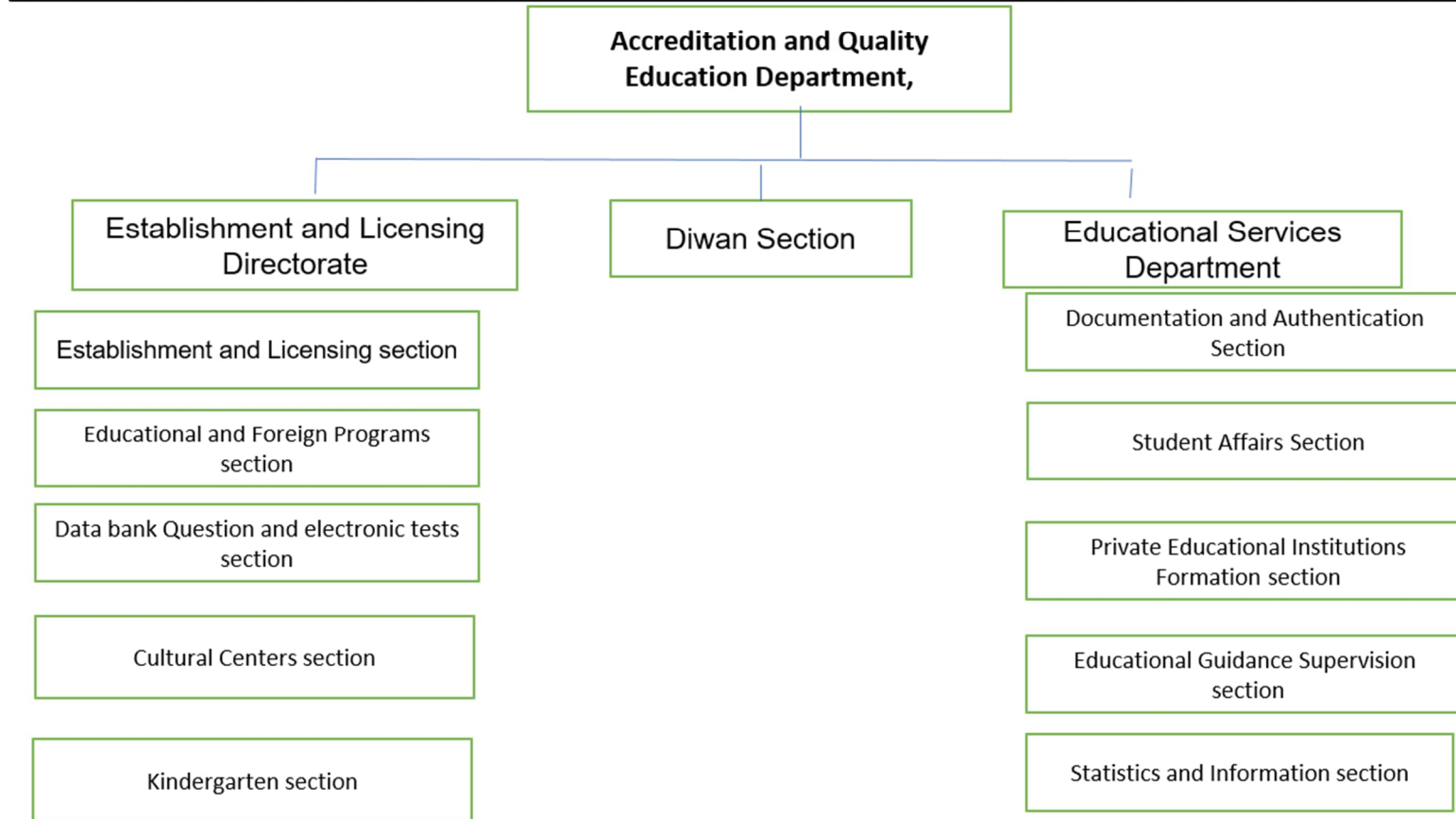
Quality education and accountability unit



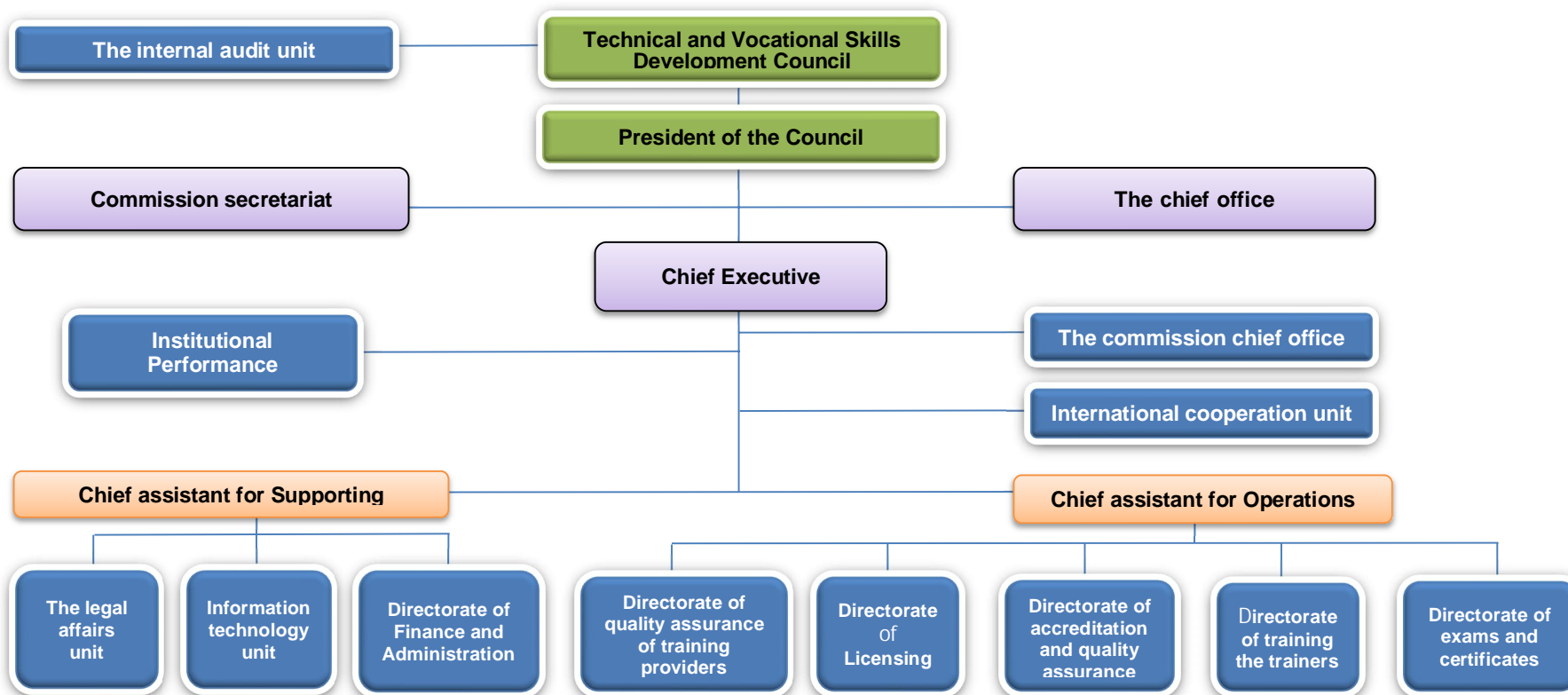
Queen Rania Al Abdullah Center for Education and Information Technology Administration



Private Education Administration,



Annex 9. TVSDC Structure



Provided by TVSDC.

Annex 10. The policy context of the inclusive education in Jordan

The policy context of the inclusive education in Jordan is based on two key documents introduced recently. The *10-Year Strategy for Inclusive Education* [GC 06] was developed jointly by MoE and HCPD with support of GIZ, and adopted based on the 2017 Law on the Rights of Persons with Disabilities. The general goal of the Strategy is to ensure that *'by 2031, the percentage of school-aged children with disabilities enrolled in mainstream schools reaches 10% of the total number of school-aged children with disabilities while providing them with all the requirements of inclusive education'*. The document defines 9 Specific Objectives to be reached via performance of 9 corresponding Components, namely: 1) Policies and legislation; 2) Awareness, Media, and Advocacy; 3) Identification, Diagnosis, and Support and Referral Programs; 4) Accessibility and Reasonable Accommodation; 5) Learning and Teaching 'Educational Programs'; 6) Human Resources and Capacity Building; 7) The Preschool Stage (Nurseries and Kindergartens); 8) Children Who Are Not Enrolled in Mainstream Schools; 9) Research, Scientific Studies, and Databases. A 3-Year Action Plan for Inclusive Education (2020-2022) [PI 2.2-1] was also adopted by MoE. This AP has 9 Components, such as The Steering Structure, Policies and Legislation; Awareness, Media and Advocacy; Accessibility and Reasonable Accommodation; Learning and Teaching, etc.

The Strategy is linked with the *Declaration of Inclusion and Diversity in Education* (Annex 32 to the Payment request [PI 2.2-2]) developed in 2022, which formulates inclusion as *'Systems, political will, and commitments by all key partners and stakeholders are in place to guarantee that all students regardless of their gender, abilities, disabilities, backgrounds, and circumstances have equal and equitable access to quality education in their home or host communities, with learning environments that embrace diversity and support their participation and achievements towards reaching their full social, emotional, physical, and cognitive potentials'*, and defines for Jordan 10 groups of children most vulnerable to exclusion from, and within education⁶⁶.

Substantial contribution to introducing inclusive education in Jordan, including necessary capacity building, has been provided by UNESCO. Particularly in 2021, jointly with GIZ and HCPD, this agency developed a Roadmap "Towards Capacity Development for System Strengthening. Inclusion and Diversity in Education in Jordan" [PI 2.2-3] which is presently being implemented and further developed [PI 2.2-4]. In 2022, this was followed by performance of the Institutional Capacity Needs Assessment⁶⁷ which identified challenges and gaps, the existing capacities, strengths, and suggested ways forward related to the policies and strategies; institutional structures, leadership, and management; financing; coordination, and planning; infrastructure and material resources, as well as to the human resources and professional development for strengthening and widening the inclusive education in Jordan. In December 2022, MoE, jointly with HCPD and other partners, published a Summary Monitoring Report on the above Roadmap implementation [PI 2.2-5].

⁶⁶ 1) Children affected by drugs and substance abuse; 2) Children experiencing gender inequality; 3) Children from ethnic, language and social minorities; 4) Children from income poor backgrounds; 5) Children suffering from neglect, abandonment and abuse, incl. orphans; 6) Children who are under-stimulated and disengaged (including first generation learners, children who are not supported by their families, and those who are often referred to as 'gifted' and 'talented'); 7) Children with disabilities (Including those with learning difficulties); 8) Institutionalized children and children without freedom of movement; 9) Out-of-school children (i.e. children who dropped out of school, never enrolled in formal education, and street and working children); 10) Refugee, returnee, and unregistered children (i.e. children who were never registered at birth or may be registered in another country).

⁶⁷ ["Inclusion and Diversity in Education in the Hashemite Kingdom of Jordan"](#) by UNESCO/edpnoway, with the support of GIZ.

A considerable support in the area of inclusive education is provided through the “Accelerating Access to Education Initiative” (AAI), with contribution of Australia, Canada, EU, Germany, Norway, UK, and the USAID. Particularly, AAI is currently supporting 180 Learning Support teachers and 120 Multidisciplinary Team members across all directorates to support the 60 AAI inclusive school’s pilot **[PI 2.2-6]**. This may contribute to achieving the target of this Indicator for 2022-2023.

Annex 11. Information about the school and FDs development plans⁶⁸

The 1st phase of the project Education Reform for Knowledge Economy, aimed at educational reforms and enabling Jordan to face the challenges of transforming into a knowledge society and competing in the global market, was implemented in 2003-2009. Based on the lessons learned from the above project, a national School and Directorates Development programme was launched in 2009, with financial and technical support from the Canadian government. Initially, in 690 schools and 5 education directorates were piloted. In 2014, the system was institutionalised at the MoE School and Directorate Development Department, and in 2016, the management of the programme and its methodology were handed over to MoE.

Continued Canadian financial support (through direct annual support to the MoE budget since 2015) ensured the sustainability of the programme and its continued implementation.

The main *goal* of the programme is to enable schools and FDs to set procedures and policies enhancing the quality of education, specifically promoting decentralisation at the level of schools and FDs, and improving schools through the active participation of their communities, to

- increase the effectiveness of schools by creating a culture of improving schools on a self-initiative with the participation of local communities;
- increase the effectiveness of the operations and procedures of FDs to enhance their role in building the schools' capacities.

The parties involved in the schools' and FDs' development planes are

- schools, as the basis for the education development process;
- students, as beneficiaries;
- Principals and teachers, as planners of educational development rather than solely implementers;
- Supervisors, providing technical support to teachers in the process of developing education instead of monitoring and inspection;
- parents and the community, as partners in the decision-making process, including identification of needs and priorities;
- FDs, as a link between the schools and MoE;
- Educational councils, as community mobilisation for the education development process;
- MoE, as responsible for strategic planning, policies and decisions that support common needs and priorities in all schools and FDs in Jordan.

The general framework of the school development programme consists of four areas learning and education, the students' environment, the community and the school, leadership and administration. This framework is the focused of the school-based development system aimed at

- Facilitating schools to identify their essential needs for achieving the Jordanian vision of finding high-quality schools through an evidence-based self-review process, developing procedural plans, implementing them, and self-reviewing their results;
- Determining the professional needs of the school staff accurately, and to deal with them through the available resources in conjunction with offering other programmes according to their needs that help them apply what they have learned to advance students' learning outcomes;

⁶⁸ Provided by MoE School and Directorate Development Department.

- Involving those concerned in the process of developing the school according to the reality, especially the educational staff, students, parents, school councils and the community, in addition to the role of the FDs and MoE.
- Contributing to the systems of quality assurance and comprehensive accountability of the Ministry of Education.

Under the leadership of the school principal, in cooperation with the school community, students, parents, teachers and other members of the local community conduct a self-evaluation process and establish a system for professional development in the school, based on their abilities and identifying their developmental needs and priorities. The latter are identified through several questionnaires answered by various groups of school society, and analysed.

All schools prepare a development plan every two years and are approved by the educational councils and then submitted to the Education directorate.

To support the implementation of the developmental plan, every school sets an annual procedural action plan and receives an annual grant to support the implementation of its procedural plan.

For classrooms, science laboratories, the library, light maintenance work in the students' environment facilities, and awards for student excellence, financial support from Canada is provided in addition to the grant from MoE. Schools can also collect additional in-kind and financial resources from the local community to support the plan implementation. The value of the grant varies from one school to another and is based on a number of factors, e.g. the number of students.

The FDs, for designing their own development plans, conduct a self-assessment within the Directorate community in conjunction with the analysis of school development plans, in order to identify their weaknesses and strengths and the common needs of schools at the FD level. The FDs receive financial grants to support the implementation of the Directorates' plans, which are addressing their priorities and the common needs of their schools. Those grants are spent, particularly on teacher training, awareness raising for the local community and educational councils on the Directorate development, maintenance works, stationery and tools, activities related to the community participation initiatives, innovation and creativity such as school sports competitions.

The EQAU is responsible for monitoring the schools' performance of development plans and producing corresponding reports.

The steps for preparing the development and the practical plan for the schools include:

- The first stage is preparation phase in which it includes to develop teams such as:
 - Learning and Education Coordination Team;
 - School and Community Coordination Team;
 - Leadership and management coordination team.
- The second stage is a self-review;
- The third stage is analysis and planning:
 - Data is entered, analysed, and summarised;
 - The coordination teams discuss the results of the data analysis, which means consensus on the school's performance level;
 - The development team reviewed the results of the data dialogue and the perspectives of the field coordination teams;
 - The development team arranges priorities and converts them into development results;
 - Then it has "Development Priorities Model".
- Follow-up and evaluation This is done through the following steps:

- The coordination team for each field works to build qualitative and quantitative performance indicators for each result. The necessary tools for collecting data about the stages of achievement, represented in the framework of performance measurement, to ensure follow-up and evaluation of achievements and performance;
- The coordination team for each field fills out the annual performance report before the end of the school year. The school principal submits the final report to the Directorate of Education. The annual or quarterly performance report.

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