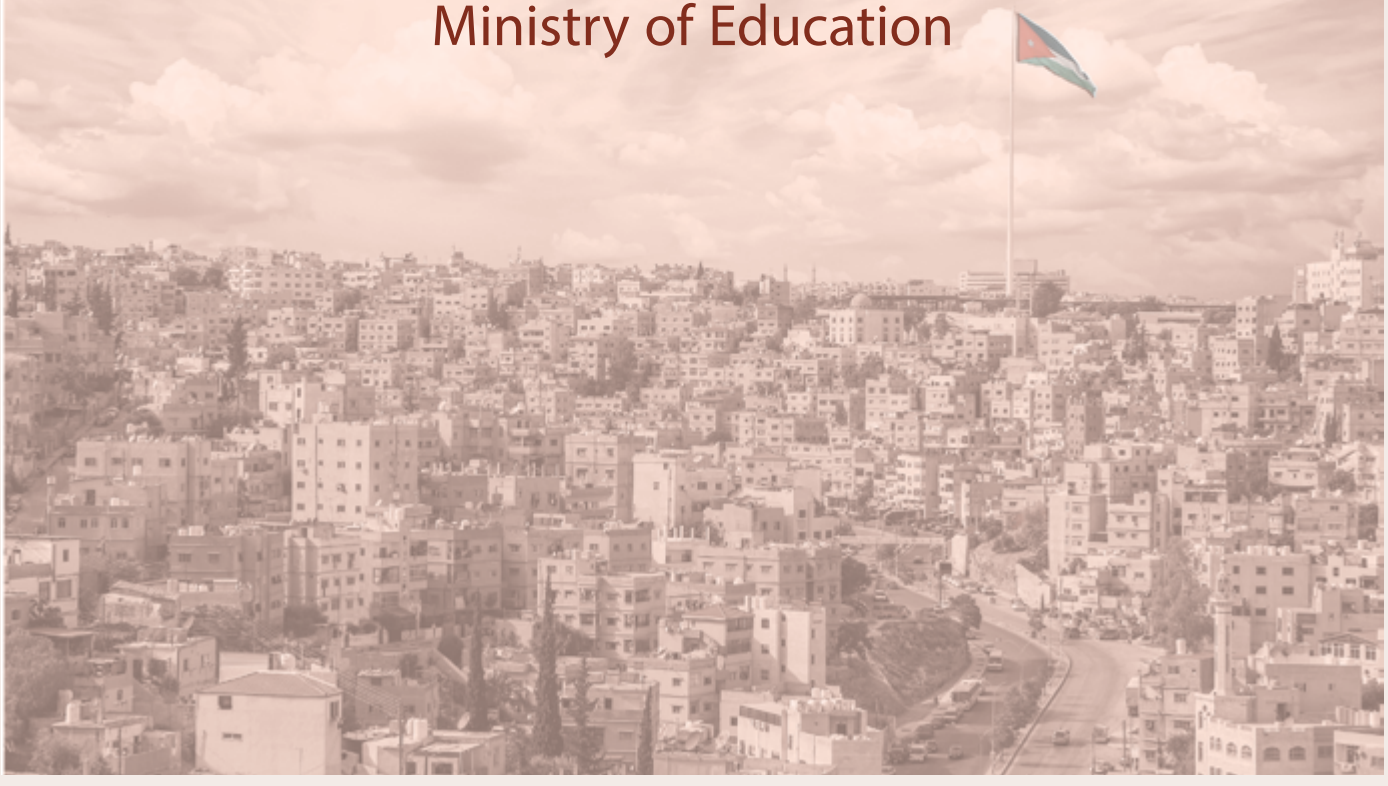
المملكة الأردنية الهاشمية
وزارة التربية والتعليم

Education

Strategic Plan

2026 - 2030

Ministry of Education





His Majesty King Abdullah II bin Al-Hussein,
may God protect him



His Royal Highness Prince Hussein bin Abdullah II,
may God protect him

Foreword by H.E. the Minister

We are pleased to present to you the H.K. of Jordan's Education Strategic Plan (ESP) 2026-2030, a pivotal milestone in the educational reform process and a practical implementation of the Royal directives that consistently emphasize that education is the cornerstone of shaping Jordanian citizens and the primary driver for modernizing the state and enhancing its competitiveness. This plan aligns with the Economic Modernization Vision 2023-2033, which prioritizes human resource development as the principal gateway to a productive, sustainable knowledge-based economy.

This strategy stems from a fundamental national shift in the perception of education, based on moving from managing disparate educational stages to building a unified education and human resource development ecosystem. This ecosystem will be managed by national policies, measured by impact, and its on-the-ground implementation entrusted to highly competent and empowered entities. This transformation marks a major shift in educational governance, enhancing the clarity of roles between policymaking, regulation, implementation, and quality assurance. This will raise the system's efficiency and strengthen its ability to respond to the demands of development and the labor market.

In this context, the plan emphasizes that education in today's world is no longer merely the transfer of knowledge, but rather a comprehensive national project intertwined with socioeconomic development. It aims to prepare students to possess critical thinking, innovation, and leadership skills, enabling them to actively integrate into the economy and society. Thus, the strategy is designed to align with global trends in educational development, support equity and equal opportunities, and enhance the resilience and sustainability of the education system in the face of crises and rapid changes.

The plan is based on four main, interconnected domains that constitute the national education pathway: Early Childhood Education, Basic and Secondary Education, Technical and Vocational Education, and Higher Education. This holistic vision ensures learning continuity and quality outcomes. These domains intersect with strategic cross-cutting themes at the core of the desired transformation, most notably: Inclusive Education, Digital Transformation, Green Education, Mainstreaming Gender Equality, and readiness in Crisis and Risk Management –These are effective policy pillars integrated across pedagogical work.

The plan emphasizes that investment in early childhood is the most sustainable foundation for building human capital, and that improving the quality of basic and secondary education is the true guarantee of competitive educational outcomes. It places technical and vocational education at the heart of economic transformation, as a key tool for bridging the gap between education and the labor market, and enhancing productivity and entrepreneurship. Higher education supports this pathway by maximizing the role of scientific research and innovation, raising Jordan's performance in the Global Knowledge Index, and strengthening its regional and international standing. These orientations are integrated with relevant Sustainable Development Goals, particularly quality education, decent work, economic growth, innovation, and partnerships, reflecting Jordan's commitment to aligning its education policies with its national priorities and international obligations.

This plan is not merely a regulatory document, but a national commitment and shared responsibility that requires the concerted efforts of government institutions, the private sector, international partners, civil society, and Jordanian families to ensure a tangible and sustainable impact. As we launch this strategy, we affirm that education will remain at the forefront of national priorities, and that we are resolutely and determinedly committed to its implementation, thereby solidifying Jordan's position as a leading nation in education and knowledge. We ask God Almighty to guide us all towards what is best for Jordan and its people, and to make this plan a significant step forward on the path for reform and modernization, under the wise Hashemite leadership of H.M. King Abdullah II bin Al-Hussein, may God protect and preserve him.

H.E. Prof. Azmi Mahafzah,

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List of Abbreviations

AI	Artificial Intelligence
APC	Advisory Planning Committee
API	Application Programing Interface
AR	Augmented Reality
AQAC	Accreditation and Quality Assurance Commission
BTEC	Business and Technology Education Council
DCU	Development Coordination Unit
DoS	Department of Statistics
ECED	Early Childhood Education and Development
ECIS	Early Childhood Information System
EDPG	Education Development Partners Group
EiE	Education in Emergencies
EMIS	Education Management Information System
EMV	Economic Modernization Vision
EPRD	Educational Planning and Research Department
ESA	Education Sector Analysis
ESP	Education Strategic Plan / Education Sector Plan
ESWG	Education Sector Working Group
EQAU	Education Quality and Accountability Unit
GER	Gross Enrollment Rate

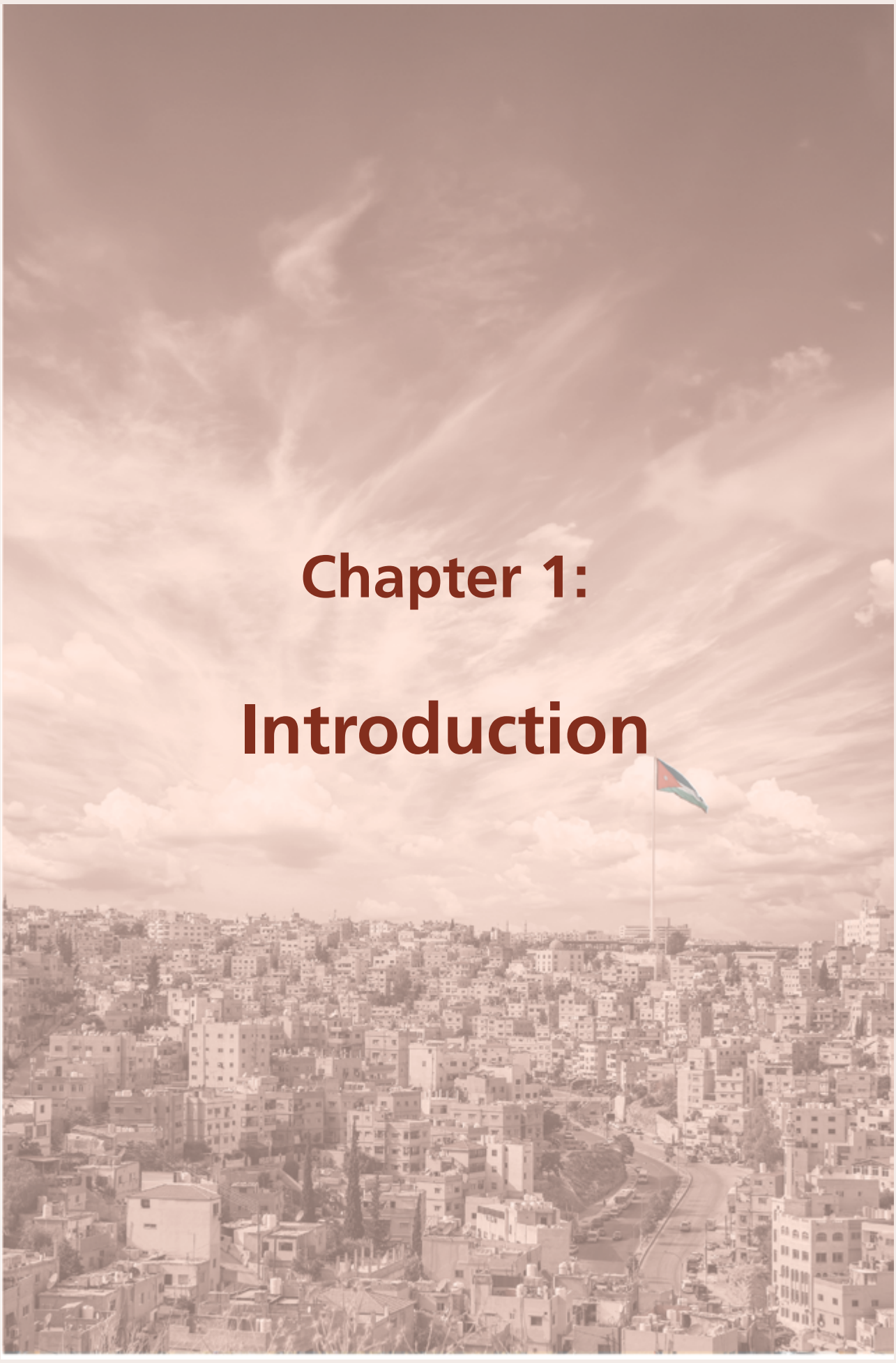
GFMIS	Government Financial Management Information System
GIS	Geographic Information System
GKI	Global Knowledge Index
GoJ	Government of Jordan
GPHC	General Population and Housing Census
HEAC	Higher Education Accreditation Commission
HEC	Higher Education Council
HEI	Higher Education Institution
HCD	Higher Council for the Rights of Persons with Disabilities
HDI	Human Development Index
HLSC	High-Level Steering Committee
HRD	Human Resource Development
ICT	Information and Communication Technology
ILO	International Labor Organization
IT	Information Technology
JARM	Joint Annual Review Meeting
JEGP	Jordan Economic Growth Plan
JOD	Jordanian Dinar
JONEPS	Jordan National E-Procurement System
JPFHS	Jordan Population and Family Health Survey
KG1	Kindergarten 1

KG2	Kindergarten 2
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning
MENA	Middle East and North Africa
MoDEE	Ministry of Digital Economy and Entrepreneurship
MOE	Ministry of Education
MoEHRD	Ministry of Education and Human Resources Development
MoHESR	Ministry of Higher Education and Scientific Research
MoPIC	Ministry of Planning and International Cooperation
MTEF	Medium-Term Expenditure Framework
MTR	Midterm Review
MYOP	Multiyear Operational Plan
NCFA	National Council for Family Affairs
NCSCM	National Center for Security and Crisis Management
NES	National Employment Strategy
NDRRS	Natural Disaster Risk Reduction Strategy
NSHRD	National Strategy for Human Resource Development
NSW	National Strategy for Women in Jordan
NQF	National Qualifications Framework
MoF	Ministry of Finance
MoSD	Ministry of Social Development
NDF	National Development Framework

NER	Net Enrollment Rate
NYS	National Youth Strategy
OECD	Organisation for Economic Cooperation and Development
OOSC	Out-of-School Children
PIRLS	Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
PPCC	Policy, Planning, and Coordination Committee
PPP	Public-Private Partnership
pp	percent points
QA	Quality Assurance
QRC	Queen Rania Center
QRF	Queen Rania Foundation
RCMPS	Royal Committee to Modernize the Political System
ROB	Result-Oriented Budgeting
SEL	Socioemotional Learning
SDG	Sustainable Development Goal
SDG4	Sustainable Development Goal 4, Quality Education
SME	Small and Medium-sized Enterprise
GBSV	Gender-Based School Violence
GEAP	Gender Equality Action Plan
GEP	Greening Education Partnership
GESI	Gender Equality and Social Inclusion
GPE	Global Partnership for Education

SSC	Sectoral Skills Council
SSMM	Smart School Maintenance Module
SSP	Support Program for System Strengthening, Reform Management, and Institutional Performance
TDG	Technical Drafting Group
TES	Transforming Education Summit
TFGBV	Technology-Facilitated Gender-Based Violence
TIMSS	Trends in International Mathematics and Science Study
TLM	Teaching and Learning Materials
ToC	Theory of Change
ToRs	Terms of Reference
ToT	Training of Trainers
TVSDC	Technical and Vocational Skills Development Commission
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children›s Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees
VE	Vocational Education
VR	Virtual Reality

VTC	Vocational Training Corporation
WASH	Water, Sanitation, and Hygiene
WBL	Work-Based Learning



Chapter 1:

Introduction

Since 2022, the Government of Jordan (GoJ) has been implementing a comprehensive package of public sector reforms, in line with the Economic Modernization Vision (EMV) 2023-2033 launched by H.M. King Abdullah II bin Al-Hussein. These reforms have included major changes in the education sector aimed at consolidating policy frameworks, enhancing coordination and integration between plans and programs, and developing a lifelong learning ecosystem.

The education sector is a key driver of economic growth within the human capital pillar of the EMV. The strategic objective is to develop and prepare national talent to meet future skills need, support labor market demands, and contribute to accelerating economic growth and improving quality of life. Hence, education is a pivotal element in providing skilled labor and qualified citizens capable of supporting other growth sectors and enhancing national development and competitiveness.

As the national ESP 2018-2025 was nearing completion, the MoE conducted a comprehensive evidence-based Education Sector Analysis (ESA), encompassing all educational stages, namely early childhood education and kindergarten through basic and secondary education to higher education, including technical and vocational education and training. Summarized in Chapter 2, the findings of this comprehensive analysis directly contributed to the development of ESP 2026-2030.

ESP 2026-2030 aligns with Sustainable Development Goal 4 (SDG4) that aims to «ensure inclusive, equitable quality education and promote lifelong learning opportunities for all.» The plan integrates EMV priorities, particularly in relation to strengthening governance, improving the quality of education, achieving sustainable digital transformation, and building a resilient, adaptable education system. It also aligns with and intersects with the Ten-Year Inclusive Education Strategy.

ESP 2026-2030 is based on a coherent national and international policy framework that guides Jordan's efforts in developing human capital, digital transformation, promoting gender equality, ensuring the rights of persons with disabilities to education, access, inclusion, environmental sustainability, and crisis and risk management. This framework ensures consistency, integration, and accountability across the education sector as a whole.

Chapter 3 provides an overview of the adopted policy framework and the overall Theory of Change (ToC) for the ESP 2026-2030, along with the strategic objectives and Key Performance Indicators (KPIs) adopted at the sector level to monitor progress toward achieving the Plan's overall goal.

Four technical drafting groups were formed to develop priority domains aligned with the four EMV pillars: Early Childhood Education (ECE), Basic and Secondary Education, Technical and Vocational Education and Training (TVET), and Higher Education. In Chapter 4, the priority domains, their components, and main activities are presented in detail.

The completion of the previous ESP 2018-2025 coincides with the effective implementation of a comprehensive institutional reform, which will reshape the entire education sector system, its governance, and management over the coming years. In this context, the Strategic Plan›s operational annexes – including the Multiyear Operational Plan (MYOP) and the Monitoring and Evaluation (M&E) framework detailed in the annexes – were developed to support regular updates, ensure operational flexibility, and maintain the Plan's overall strategic direction.

MYOP is the basis for ESP's cost and financing strategy, presented in Chapter 5.

The ESP results framework presented in Chapter 6 ensures that the plan›s indicators and objectives align with those of EMV 2023-2033, as well as with the indicators of SDG4. The Monitoring, Evaluation, and Learning (MEL) mechanisms developed in the chapter ensure the establishment of an effective M&E system that takes into account the gradual transfer of roles and responsibilities to the new directorates within the Ministry of Education and Human Resources Development (MoEHRD) in the future.

The partnership, coordination, and implementation arrangements outlined in Chapter 7 build upon the accumulated experience and lessons learned from the previous strategic plan. They propose more detailed and flexible operational mechanisms that allow for continuous updating as the institutional reform process progresses.

The ESP Development Process

The ESP 2026-2030 development process was structured around two complementary principles: national ownership and a participatory approach.

MoE led the development of the new strategic plan, ensuring full ownership and enhanced institutional accountability. A specialized committee oversaw the overall coordination, while specialized technical teams, comprised of staff from relevant ministries and institutions and supported by national and international experts, implemented the various stages of preparation and drafting.

To ensure comprehensiveness and methodological rigor, a structured governance mechanism was adopted, including:

- **Higher Committee:** Chaired by H.E. the Minister of Education, it assumed overall strategic oversight and ensured the soundness of key decisions related to the plan.
- **Advisory Planning Committee (APC):** It monitored progress, facilitated workshops, and ensured the alignment of the ESP outputs with MoE priorities and policies.

- **Technical Drafting Groups (TDGs):** Four technical groups were formed to develop priority domains, with the participation of senior MoE officials, technical experts, representatives from other ministries (such as the Ministry of Digital Economy and Entrepreneurship and the Ministry of Labor), other government institutions, development partners, and specialized departments (such as the Gender and Strategic Partnerships Division) to integrate cross-cutting themes, such as gender equality, inclusion, climate resilience, and digital transformation. Each TDG per domain is led by a senior MoE official who serves as the facilitator for workshop discussions and is assisted by a rapporteur.
- **Cost and Finance Team:** This was a committee responsible for preparing the detailed cost breakdown of ESP activities, ensuring alignment with medium-term expenditure frameworks, and linking them to the SDGs and medium-term government programs.
- **Monitoring and Coordination Team:** This team supported the TDGs, provided necessary technical input, and ensured coordination and follow-up between workshops and various stages of development.
- **Language Editing Team:** This team integrated and edited all work outputs to achieve consistency and overall coherence throughout the document.

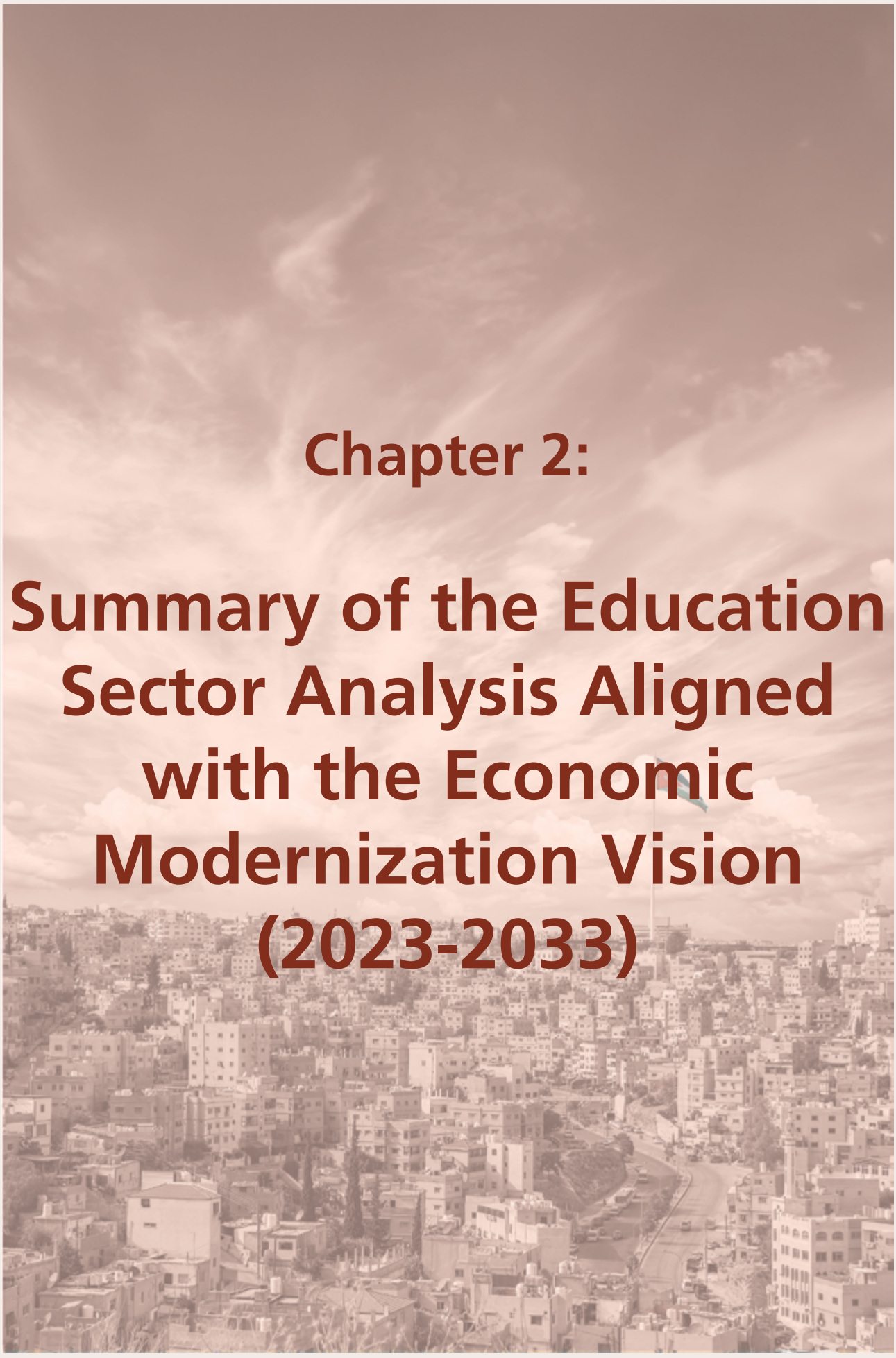
The ESP was developed through a comprehensive **participatory** process that the MoE led, including:

- Technical work sessions and **specialized** thematic discussions.
- National and sub-national consultations to ensure representation from all governorates and educational districts.

The development of ESP 2026-2030 commenced with a high-level policy dialogue in July 2025, aimed at providing overall strategic guidance for the process. From August to December 2025, the strategic framework of the plan was progressively developed through **a series of four key workshops** that involved broad participation from ministry directors and specialized technical teams who designed the plan's tactical and operational components under continuous supervision and regular feedback from relevant policymakers.

Online surveys targeting field directorates nationwide were conducted throughout the plan's development phases. Input from local stakeholders contributed to the strategic plan's design, ensuring its responsiveness to actual needs and local priorities.

Outlined in the annex, the risk and mitigation strategy is based on the findings of the second consultation survey, identifying and analyzing potential operational risks associated with the plan's implementation.



Chapter 2:

Summary of the Education Sector Analysis Aligned with the Economic Modernization Vision (2023-2033)

2.1. Introduction

The education and skills development system in Jordan is at the heart of the Economic Modernization Vision (EMV 2023-2033), which aims to build a productive, qualified, and future-ready workforce, capable of supporting sustainable economic growth and promoting social inclusion. Jordan's education sector encompasses a comprehensive ecosystem, starting from early childhood and basic and secondary education, through Technical and Vocational Education and Training (TVET), and culminating in higher education. Collectively, these stages form the foundation of human capital in Kingdom. Jordan's Human Development Index (HDI) stood at approximately 0.736 in 2022, placing it in the high human development category and broadly comparable to several Arab countries, such as Algeria, Egypt, and Tunisia.

In 2024, an Education Sector Analysis (ESA) was conducted to provide an exhaustive overview of the Jordanian education system and the priority issues it addresses. This chapter offers a sectoral overview in the Kingdom, along with its main challenges. According to the ESA, Jordan exhibits one of the lowest labor force participation rates globally, with significant gender gaps in labor market participation. International Labour Organization (ILO) data indicates that Jordan's labor force participation rate – across all nationalities – is low, similar to rates recorded in Syria and Iraq. According to the most recent Jordanian labor force survey, only one in three Jordanians (33%) aged 15 and over were employed or seeking employment in 2023. This average masks a significant gender gap, with male labor force participation at 53%, compared to only 14% for Jordanian women (Department of Statistics [DoS], 2024b). This gap is attributed to a range of factors, including cultural norms, limited childcare services, a lack of flexible work arrangements, and unsuitable working conditions (ILO, 2023).

From an equity and social inclusion perspective, gender inequalities continue to hinder women›s progress in Jordan. In 2022, the female HDI was 0.662, compared to 0.767 for males, reflecting the widening gap between the two indices over the past two decades. According to the most recent World Values Survey 2017-2022, nearly all Jordanians (98.5%) hold gender biases in at least one area, and 92.3% hold such biases in two or more areas. While gender bias in education is relatively lower, it still exists among 24% of respondents.

Poverty levels are relatively low, but have shown signs of increment in recent years. The poorest families are more likely to suffer in rural areas and the central region (DoS, 2023). Regarding persons with disabilities, the ability to estimate the number of children and youth with disabilities remains limited. Disability rates appear low, although survey data indicate a slight increase over the years. The 2023 Jordan Population and Family Health Survey (JPFHS) showed that 4% of household members aged five and over experience significant difficulty or are unable to function in at least one domain (DoS, 2024a). According to the 2015 General Population and Housing Census (GPHC), 79% of persons with disabilities in Jordan do not receive any form of education (DoS, 2018).

Over the past 15 years, Jordan's development trajectory has been severely impacted by external shocks, including the 2008 global financial crisis, COVID-19 (2020-2021), and the regional conflicts that began in 2011 and continue to this day. These events disrupted trade and triggered an influx of approximately 1.3 million Syrian refugees, placing additional strain on Jordan's limited natural resources and services. In the education sector, COVID-19 disrupted the implementation of the ESP, hindering progress and impacting overall performance. Consequently, the Plan was extended from 2018-2022 to 2025.

Nevertheless, the GoJ is proactively working to mitigate the impact of global and regional crises domestically, particularly climate change. In 2021, Jordan adopted its National Climate Change Adaptation Plan (NAP), and the following year, the National Climate Change Policy of the Hashemite Kingdom of Jordan 2022-2050 was issued (Ministry of Environment and UNDP, 2022). Environmental sustainability is also a key pillar of the EMV, prioritizing the development of green economies, improved sustainability of natural resources, and the protection of food security as drivers of growth in Jordan (Ministry of Planning and International Cooperation [MoPIC], 2022a). Hence, the Natural Disaster Risk Reduction Strategy (NDRRS 2023-2030) is a crucial roadmap for fostering a shared understanding of current disaster risks and assessing the existing risk reduction system and its capacity to achieve disaster reduction targets.

Education in Jordan is a pivotal driver of growth within the National Development Framework (NDF) and the EMV 2023-2033, the latter being based on the 'Jordan 2025' plan and aligned with the SDGs. Guided by the National Strategy for Human Resource Development 2016-2025 and ESP 2018-2025, education reforms are based on improving the quality and accessibility of education and ensuring its alignment with labor market needs.

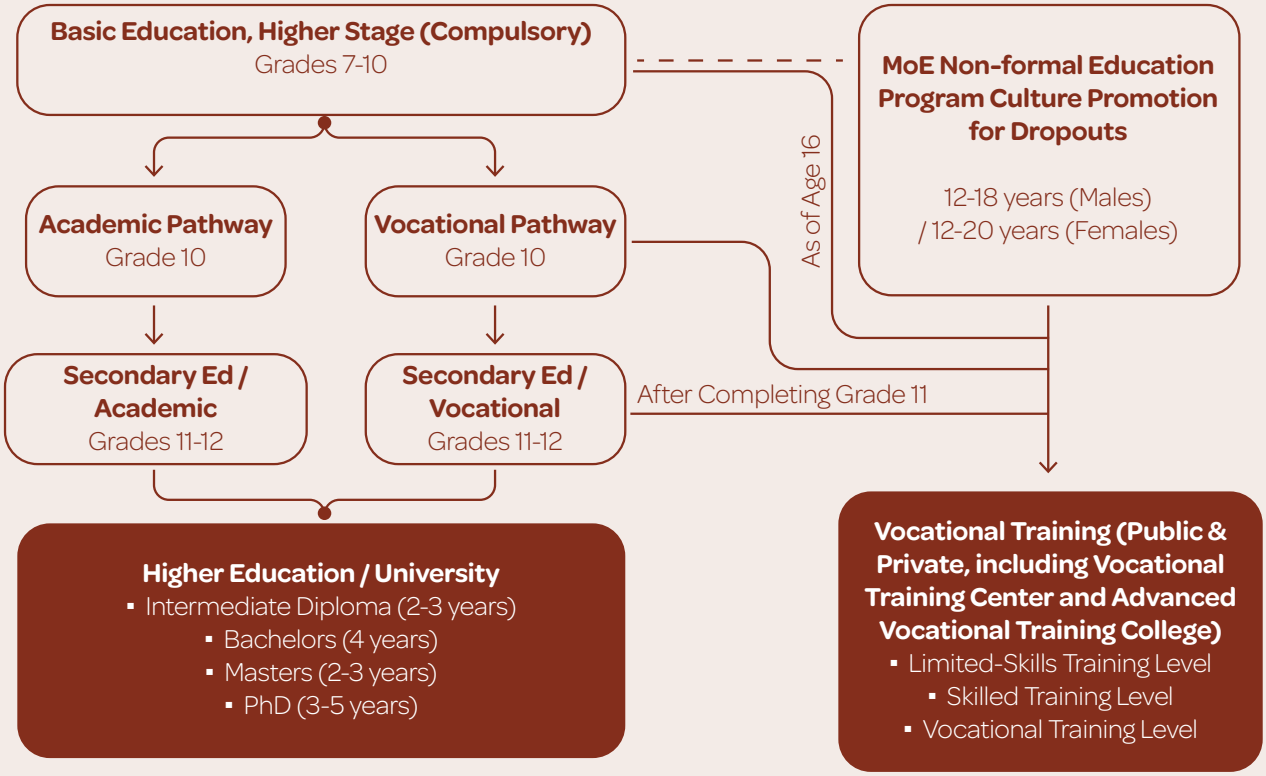
The EMV rests on two strategic pillars: accelerated economic growth and improvement Quality of life, with sustainability as a core principle. Implementation is supported by the Jordan Economic Growth Plan (JEGP 2018-2022) and the EMV Executive Program 2023-2025, the latter outlining priorities, targets, and investments for eight key growth drivers, including education, to achieve Jordan's long-term development goals by 2033 (MoPIC, 2022b).

Jordan's formal education system is divided into three main sectors:

1. General Education, up to a maximum of 14 years, including KG, Basic and Secondary Education levels, with two pathways in secondary education: academic and vocational.
2. Technical and Vocational Education and Training (TVET).
3. Higher Education.

Kindergarten is jointly administered by the Ministry of Social Development (MoSD) and the MoE. School education is managed by the MoE, while higher education is overseen by the Ministry of Higher Education and Scientific Research (MoHESR). The GoJ announced plans to merge the two ministries (MoE and MoHESR) under the name Ministry of Education and Human Resource Development (MoEHRD) to oversee the entire sector, as illustrated in the following diagram (MoPIC, 2022, pp. 38, 60).

Figure 1. Jordan's Education System and Learning Pathways.



Jordan has witnessed a notable improvement in educational attainment levels, although opportunities remain unequal across different groups. In 2023, the average number of schooling years completed for the Jordanian population, both male and female, was 10 years, double that of 1990. JPFHS 2023 provided data on educational attainment (number of schooling years) for individuals in households aged six and above. The results revealed that the average number of schooling years increased between 1990 and 2023, from 5.3 to 10.0 for females, and from 6.2 to 9.7 for males.

The data also demonstrate a clear increase in educational attainment levels from the lowest 50 percentile of the population (6.5 females, 6.7 males) to the highest 50 percentile (12 females, 11.9 males), with only minor gender differences across all groups. Urban areas show slightly higher educational attainment levels (10 females, 9.7 males) compared to rural areas (9.2 females, 9.6 males), with rural females recording the lowest levels of educational attainment. Regional variations are relatively small, with a slight increase in the central region.

In recent years, admissions policies for students with disabilities to educational institutions have evolved within the framework of Jordan's general policy that affirms the full right of persons with disabilities to education. This is reflected in the Law on the Rights of Persons with Disabilities No. 20 of 2017, which has contributed to increased enrollment of children with disabilities in public schools. The joint efforts of the MoE, the Higher Council for the Rights of Persons with Disabilities (HCD), and international partners have enabled the adaptation and empowerment of numerous schools across various governorates (see updated figures provided by MoE Directorate of Programs for Persons with Disabilities). This includes the implementation of the project to transform the Royal Academy for the Blind (Abdullah Bin Umm-Maktoum School) into an inclusive school specializing in visual impairment, followed by the adaptation of 15 public schools to become inclusive schools specializing in visual impairment. Furthermore, technical support was provided to 13 public and private schools specializing in visual impairment, and intellectual disability classrooms were established in several public schools. Consequently, educational opportunities for children with disabilities in Jordan have improved; previously, they typically received their education in specialized, segregated schools. In 2022/2023, there were 110 special education centers and 95 specialized schools for children with disabilities, including 10 schools for hearing impairment and one school for visual impairment. Efforts toward full inclusion of students with disabilities into mainstream schools are progressing. As of 2025, 359 public schools in Jordan were designated as Inclusive Pioneering Schools, specifically designed and equipped to provide essential services for students with disabilities.

This chapter aims to provide an overview of key achievements and emerging challenges at each stage of education (Early Childhood Education and Development [ECED], Basic and Secondary Education, TVET, and Higher Education), focusing on strategic priorities aligned with the EMV.

2.2 Early Childhood in Jordan

ECE in Jordan is considered a cornerstone of lifelong learning and a strategic priority in EMV 2023-2033. National policies focus on equitable access, quality improvement, and enhanced institutional coordination to ensure that all children, particularly those most vulnerable to exclusion, have access to high-quality early learning experiences that prepare them for formal education. In line with Jordan's commitment at the UN Transforming Education Summit (TES) 2022, the Kingdom reaffirmed its commitment to providing free, compulsory, and inclusive kindergarten education for all, to be implemented gradually according to capacity, with KG2 becoming compulsory once the system can absorb all children.

Access to ECED, particularly the KG2 level, has seen significant expansion. In the 2022/2023 academic year, 162,071 children were enrolled in KG, with 59.4% (i.e., 96,202 children) attending private schools, compared to 77.9% in 2015. This increase is due to the rapid growth in public school enrollment (14.5% annually compared to 1% annually in private schools between 2015 and 2023). In 2022/2023, KG2 enrollment was 135,508 children, compared to 90,304 children in 2015/2016, supported by new classrooms in the public sector and through partnerships with private and community-based education providers. MoE is committed to achieving universal KG2 enrollment by 2033, as outlined in the EMV. As for KG1, initial indicators show progress, with pilots supported by UNICEF and the Queen Rania Foundation (QRF) demonstrating a potential for expanding low-fee community nursery models that promote inclusion and reach rural and low-income families, ensuring equal opportunities for female and males.

Jordan has adopted the National Early Childhood Development Strategy 2023-2030, which covers education, health, nutrition, and preventative services, and promotes multi-sectoral coordination under the supervision of the National Council for Family Affairs (NCFA). Quality has been enhanced through the National Kindergarten Curriculum Framework 2018 and the expansion of teacher training programs, with over 3,000 teachers trained in ECE, learning through play, and formative assessment. Assessments by the Education Quality and Accountability Unit (EQAU) have shown improvements in classroom interactions and the learning environment compared to baseline set in 2017.

Governance reforms have strengthened institutional capacity in this context, with the management of kindergartens transferred from the MoSD to the MoE in 2017, thus consolidating ECE oversight and improving the regulatory and licensing processes for private and community-based education providers. New monitoring tools, such as the Early Childhood Information System (ECIS), are being developed to monitor enrollment, teacher qualifications, and the quality of learning across the Kingdom.

Despite these achievements, the ECED sector faces structural and educational equity challenges, most notably the limited capacity of public schools to meet the growing demand, particularly for KG1 and KG2. Recent estimates indicate that the system currently accommodates only about 80% of children eligible for KG2, leaving approximately 33,000 children without formal preschool education. This shortage is concentrated in rural areas and among refugees, where public education is scarce and private nurseries are unaffordable, in addition to existing geographical and socioeconomic disparities.

Another challenge related to the poor acquisition of basic skills in Grades 1–3 of basic education, which are closely linked to early learning experiences. National learning assessments indicate that over 50% of 10-year-olds cannot read and understand age-appropriate texts, with female literacy rates at 42.8% and 37.2% for males. Preliminary numeracy rates are also weak. Such gaps in learning contribute to academic delays, the risk of early dropout, and the reinforcement of social stereotypes and exclusion, particularly among males and marginalized learners.

There is also a need to review the effectiveness of pedagogy in KGs and early basic grades and to align them with the prescribed curricula. Teachers face challenges in the quality of their teaching and career development. Many lack formal certification, experience high turnover due to low salaries, and have limited opportunities for continuous career development, which hinder the implementation of play-based pedagogy and effective inclusion.

Infrastructure and resource constraints also impact the quality of education. Many KG classrooms, especially in public schools, are located in repurposed spaces and are not designed for young children. Data from the MoE for 2023 indicate that approximately 40% of public classrooms require renovation or modernization to meet safety and learning standards. Data and monitoring gaps also hinder policy implementation. ECIS is still under development, and existing administrative data remain fragmented across multiple agencies, limiting the ability to fully monitor participation, quality, and outcomes.

Jordan's ECED sector demonstrates a clear commitment and tangible progress toward achieving inclusive, high-quality early childhood education. Institutional efforts, expanded access, new curriculum initiatives and teacher training programs have contributed to building a stronger foundation for ECE. However, capacity constraints, inequalities in access to education, and poor basic learning outcomes continue to impede the achievement of EMV goals. To achieve universal KG2 enrollment by 2033 and improve early-grade learning, sustained investment in public education, enhanced professionalism for early childhood educators, and the development of robust monitoring systems will be essential. Strengthening the continuity between early childhood and basic education, with a focus on the most vulnerable groups, will be crucial to ensuring that every child in Jordan begins their education ready to learn, succeed, and contribute to the long-term national development vision.

2.3 Basic and Secondary Education

The basic and secondary education system in Jordan has made remarkable progress over the past two decades, particularly in enrollment, gender equality, and internal efficiency. These achievements have laid a strong foundation for human capital development, in line with the national priorities outlined in the EMV 2023-2033. The Kingdom has succeeded in achieving near-universal access to basic education. According to the Education Sector Analysis (ESA), all levels of general education saw an increase in student enrollment between 2015/2016 and 2022/2023. This is primarily due to the growth of the school-age population, the continued influx of refugees from Syria and other countries, and the expansion of public education. Basic education grew at a rate of 15% in 2022/2023 compared to 2015/2016, with higher growth in the upper basic stage (33.7%) compared to the lower basic stage (4.3%). This indicates improved opportunities for students to reach and complete secondary education. The JPFHS 2023 revealed that only 2.6% of children of lower basic education age (6–11 years) were out of school (OOS), reflecting significant progress towards achieving universal participation.

The expansion of the public school system was particularly notable. Between 2015/2016 and 2022/2023, the number of students and schools increased across all educational levels, especially secondary education. Today, the public education system absorbs more than 55% of public educational institutions, responding to population growth and the influx of refugees over the past decade.

Significant progress has also been made in gender equality in education. Gender gaps in OOS rates have almost disappeared. In 2023, the difference in lower basic education was only 0.5 percent points (pp), and in upper basic education, it was 1 pp. This demonstrates Jordan's success in achieving gender parity and inclusive participation. The average school-age in Jordan is 11.8 years from Grades 1–12, and 12.9 years when including KG—among the highest rates in the Middle East and North Africa (MENA) region. This is in addition to the amendments made to the regulations regarding grade completion, repeating, and admissions in the basic and secondary education stages, as they were revised in partnership between the HCD and the MoE. Through the Legislation Committee, education has contributed to increasing the enrollment rates of students with disabilities in schools.

Repeat rates have decreased significantly over the past five years. The failure rate in the upper basic stage decreased from 5.18% in 2017/2018 to 2.60% in 2022/2023, while decreasing in secondary education to below 1%. The national Internal Efficiency Coefficient (IEC) was 0.95, reflecting improved internal efficiency and indicating that the loss of resources due to dropout or failure is very limited (UNESCO 2024 and UNICEF 2023). These indicators collectively confirm the effectiveness of education policies in Jordan in ensuring sustainability, efficiency, and equity across all education levels.

Despite these achievements, the basic and secondary education system faces several structural challenges, most notably declining completion rates as students progress through their studies. Enrollment and completion rates remain high for students in the early grades of basic education compared to those completing secondary education. In 2023, the completion rate dropped from 98.8% in Grade 1 to 64.6% in the Grade 12, i.e., more than a third of students leave school before completing secondary education (UNESCO 2024 and UNICEF 2023). Transition rates show that only about a third of upper basic education graduates move directly to secondary education, reflecting challenges in educational continuity and curriculum relevance.

Retaining students is a major challenge in upper basic education (Grades 7–10), with a completion rate of 90.8%, lower than lower basic (94.9%) and secondary (95.0%). This is due to socioeconomic pressures and weak engagement with the curricula, particularly among males. Gender disparities persist in failure and dropout rates. In 2022/2023, the male failure rate in upper basic was 3.54% compared to 1.53% among females, and in secondary education it was 2.50% compared to 0.72%, indicating that males are more prone to failure and early dropout. The reasons for this differ between genders; dropout among males is linked to child labor, while early marriage affects females in some regions (UNESCO 2024 and UNICEF 2023).

The phenomenon of out-of-school children (OOSC) in the upper basic and secondary levels remains a critical issue for education policies. National data for 2023 shows that 2.6% of children aged 6–11 and 5.0% of children aged 12–15 are out of school. Significant differences exist between the regions of the Kingdom; Mafraq Governorate recorded the highest rate (12.3%), followed by Amman, while Ajloun and Tafilah recorded the lowest rates (UNESCO 2024 and UNICEF 2023). Socioeconomic factors, displacement, and geographic location continue to affect educational opportunities, with refugees and limited-income families being the most vulnerable to exclusion.

Infrastructure and learning environment challenges exacerbate these gaps. According to 2024 data, 30% of basic education students attend schools that do not offer all ten grades, forcing them to transfer between schools and resulting in learning interruptions. Furthermore, more than half of schools (51%, or 2,093 out of 4,084) are overcrowded, while approximately 19% are underutilized. This reflects poor distribution of educational facilities and increasing pressure on schools in major cities such as Amman, Zarqa, and Irbid. The age of school buildings, overcrowded classrooms, and limited access to modern technology all contribute to the poor quality and suitability of learning environments.

Learning outcomes remain a major concern. Despite high enrollment rates, student performance on international tests continues to fall below the global average. In the PISA 2022 assessment of the Organisation for Economic Cooperation and Development (OECD), only 20% of 15-year-old Jordanian students achieved the minimum reading proficiency level (Level 2 or higher), compared to the OECD average of 74% (OECD 2023). National assessments confirm that only 38% of students are on track in reading and writing, indicating weaknesses in both basic and higher-order skills. These findings highlight the need to update curricula and enhance career development for teachers to ensure students acquire 21st-century skills.

The digital divide is an additional challenge to educational competitiveness and equity. Despite MoE efforts to integrate information and communication technology (ICT) and e-learning, many schools, especially in rural and marginalized areas, still lack adequate internet access, equipment, and educational staff trained in digital education. This disparity weakens the system's ability to adapt to future learning models and limits the EMV achieving a sustainable, high-quality education system based on digital transformation and inclusion.

Overall, Jordan has made significant progress in access, gender equality, and efficiency, but it still faces deep-rooted challenges related to the quality and relevance of learning and infrastructure. To achieve the goals of the EMV 2023-2033, Jordan must prioritize measures that promote student retention, expand equitable access to secondary education for both genders, modernize school facilities, and enhance the digital and pedagogical capacity of teachers. Bridging the learning and digital divide will not only improve educational outcomes but will also ensure that all Jordanian students can thrive in a rapidly evolving knowledge-based economy.

2.4 Technical and Vocational Education and Training (TVET)

TVET sector in Jordan plays a vital role in the nation's efforts to build a skilled, competitive workforce, in line with the EMV 2023-2033. This sector has undergone significant institutional reforms and introduced quality assurance frameworks to align learning outcomes with labor market needs. Significant progress has been made in restructuring the governance system to improve coordination, quality, and responsiveness to the demands of the economy.

The establishment of the Accreditation and Quality Assurance Commission (AQAC) in 2019 was a turning point in consolidating oversight of public and private vocational training providers and enhancing policy coherence across ministries. According to the ESA, the AQAC now leads national planning, licensing, and quality assurance, which is a significant institutional step forward compared to pre-2019 fragmentation. Launched in 2023/2024, the Business and Technology Education Council (BTEC) vocational school program to fully replace the national program by 2025/2026, with the last of its student cohort to graduate in 2024/2025.

Enrollment in TVET programs has been steadily increasing, particularly in formal secondary education and technical colleges. In 2023/2024, enrollment in Vocational Education (VE) programs was 13% of the secondary school student population (15.9% males, 10.4% females), a significant improvement compared to 10% in 2018. Directorate-level gender plans focused on raising awareness among students, teachers, and MoE staff of both genders.

The National Qualifications Framework (NQF) was also activated to standardize training levels, validate non-formal learning, and ensure equal-access across educational pathways. This helped improve skill recognition and facilitated the transition between general, vocational, and higher education. Sectoral Skills Councils (SSCs) were established in priority economic sectors, such as ICT, tourism, construction, health, and renewable energy, aiming to align curricula with industry standards. These SSCs serve as key mechanisms for public and private sector dialogue, and alignment of education with labor market needs.

Adopting the National TVET Strategy 2021-2030 was a significant milestone that set quantitative targets for enrollment, employment, and gender equality. Efforts under this strategy have improved coordination among service providers, such as the Vocational Training Corporation (VTC), community colleges, and private-sector training centers. Developing dual

education models—combining theoretical study with practical workplace experience—has enhanced the relevance of training and the employability of graduates.

Recent years have witnessed significant progress toward increasing the inclusion of refugees and persons with disabilities in VE, in line with the National Framework for Inclusion and Diversity in Education launched in 2025 (MoE). The VTC's strategic plan includes programs targeting persons with disabilities, in collaboration with the HCD, to promote their participation in vocational training programs.

Jordan's performance in skills development is among the best in the region. According to the UNESCO TVET Review (2024), Jordan has one of the most advanced frameworks in the Arab world in terms of quality assurance and private sector participation in vocational training. TVET graduates' employment rate within the first six months after graduation was approximately 64% in 2022, compared to 55% in 2018 (UNESCO, 2024). This improvement reflects the sector's increasing responsiveness to the needs of the economy and the government's focus on linking training outcomes to job opportunities.

Despite these achievements, the sector still faces challenges that limit the impact and scalability of reforms, prominently including low enrollment rates vis-à-vis EMV objectives. Despite improvements, VE students still make up only 13% of the total secondary school student population, significantly lower than the EMV's target of 50% by 2033. This low enrollment is due to the social stigma associated with vocational education, as many students and parents still perceive academic education as more prestigious.

The gender gap (15.9% males, 10.4% females) demonstrates persistent barriers to women's participation in technical fields. In 2023/2024, the most popular specializations in Grade 10 were Engineering (28.2%), IT (22.8%), and Business Administration (17.5%). A new addition to MoE vocational tracks, Engineering attracted 98.4% male students, highlighting the need for increased female participation. While IT and Business Administration had greater gender balance, some specializations remained distinctly gendered—such as Hair and Beauty (91.8% female), Agriculture (85.1% male), and Hotel and Hospitality (87.1% male). However, data from the TVET Gender Analysis (UNESCO, 2025) demonstrate how the VE sector is undergoing gradual shifts away from traditional gender divisions, with increasing rates of male students in Hair and Beauty (8.2%) and female students in Agriculture (14.9%).

Another challenge is the mismatch between training supply and labor market needs. Despite the creation of SSCs, many institutions still offer programs that are unaligned with emerging economic priorities. According to the ESA, approximately 40% of VE graduates are either unemployed or working in fields unrelated to their specializations. According to 2023 data, the female VE graduate unemployment rate was 25.9%, compared to males at 7.1%, despite overall high employment rates. This highlights the need for dynamic, gender-responsive labor market information systems, and continuous curriculum updates. Hence, Work-Based Learning (WBL) programs, alongside career guidance and counseling, were adopted under new licensing standards issued by the Technical and Vocational Skills Development Commission (TVSDC) in

2023. The standards define the different types of WBL programs, such as on-the-job training, apprenticeships, and internships, etc.

Training quality varies greatly from one institution to another. While some vocational training centers and community colleges have modernized their facilities and equipment, others still rely on outdated equipment and teaching methods. Furthermore, many trainers lack sufficient pedagogical and professional experience, limiting their ability to deliver competency-based training effectively. In addition, the fragmentation of funding and the distribution of resources among multiple providers hinder strategic investment and lead to duplication and reduced efficiency.

Furthermore, limited private sector engagement restricts the suitability and sustainability of the vocational system. Despite official efforts to expand public-private partnerships (PPPs), most companies remain hesitant to offer WBL placements or invest in internships due to high costs and low incentives. Many small and medium-sized enterprises (SMEs), which form the backbone of the Jordanian economy, also lack the institutional capacity to partake in structured training programs.

As for M&E systems, they remain weak and insufficient; absence of regular tracer studies and graduate outcome data hinders evidence-based decision-making. Without robust data, it is difficult to assess program quality, institutional performance, or measure progress toward the EMV employment and productivity objectives.

Jordan's TVET sector is both a cornerstone and a major challenge for the Kingdom's economic transformation. Institutional reforms—particularly the establishment of the TVSDC, the NQF, and SSCs—have laid a solid foundation for modernization. However, structural obstacles, such as low enrollment, gender gaps, quality disparities, and weak private sector engagement, continue to limit the desired impact. To achieve the EMV objectives by 2033, the sector should focus on expanding access, particularly for disadvantaged men and women, enhancing the alignment of training with the labor market through employer-led curricula, and expanding investment in digital and green skills. It will be essential to enhance teacher competency, improve infrastructure, and strengthen data-driven accountability to ensure that Jordan's VE system produces competent graduates capable of supporting the country's transition to a knowledge-based and innovation-driven economy.

2.5 Higher Education

Jordan's higher education system comprises 33 accredited universities—10 public and 23 private—serving more than 400,000 students. Women constitute 52% of the total higher education enrollment, one of the highest percentages in the region, according to the ESA. Despite this quantitative expansion, the system still faces challenges in quality and relevance, particularly concerning graduate employability, research productivity, and financial sustainability.

The Higher Education Accreditation Commission (HEAC) oversees standards of governance, teaching, and scientific research. Efforts to internationalize programs have led to an expansion of English-taught programs and the creation of international partnerships (such as Erasmus+ and Horizon Europe). However, only a limited proportion of programs are internationally accredited, and research output remains modest.

Governance reforms led by the Higher Education Council (HEC) aim to enhance institutional autonomy, introduce performance-based funding, and strengthen accountability mechanisms. Universities are encouraged to diversify their sources of income through endowments, PPPs, and alumni funds. The EMV promotes applied research, innovation, and university-industry links to support Jordan's transition to a knowledge-based economy (GoJ, 2022).

Higher education in Jordan is guided by several national strategies and plans that define the Kingdom's priorities for addressing the ongoing challenges of achieving a balance between quantity and quality. Among the most prominent of these is MoHESR's new Strategic Plan 2025-2027, which builds on the achievements of the previous strategy (2022-2024), the outcomes of the Royal Committee to Modernize the Political System (RCMPS) 2021-2023, the National Youth Strategy (NYS) 2019-2025, the National Strategy for Human Resource Development (NSHRD) 2016-2025, the National Strategy for Women in Jordan (NSW) 2020-2025, and the National Policy to Ensure the Rights of Persons with Disabilities in the HK of Jordan 2020-2030. The establishment of a new ministry, merging the MoE and the MoHESR under the name Ministry of Education and Human Resource Development (MoEHRD), is expected to redefine roles and responsibilities within the higher education sector.

The digital transformation process accelerated after COVID-19, with universities adopting blended and online learning models. The National E-Learning Strategy 2022-2025 supports digital infrastructure development and faculty capacity building. Furthermore, expanding international partnerships and research collaborations will enhance competitiveness and attract students from diverse countries, positioning Jordan as a regional hub for higher education.

Conclusion and Policy Directions

Jordan's education and training system demonstrates resilience and reform momentum, but it needs to accelerate efforts to achieve EMV objectives. In ECE, the focus should be on expanding access to quality education and ensuring that all students in the early grades of basic education acquire foundational skills. In basic and secondary education, retention should be strengthened, and acquiring 21st-century skills ensured, with an emphasis on equity and equality to guarantee the sustainable development of Jordan's human capital and its growth potential. In TVET, new BTEC programs should be expanded, and industry links strengthened to ensure the sector is an integral part of the economic modernization agenda. Higher education must lead innovation efforts and develop the human resources needed for various economic sectors.

Intersectoral collaboration, strong governance, digital transformation, and teacher training are essential for sustaining progress. Aligning reforms, policies, curricula, and funding models with the EMV is crucial to ensuring that the Jordanian education system not only expands access but also achieves quality learning outcomes that support economic growth and social cohesion. Furthermore, continuous teacher career development and concrete investment in infrastructure and equipment, in line with digital transformation, are critical and must be implemented in parallel with curriculum modernization. Aligning all strategies with labor market trends and industry developments requires enhanced governance supported by public sector reforms and effective partnerships with the private sector.

All of this necessitates a modern, effective data management system and knowledge to support and guide educational policy decision-making toward effective implementation.

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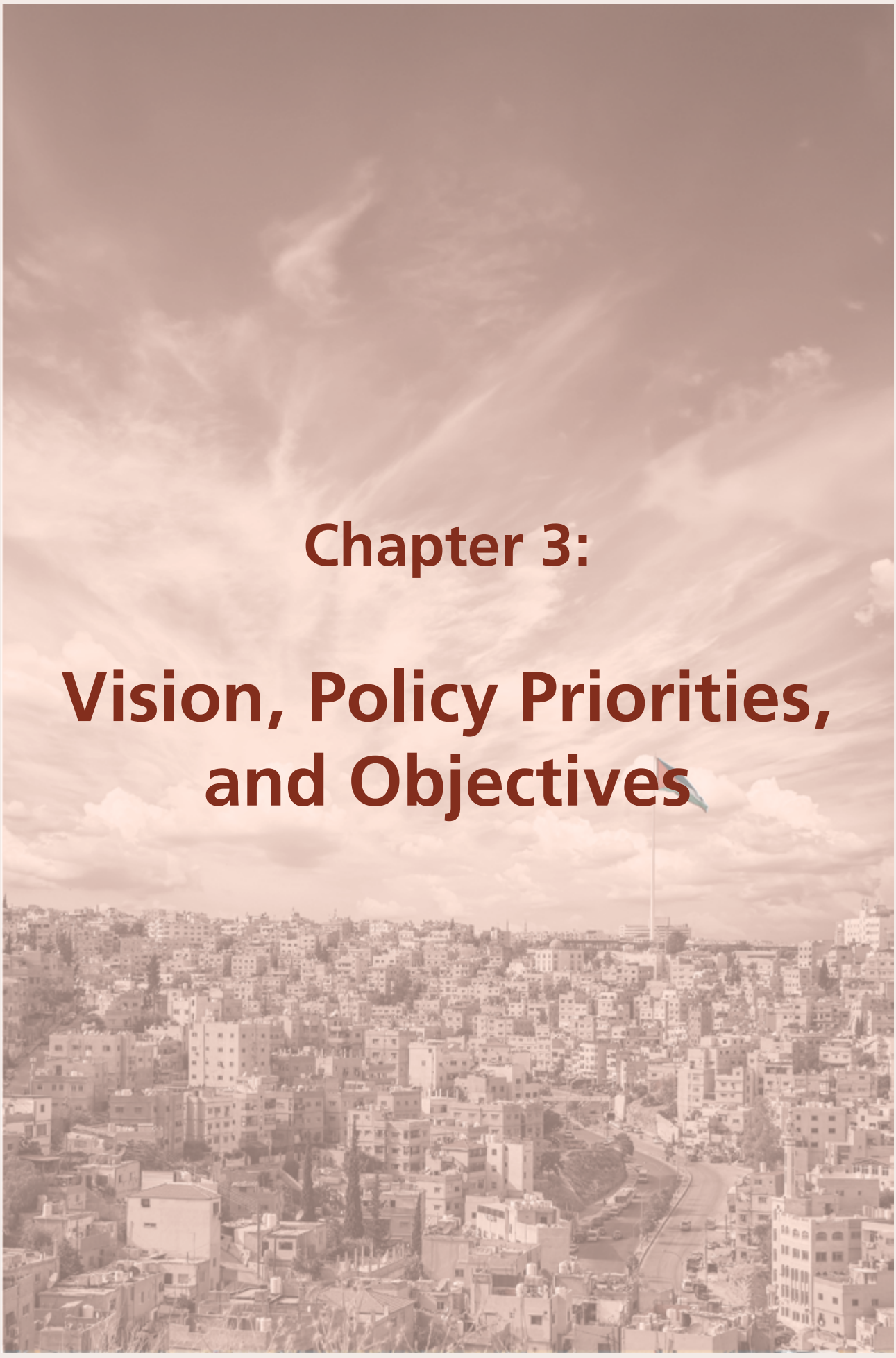
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MoE (2025) Education Sector Analysis



Chapter 3:

Vision, Policy Priorities, and Objectives

3.1 Introduction

The education sector in Jordan operates in a dynamic environment characterized by growing challenges, including demographic pressures, economic constraints, regional instability, and hosting the world's second-largest number of refugees. In spite of such challenges, Jordan has demonstrated a strong commitment to human development, placing education at the forefront of its socioeconomic progress.

The ESP 2026-2030 is based on this commitment, as it aligns national aspirations, global commitments, and evidence-based reforms, serving as a roadmap for achieving an inclusive, equitable, resilient, and high-performing education system that directly contributes to the EMV.

3.2 Vision, Mission, Core Values, and Objectives

Vision

A pioneering, equitable, and comprehensive education system characterized by innovation, national identity, digital transformation, and global competitiveness.

Mission

Create a pioneering, equitable, and comprehensive education system that provides high-quality education for every learner by developing competent human resources –teaching faculty and administrative staff alike– through continuous training, and advanced digital skills, fostering innovation and critical thinking, strengthening Jordanian national identity, and achieving full digital transformation, thus preparing students for global competitiveness and achieving sustainable development.

Core Values

Freedom, Justice, Equality, Good Citizenship, Belonging, Moderation, Respect for Opinion and Opinions of Others, Transparency, Accountability, Leadership, Building Effective Partnerships.

Main Objective of the ESP

Developing conscious and skilled citizens, capable of realizing their dreams and aspirations.

3.3 Current Policy Framework

The ESP 2026-2030 is based on a robust national and international policy framework that guides Jordan in human capital development, digital transformation, gender equality, inclusion, environmental sustainability, and crisis and risk management. This framework contributes to enhancing coherence, integration, and accountability across the education sector.

Jordan's policy framework comprises three main components, namely:

1. **National development frameworks,** particularly the EMV.
2. **National sector-specific strategies** that guide subsectoral priorities and cross-cutting issues.
3. **International commitments** that promote equality, inclusion, and quality.

3.4 Economic Modernization Vision 2023-2033

The EMV places human capital development at the core of Jordan's economic transformation. It recognizes that a competitive, knowledge-based economy relies on students with strong core competencies, digital skills, problem-solving abilities, creativity, and the values necessary for civic engagement. For the education sector, this requires a renewed focus on the quality of teaching and learning, competency-based curricula, and effective transitions between all stages of education to ensure students acquire all the skills necessary to succeed in a rapidly evolving world.

Digital transformation is another pillar of the plan for economic transformation, and is embodied in the Smart Jordan growth driver. The Vision emphasizes the need for a digitally savvy population and technology-enabled public services, rendering digital skills essential from early education stages through higher education. This requires equitable access to connectivity and devices, the integration of digital learning tools, the modernization of management systems such as the Education Management Information System (EMIS), and preparing graduates for emerging tech-driven careers, including AI, ICT, coding, and cybersecurity.

Environmental sustainability is a key component of the Green Jordan pillar of the socioeconomic vision. The Vision calls for raising societal awareness of climate-related challenges and developing a workforce capable of supporting green economic transitions. Education plays a crucial role in promoting climate literacy, developing green competencies in educators and students, and ensuring that school environments are safe, climate-resilient, and resource-efficient. By implementing these measures, the sector supports the country's long-term sustainability ambitions and prepares the youth for green jobs.

Achieving close alignment between education and the labor market is essential and a prerequisite for the success of the socioeconomic vision. The Vision highlights the importance of addressing skill gaps, enhancing technical and vocational pathways, encouraging WBL, and expanding industry partnerships. Education must therefore become more responsive to economic needs by modernizing TVET programs, developing career guidance services, and fostering a culture of entrepreneurship, thus ensuring pathways for young men and women toward decent, productive employment.

According to the EMV, innovation, research, and entrepreneurship are additional priorities within Jordan's vision for the future, relying heavily on the higher education sector. Universities are expected to become hubs for innovation, research excellence, and transfer of technology, thereby supporting national competitiveness and contributing to economic growth. This

requires smart, environmentally friendly campuses, stronger international partnerships and PPPs, and a learning environment that encourages questioning, creativity, and problem-solving.

The EMV also emphasizes that youth empowerment is a cornerstone of Jordan's future. Education contributes to instilling civic values, strengthening national identity, supporting psychosocial well-being, and developing leadership skills. Schools and universities play a pivotal role in ensuring that the youth—irrespective of gender, disability, socioeconomic background, or status—are prepared for an active, meaningful participation in society, contributing to national cohesion and driving development.

Lastly, effective governance is a fundamental principle of the EMV. The Vision calls for efficient, transparent, and data-driven public institutions. In the education sector, this is reflected in strengthening school leadership, developing planning and accountability systems, modernizing legislation, and enhancing coordination between centralized and decentralized levels. Good governance contributes to ensuring the consistent implementation of reforms and the efficient use of resources, leading to higher quality and more sustainable educational outcomes.

The EMV elements guide ESP 2026-2030 priorities, embodied in the following:

- **Access:** Providing expanded, inclusive, and resilient learning environments, responsive to the needs of all student groups.
- **Quality:** Investing in qualified faculty, modern curricula, and digital learning, with focus on essential skills.
- **Governance:** Data-driven reforms, accountability, and effective sector management.
- **Cross-cutting issues:** Mainstreaming digitization, inclusion, gender equality, and green education, and advancing crisis resilience.

3.5 National Sector-Specific Strategies

National Framework for Inclusion and Diversity in Education (2025): Developed by the MoE, this framework serves as the overarching national reference for inclusive education. It consolidates various national commitments in this domain and identifies **10 groups of children most vulnerable to exclusion** from and within education, including refugees, children with disabilities, ethnic and linguistic minorities, neglected children, and OOSC. The framework **lays the foundation** for a comprehensive policy of inclusion at all levels—central, field management, and schools—ensuring equal and equitable access to quality education in both local and host communities. This is achieved by fostering **diverse learning environments,** developing teacher capacities, activating family engagement, and strengthening **monitoring and accountability** for inclusion indicators. This framework directly contributes to addressing cross-cutting issues within the ESP and guides the design of its programs.

Ten-Year Inclusive Education Strategy 2020-2030: A long-term framework for embedding inclusive practices across education stages, this strategy focuses on early need identification, providing accessible facilities, and adopting differentiated instruction to reduce systemic barriers for students. The inclusive education program adopts these principles to ensure equal access, participation, and equitable learning outcomes for all students.

Digital Transformation Strategy 2026-2028: A comprehensive government approach, this strategy aims at scaling up inclusion across educational stages, securing infrastructure, and promoting digital literacy in all sectors. This approach focuses on developing cloud computing services, implementing advanced cybersecurity measures, and promoting AI adoption. In the education sector, the sustainable education program leverages this enabling ecosystem to modernize the educational management information system, expand digital content, and ensure equitable access to online learning opportunities.

MoE Digital Transformation Plan 2022-2025 and Digital Inclusion Policy (2025): Providing operational guidelines for schools, encompassing devices, infrastructure, and interoperable data systems, these policies ensure equitable access to education, regardless of gender, geographic location, income level, disability, or refugee status. Digital transformation is a priority reform adopted by the MoE under its Partnership Compact with the Global Partnership for Education. The e-learning program directly integrates these elements into its digital transformation priorities, thereby enhancing the quality of teaching, learning, and educational management.

AI Strategy 2023-2027: It positions Jordan as a regional leader by integrating AI into education, focusing on enhancing personalized learning tools, harnessing predictive analytics to support at-risk students, and adopting modern assessment methods. The ESP integrates these trends into digital learning and higher education programs, with particular emphasis on building teacher capacity in AI ethics and its practical applications.

Gender Equality Strategy (2018) and Gender Equality Action Plan (GEAP) 2023-2025: They provide a roadmap for addressing gender gaps in access, participation, and achievement within the education system. They promote gender-sensitive and equitable curricula, reduce gender-based school violence (GBSV), and foster leadership roles. The ESP integrates these priorities into its programs, guided by 87 indicators used for planning and to monitor progress toward gender equality and equity in education.

Crisis and Risk Management (CRM) Strategy 2023-2027: It institutionalizes readiness via specialized units at all levels—central, field, and school—focusing on developing risk assessment mechanisms, ensuring the resilience of educational facilities, and expanding psychosocial support systems. These elements form the basis of the resilience agenda within the sustainable education program, ensuring the learning continuity and enhanced coordination among ministries and partners during emergencies and crises.

Greening and Environmental Sustainability: In line with the Green Jordan pillar, the greening and environmental sustainability agenda integrates climate action into schools and curricula, promoting sustainable infrastructure, enshrining climate competencies in professional standards, and fostering a culture of lifelong learning to enhance resilience. The sustainable education plan integrates these themes into infrastructure development and curriculum transformation, thereby promoting environmental sustainability in education. In this context, the MoE is collaborating with UNESCO on greening curricula and implementing environmental sustainability standards across all types of school buildings and educational institutions.

National School Feeding Strategy (NSFS) 2021-2025: Several national strategies—including the NSHRD 2016-2025, the National Education Strategy 2022, the National School Health Strategy 2018-2022, the Education During Emergency Plan (EDEP) 2020-2023, and the National Social Protection Strategy (NSPS) 2019-2025—highlight the importance of school nutrition in promoting children's health, well-being, and proper development, which, in turn, support the well-being of society as a whole. The NSFS strengthens targeted social safety nets, delivers educational, health, and economic benefits to schoolchildren in areas of concentrated poverty and developmental challenges, and then looks to identify the opportunities and school environments provided by the MoE for students.

Jordan's National Literacy Strategy 2023-2028: It includes a clear action plan to improve student literacy skills over the next five years.

3.5.1 International Commitments

Jordan contributes to and is guided by several international commitments in formulating its education policies, including:

Sustainable Development Goal 4 (SDG4): Jordan aligns with SDG4 by promoting inclusive, equitable quality education for all. This commitment drives reforms that expand access to education, improve learning outcomes, and ensure lifelong learning opportunities.

Convention on the Rights of the Child (CRC): As a signatory, Jordan is committed to ensuring every child's right to education without discrimination and promotes national policies that protect children's well-being, participation, and equal opportunities in schools.

Convention on the Rights of Persons with Disabilities (CRPD): Jordan is committed to removing barriers and ensuring accessibility for students with disabilities. This agreement guides inclusive practices in infrastructure, curricula, and support services to ensure equal participation.

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and Global Frameworks for Gender Equality: Based on this agreement, Jordan is promoting gender equality in education by addressing systemic gaps and encouraging women's participation. These frameworks reinforce national strategies to eliminate discrimination and empower women and girls.

UNESCO's Education 2030 Agenda: Jordan contributes to the global vision for education as a public service and supports reforms that integrate equality, quality, and lifelong learning into national planning and monitoring systems.

Global Compact on Refugees: Jordan ensures that refugee children have access to safe quality education and promotes inclusive policies that integrate them into schools and protect their right to education.

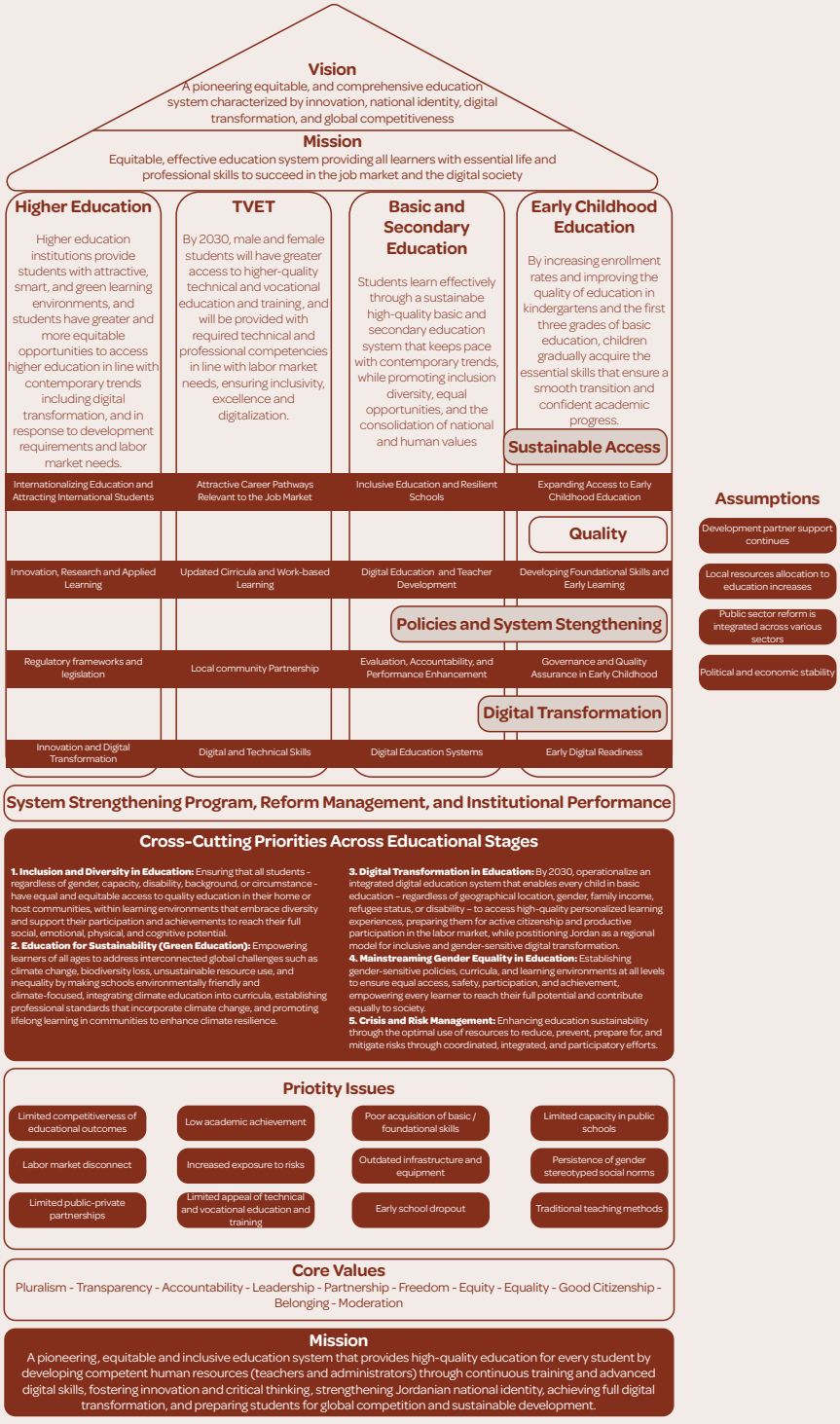
Transformation of Education Summit (TES 2022) – Statement of Commitment: Jordan's national statement reaffirmed its commitment to transforming education to achieve SDG4, focusing on digital learning, equity, and resilience, and aligning reforms with global priorities for sustainable, inclusive education.

SDG4 Benchmarks: These benchmarks represent quantifiable national commitments that countries define themselves to measure their progress towards achieving the Education 2030 Agenda. They serve as strategic indicators that link global aspirations to local realities and act as an accountability and monitoring tool to ensure progress is on track. The development of Jordan's national benchmarks was based on existing national and regional data and total alignment with national policies. Jordan has comprehensively updated these benchmarks to align with its ESP 2026-2030 to ensure the achievement of the Education Agenda by 2030.

Education for Sustainable Development (ESD): It is a transformative educational approach that aims to empower students to make informed decisions and take responsible actions to achieve environmental sustainability, economic viability, and social justice. This approach is grounded in integrating core sustainability issues, such as climate change, global citizenship, and the green economy, into all aspects of the education ecosystem, from policies and curricula to learning environments and teacher training. Its ultimate goal is to equip individuals with the knowledge, skills, and values necessary to address complex global challenges, which is at the heart of SDG 4.7. Jordan's country initiative for ESD, adopted in 2025, is a pivotal tool to translate global ESD trends into actionable national actions. This initiative enables the alignment of national policies with the SDGs, strengthens the capacities of educational institutions, and embeds sustainability-oriented educational practices. It contributes to accelerating progress towards achieving SDG 4.7 and the other goals of the 2030 Agenda through more effective and impactful actions within each country's context.

3.6 Theory of Change (ToC)

The ToC for ESP 2026-2030 provides a coherent, evidence-based illustration of how Jordan's education system will transform over the next five years. It outlines the logical pathways that inputs, interventions, outputs, outcomes, and long-term impact are expected to follow. The ToC is grounded in ESP's mission statement, the education sector's core values, and the priority issues identified by ESA. The following figure illustrates ToC:



3.6.1 Mission and Values as Foundations for Change

The mission forms the ethical and strategic foundation of the ToC. It consists of providing equal-opportunity, high-quality education that equips students with essential competencies, core values and orientations, and lifelong learning, enabling them to become active citizens belonging to their nation and contributing to the world with humanity and distinction.

Core values (freedom, justice, equality, good citizenship, belonging, moderation, respect for opinion and opinions of others, transparency, accountability, leadership, and building effective partnerships) guide attitudes, decision-making, and the organizational culture across all subsectors.

Hence, the vision, mission, and values together constitute the normative framework for the ToC, as an educational system that promotes inclusion, excellence, innovation, and national belonging.

3.6.2 Starting Point: Priority Issues

The ESA identified a set of persistent challenges within the system that span all education subsectors, including:

1. Gaps in equitable access, including overcrowded schools and limited supply of kindergartens.
2. Weak basic skills and poor learning outcomes.
3. Outdated pedagogical practices and inadequate career development.
4. Insufficient alignment between TVET and labor market needs.
5. Outdated infrastructure, limited digital readiness, and increased vulnerability to climate-related risks and crises.
6. Persistent gender stereotypes and unequal opportunities across subsectors.
7. Limited inclusion of children most vulnerable to exclusion, including refugees and students with disabilities.
8. Fragmented governance, limited accountability, and poor data utilization in decision-making.
9. Low attractiveness and competitiveness of TVET in terms of learning outcomes.

These priority issues hinder the education system's ability to equip students with the skills, values, and competencies necessary for an inclusive, prosperous future.

The ToC outlines how the education and training strategy will address these challenges and achieve systemic transformations envisioned by the EMV and sectoral strategies.

3.6.3 ToC Assumptions: What Must Be Available

For the ESP to succeed, the following assumptions must be consistently met:

1. **Increased domestic funding for education** to support expansion, modernization, and quality improvement
2. **Continued development partner engagement** to support innovation, piloting, and targeted interventions
3. **Consistent implementation of public sector reform,** particularly in governance, digital transformation, and service delivery
4. **Sustained political and economic stability** to ensure the sustainability of long-term reforms and consistent policy implementation

These assumptions reflect factors outside the direct control of the Education Strategic Plan, but they are essential for causal pathways to function.

3.6.4 ToC Pathways: How Will Change Happen?

Policies and strategies have been developed for the various subsectors, forming four interconnected pathways to achieve the desired changes.

Pathway 1: Sustainable Access

If the system expands access to kindergartens, improves school infrastructure, and ensures safe, inclusive learning environments, then more children—especially girls, refugees, and children with disabilities—will be able to enroll in and remain in school, benefiting from a safe, supportive, and stimulating learning experience.

This pathway addresses the following issues:

- Limited school capacity.
- Inequalities in access for vulnerable groups.
- Inadequate infrastructure and learning environments.

Pathway 2: Quality

If teachers' professional skills are developed, curricula and specializations are updated to provide WBL opportunities, basic learning is strengthened, alternative educational pathways are created, innovation labs and business incubators are established, and learning assessments are improved, then students will acquire stronger basic and life skills. This will support their transition to higher levels of education and the labor market, enabling them to become active, productive citizens.

This pathway addresses the following issues:

- Weaknesses in basic learning.
- Traditional teaching practices.
- Poor academic achievement.
- Limited attractiveness and quality of TVET.
- Misalignment with labor market needs.

These issues necessitate the activation of strategies including digital transformation, AI, gender equality, TVET reforms, and the modernization of higher education.

Pathway 3: Policies and System Strengthening

If data-driven decision-making is strengthened, along with quality assurance, legislation, institutional capacity, and community engagement, then the education system will become more efficient, transparent, resilient, and aligned with national priorities and international standards.

This pathway addresses the following issues:

- Fragmented governance.
- Low accountability.
- Effective use of coherent data systems.
- Limited PPPs.
- Poor crisis readiness.

This pathway is defined by strategies—such as CRM strategy and EMV—focused on institutional public sector reform. It also adopts the activation of national frameworks, including the inclusion strategy and the CRM and environmental sustainability strategy.

Pathway 4: Digital Transformation

If digital and technological infrastructure is reinforced, and digitization is utilized to automate and manage decision-making-related data in the education sector, while simultaneously equipping teachers and students with digital skills and digitizing curricula and learning resources, then students will acquire advanced digital and technical skills. This will enhance their professional competencies and better prepare them to meet the demands of the evolving job market.

This pathway addresses the following issues:

- Limited digital competencies.
- Infrastructure that does not keep pace with the ambitions of digital transformation.
- Traditional teaching practices.
- Education disruption during crises.

This pathway helps align with EMV objectives and the digital transformation plan.

Common Pathway: System Strengthening, Reform Management, and Institutional Performance

If the system is strengthened, reform management is improved, and institutional performance is enhanced, then the objectives in the four domains will be achieved.

3.6.5 ESP Outcomes: What Does Medium-Term Success Look Like?

Across all pathways, the ESP will achieve outcomes that directly reflect priority actions, such as:

- Expanding KG coverage and school capacity, and increasing enrollment rates across all education stages.
- Safe, inclusive, green, and resilient learning environments.
- Advanced professional competencies of educators.
- Integrating digital technologies into learning processes and management.
- A more efficient and competitive education system, with lower dropout rates and increased youth employability.
- Enhancing student basic, digital, and life skills.
- Modernizing TVET curricula and improving WBL opportunities.
- Modern and competitive higher education institutions (HEIs).
- Strengthening assessment and accountability systems.
- Increasing the inclusion of vulnerable groups and reducing gender gaps.

These outputs are direct, tangible results of the ESP program interventions.

3.6.6 Medium-Term Results

When results accumulate and reinforce one another, the system will achieve the following key outcomes:

- **Improved learning outcomes,** particularly in foundational skills in early grades.
- **Enhanced equity and participation,** including for the most vulnerable children, girls, and refugees.
- **Stronger transition** from early grades to basic and secondary education (both academic and TVET pathways), and subsequently to higher education.
- **More relevant and competitive educational pathways** that align with labor market needs.
- **Increased digital readiness** across subsectors.
- **Improved youth employability** and acquisition of skills for decent work and entrepreneurship.
- **More resilient and crisis-ready system** that ensures the education continuity.

The Main Objective of the ESP:

Developing conscious and skilled citizens, capable of realizing their dreams and aspirations.

Aligns with the Vision:

A pioneering educational community rooted in belonging and participation, equipped with trained technical and administrative staff, committed to enhancing educational safety and psychosocial support, and trained in modern technologies to prepare a generation capable of facing the challenges of the future and leading it towards global excellence.

The general objectives of the ESP are measured by the following EMV-aligned KPIs:

KPIs at the Education Sector Level

Indicator[1]	Baseline Value (Baseline Year)	2030 Target
Completion Rate (Basic and Secondary Education)	Basic 95.7 Secondary 62.5 2024/2025	Basic 95.9 Secondary –
Jordan's ranking in the Global Knowledge Index (GKI)	85 2024/2025	78
Spending on pre-university education as a percentage of GDP		---
Number of new jobs created in the pre-university education sector		---
Total investment value in pre-university education (domestic and foreign)		---

In addition to subsector-specific objectives, ESP 2026-2030 sets out objectives related to the following cross-cutting priorities:

1 KPIs highlighted in the colored cells are EMV indicators. For further details, please refer to the Results Matrix in Appendix 2.

1.1 Inclusion and Diversity in Education

Ensuring that all students –regardless of gender, capacity, disability, background, or circumstance– have equal and equitable access to quality education in their home or host communities, within learning environments that embrace diversity and support the participation and achievements of the Ten Groups, enabling them to reach their full social, emotional, physical, and cognitive potential.

1.2 Green Education

Empowering students across age groups to address interconnected global challenges, including climate change, loss of biodiversity, unsustainable usage of resources, and inequality – This is realized by greening schools for climate action and sustainability, adopting a lifelong learning approach that integrates climate education into curricula, developing professional standards that incorporate climate change, and fostering community-based lifelong learning to enhance climate resilience locally[2].

1.3 Digital Transformation in Education

Operating an integrated digital education system by 2030, enabling every child in basic education—regardless of geographic location, gender, family income, refugee status, or disability—to access high-quality, personalized learning experiences, thus preparing students for active citizenship and productive participation in the labor market, and positioning Jordan as a regional model for inclusive, gender-responsive digital transformation[3].

1.4 Mainstreaming Gender Equality in Education

Integrating gender-responsive policies, curricula, and learning environments across education stages to ensure equal access, safety, participation, and achievement, thus empowering all students to reach their full potential and contribute to society on an equal footing.

1.5 Crisis and Risk Management

Enhancing the capacity to ensure education sustainability through the optimal resource utilization to reduce, prevent, prepare for, and mitigate risks through coordinated, integrated participatory efforts[4].

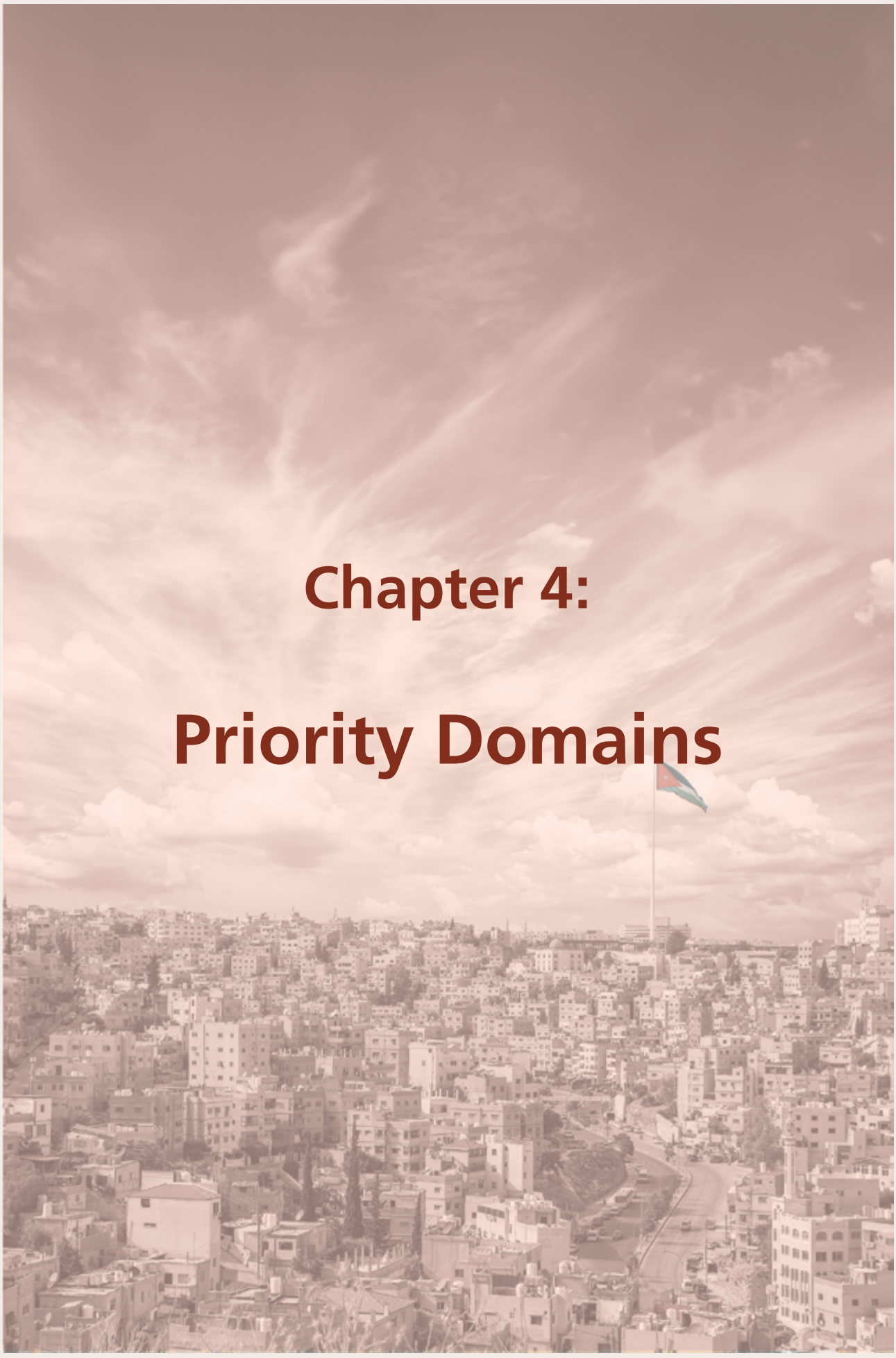
2 Adapted from the UNESCO Greening Education Partnership (GEP). https://www.unesco.org/en/sustainable-development/education/greening-future.

3 Capacity Grant in Jordan / Global Partnership for Education (GPE) 2025-2031 «Digital Transformation for Equitable Education». Draft 1.

4 Adapted from the MoE CRM Strategy 2023-2027.

The following are the KPIs for the cross-cutting issues:

Cross-Cutting KPI	Domain	Indicator
Inclusion	ECE	Rate of students with disabilities out of the total number of 5-year-old children (unenrolled in KG) who received the learning readiness program.
	Basic & Secondary Education	Number of public schools constructed or extended with consideration for inclusion and diversity in education (total number of projects, cumulative).
	TVET	TVET enrollment rate of students with disabilities.
	Higher Education	Percentage of educational institutions that provide a supportive, inclusive environment for persons with disabilities.
Gender	ECE	Gender parity in the rate of Grade 2 and 3 students achieving foundational literacy and numeracy with understanding.
	Basic & Secondary Education	Gender parity in the rate of students who master most required skills and achieve the learning outcomes in national assessments.
	TVET	Gender parity in TVET enrollment rate.
	Higher Education	Gender parity in higher education GER.
CRM		Percentage of educational institutions with CRM readiness by educational stage.
Greening		Percentage of educational institutions that implement environmental sustainability practices by educational stage.
Digital Transformation	ECE Basic & Secondary Education TVET	Percentage of public schools qualified to utilize EdTech (electricity, internet, computer labs, and classroom internet access), by educational level.
	Higher Education	Percentage of HEIs with digital infrastructure (gross national).



Chapter 4:

Priority Domains

Introduction

This chapter addresses the priority domains within each subsector, as well as cross-cutting issues. The ESP is developed around four priority domains, each corresponding to a specific subsector: early childhood education and development (ECED), basic and secondary education, technical and vocational education and training (TVET), and higher education (HE).

Each priority domain is divided into four components: **sustainable access, quality, policies and system strengthening,** and **digital transformation,** covering the main activities associated with each subsector.

- Sustainable Access: encompasses activities related to the provision of educational services, including infrastructure and equipment, teaching and learning materials, and support resources that contribute to a safe, inclusive learning environment.
- Quality: encompasses activities related to the teaching and learning processes, including the career development of school faculty and administrative staff. It also includes community engagement, as well as national and international assessments and their outcomes in improving the teaching and learning process.
- Policies and System Strengthening: encompass activities related to policies and systems, and the development of standards and guidelines for each subsector.
- Digital Transformation: encompasses activities related to developing digital infrastructure; digitizing educational materials; developing digital skills; and enhancing digital tools, platforms, and systems to improve management, planning, and oversight, and enhance stakeholder access to relevant information.

For each priority domain, a concise narrative is presented, outlining the main issues and their root causes affecting that domain, in addition to the domain's strategic objective, KPIs, and baseline and target values to monitor progress toward achieving the strategic objective. At the component level, the narrative section includes a presentation of the rationale and intended outcomes, along with the main activities to be implemented while integrating cross-sectoral priorities.

To support each priority domain, a transversal program for system strengthening, reform management, and institutional performance(SSP) was designed, covering all activities related to sector and reform management, with the aim of achieving effective institutional performance that leads to the realization of the ESP's objectives.[5]

5 the program for system strengthening, reform management, and institutional performance (SSP) is attached in Appendix 4. Its MYOP is attached in Appendix 1 with the MYOP for each priority Domain and has been included in the overall ESP cost in Chapter 5.

Jordan's ESP 2026-2030 seeks to address priority problems by adopting an overarching vision that targets their root causes, rather than merely treating its superficial symptoms. This is demonstrated through a thorough analysis of education on the ground and the identification of structural, legislative, and human resource gaps contributing to the emergence and perpetuation of the problem. The Plan focuses on setting clear and measurable objectives, supported by a robust set of policies and implementation programs that address the underlying causes, such as poor quality of education, inadequate competencies, limited resources, and the mismatch between educational outcomes and the requirements of subsequent educational stages. This would contribute to achieving sustainable solutions and improving the overall performance of the education system.

4.1 Early Childhood

Early childhood is one of the most important developmental stages that demands special attention in education planning, given its profound impact on shaping a child's cognitive and psychosocial foundations. During this stage, basic learning abilities are formed, and language, communication, and thinking skills develop, along with values and attitudes toward learning. Effective educational planning that considers the characteristics of early childhood leads to improved quality of educational outcomes in later stages, reduces learning gaps, and increases retention and academic success rates. Early investment in education contributes to achieving equitable, equal-opportunity education, thus supporting long-term sustainable human development. Integrating the first three years of basic education within the framework of early childhood education is an important pedagogical approach aimed at ensuring a smooth, gradual transition for children from play-based and discovery-based learning to structured learning. This integration helps align curricula and teaching methods with children's developmental characteristics, reducing early learning shocks and enhancing motivation to learn. It also allows for the development of an extensive educational system that focuses on the cumulative and balanced development of foundational skills, such as reading, writing, and arithmetic, while also addressing socioemotional aspects. Thus, such approach contributes to improving the quality and efficiency of basic education and establishes a more stable and effective educational pathway.

4.1.1 Priority Issues

KG1 and KG2 Enrollment Opportunities: The supply-demand gap does not merely affect admission levels but also raises the issue of equity in access to early childhood education. A number of children are deprived of equal access to education at the beginning of their schooling, including children with disabilities who face significant barriers to inclusion in kindergarten alongside their peers without disabilities. This, in turn, poses a considerable challenge in preparing them for inclusive education later on, necessitating the creation of kindergartens in an inclusive environment that welcomes diversity in education.

Furthermore, the results of the first three years of basic education reveal a clear weakness in acquiring core skills: reading, writing, and arithmetic. This deficiency reflects a flaw in the quality of the educational process and indicates an urgent need to develop curricula, enhance teaching methods, and integrate diverse programs to instill positive values and behaviors.

The accumulation of these challenges leads to far-reaching consequences, most notably academic delays and an increased likelihood of early school dropout. This phenomenon is not limited to the academic sphere but extends to fueling forms of discrimination and social exclusion, threatening the principle of equal opportunity and weakens the education system's ability to achieve social justice.

Thus, such problems interconnect: inadequate infrastructure, deficiencies in basic skills, and negative social repercussions. Addressing them requires an overarching vision that integrates infrastructure expansion, improved educational quality, and the adoption of policies that support social inclusion.

4.1.2 Main Causes

Among the most prominent obstacles limiting children's access to early childhood education (ECE) are the lack of suitable land plots and spaces for constructing public kindergartens in densely populated areas, and the failure of building codes to consider the needs of persons with disabilities in infrastructure. This infrastructure deficiency creates significant pressure on existing schools, depriving many children of enrollment opportunities. Furthermore, there is a clear geographical and demographic disparity, with kindergartens available in some areas while entirely absent in others, coupled with transportation difficulties and varying distances between homes and schools. This geographical gap results in unequal access to ECE. Cultural and societal factors play a significant role, as some parents lack sufficient awareness of the importance of kindergarten enrollment, thus reducing registration rates. Economic obstacles also contribute, as difficult living conditions force families to rely on public kindergartens as they cannot afford private education. Finally, environmental and safety risks – such as unsafe roads, challenging terrain, and stray dogs – can prevent children from reaching school regularly and safely.

The quality of education is directly affected by several factors. First, the shortage of qualified staff to work with children with disabilities or developmental delays limits their inclusion in ECE. Inadequate accommodations and a lack of accessible environments in KG and Grades 1, 2, and 3 further limit inclusion. Additionally, Grades 1, 2, and 3 in some areas are overcrowded, reducing opportunities for individual teacher-student interaction and weakening the learning process. The need to train teachers in ECE strategies remains pressing, especially with the scarcity of specialized training programs there. The lack of parental involvement and their insufficient knowledge to support their children academically exacerbates the problem, despite efforts to raise parental awareness. Furthermore, inadequate individual student assessment and monitoring, coupled with the lack of clear plans to address learning disparities, widens the gap in academic achievement.

From a system-strengthening perspective, the lack of plans to address learning disparities in Grades 1, 2, and 3 is a major challenge, reflecting weak strategic planning and perpetuating the student gaps. Inadequate individual assessment and monitoring reflect shortcomings in the M&E mechanisms within the education system, limiting the capacity for early intervention to address issues. The limited number of training programs focused on ECE strategies and essential skills reveals a lack of investment in human resource development, thus weakening system capacity to meet the demands of modern education. Although the reasons cited do

not directly point to digitalization, the absence of digital solutions emerges as an implicit factor exacerbating the problems. Weak diagnosis and individual monitoring can be addressed with modern digital tools. Digitalization presents opportunities to reduce geographical disparities by utilizing remote learning or online platforms. Undoubtedly, the lack of investment in this domain deprives the education system of effective tools to support access, quality, and system enhancement.

4.1.3 Strategic Objective and KPIs

To ensure quality inclusive education in KG and Grades 1, 2, and 3 of basic education, while increasing KG enrollment rates and enabling children to gradually acquire foundational skills, thus ensuring smooth, confident transition and academic progress.

Success will be measured by the following KPIs and the achievement of related objectives:

Component	Indicator[6]	Baseline Value (Baseline Year)	2030 Target
Sustainable Access	KG2 GER.	70.5% (2024/2025)	90%
	Percentage of public schools with KG2 classrooms.	39.2% (2024/2025)	47.1%
Quality	Percentage of students with learning readiness.	87% (2023/2024)	91%
	The percentage of Grade 2 and 3 students who achieve minimum proficiency in literacy and numeracy, with understanding.	Gross Literacy: 40.4% Gross Numeracy: 24% (2024/2025)	Gross Literacy: 45% Gross Numeracy: 24% (2024/2025)
	Average student performance in the Grade 3 assessment test.	Arabic: 70% Mathematics: 70% (2024/2025)	Arabic: 74% Mathematics: 72%
Digital Transformation	Percentage of public schools equipped to utilize EdTech (electricity, internet, computer labs, and classroom internet access), by educational level.	63.5% (2024/2025)	78.3%

6 KPIs highlighted in the colored cells are EMV indicators. For further details, please refer to the Results Matrix in Appendix 2.

4.1.3.1 Component 1: Sustainable Access

The Sustainable Access component is a cornerstone in ensuring equitable, inclusive education services for all children. It contributes to increasing the capacity of kindergartens and early basic grades by establishing new classrooms in KG1 and KG2 and equipping them with the necessary furniture and learning and teaching materials to create a safe, inclusive, and gender-sensitive environment. This component also strengthens PPPs to contribute to sustainable expansion and equitable access, in line with the EMV 2023-2033. Sustainable Access provides equal-opportunity education for all children, contributing to reducing educational gaps from the earliest stages and enhancing school readiness for the transition to basic education. This access supports the continuity and quality of educational programs through long-term planning, the provision of qualified human resources, and adequate infrastructure. Thus, investing in ensuring sustainable access to KG and Grades 1, 2, and 3 positively impacts learning outcomes, enhances education system efficiency, and supports long-term socioeconomic development.

This component is expected to contribute to increasing KG enrollment rates, aiming for full enrollment by 2033, narrowing the educational gap between different governorates and regions, and achieving educational equity by providing inclusive, equitable learning environments that meet the needs of all children, regardless of gender. It also supports a smooth transition from early childhood to basic education, ensuring sustainable educational integration between KG and Grades 1, 2, and 3.

Main Activities

1. Appoint new KG1 and KG2 teachers, in line with the expansion plan.
2. Establish new KG2 classrooms at a rate of 200 classrooms annually in public schools.
3. Establish KG1 classrooms in public schools.
4. Maintenance of and equipping existing KG classrooms in public schools as needed.
5. Provide gender-responsive learning and teaching materials in public KG classrooms.
6. Encourage ng private sector participation in establishing new private KG1 and KG2 classrooms.
7. Implement PPP models by registering children in private KGs, with particular attention to children from disadvantaged groups and vulnerable to exclusion.
8. Provide inclusive, gender-sensitive, accessible furniture, equipment, and teaching materials.
9. Appoint new teachers for Grades 1, 2, and 3 in line with legal frameworks and as needed, as per the school staffing formation schedule.

4.1.3.2 Component 2: Quality

Quality in KG and Grades 1, 2, and 3 is a fundamental pillar for building an educational system capable of supporting children's cognitive and socioemotional development. Raising the level of educational competence and implementing educational practices that consider individual differences create a safe, stimulating, and inclusive learning environment that contributes to building a strong foundation for their academic journey. Qualifying teachers and providing them with continuous career development opportunities is pivotal to enhancing quality, enabling them to adopt effective teaching strategies, manage classrooms flexibly, and design personalized activities in the learning environment. Improving the education system management and data accuracy enhances schools' ability to make equitable, transparent decisions. Through this integration of quality educational practices, teacher competence, and equitable access to learning opportunities, educational gaps are reduced, and a more efficient and sustainable education system is created.

Main Activities

1. Implement a quality assurance (QA) system for kindergartens, including standards, indicators, tools, and reporting and processing protocols, maintaining gender sensitivity, inclusive education, and CRM.
2. Implement annual technical monitoring and accountability procedures for licensed public and private kindergartens in line with KG QA, to monitor continuous improvement plans.
3. Enroll KG teachers and supervisors in gender-responsive career development and inclusive education programs.
4. Implement child learning readiness program via inclusive, gender-responsive interventions.
5. Review, develop, implement, and encourage participation in the criteria for the Distinguished Kindergarten category of the Queen Rania Al Abdullah Award for Excellence in Education.
6. Train KG and Grade 1, 2, and 3 teachers on the gender-responsive training manual for the parental engagement program in KG and Grades 1, 2, and 3.
7. Implement the updated Our Happy Home parental awareness program.
8. Conduct surveys and research studies on student acquisition of basic literacy, numeracy, life, and social skills, maintaining gender sensitivity and inclusion of students with disabilities, to achieve improved learning outcomes that equip children with knowledge, critical thinking, problem-solving skills, and competencies aligned with the demands of the national and global labor market in the 21st century.
9. Adopt continuous career development for ECE teachers to ensure sustainability and MoE ownership.

10. Grades 1, 2, and 3 teacher training and capacity building on strategies for teaching foundational, literacy, numeracy, life, and social skills, maintaining gender sensitivity, inclusive education, and CRM.
11. Develop and implement gender-sensitive reading programs that support student literacy.
12. Expand the professional diploma in inclusive education and enroll Grade 1, 2, and 3 teachers in pre-service and in-service teacher training programs.
13. Develop and improve performance standards and indicators; develop and implement inclusive, gender-sensitive assessment tools for literacy and numeracy skills and the reading habit indicator.
14. Organize workshops for administrative and technical staff at the ministry and field levels on the Global Competency Framework related to basic skills.

4.1.3.3 Component 3: Policies and System Strengthening

Policies and System Strengthening focuses on updating legislation and coordinating work across different sectors, while enhancing governance and consistency in standards. It contributes to integrating gender-responsive socioemotional learning (SEL) and leveraging digital solutions to improve the quality of education and support families and staff. In this context, efforts include developing a framework for SEL. This component also focuses on the inclusion of children with disabilities through inclusive policies that ensure their access and participation and provide flexible learning environments that meet their needs. This contributes to building a resilient, inclusive, and sustainable education system that supports the holistic development of children and ensures equitable educational opportunities for all.

Main Activities

1. Adopt a gender-responsive SEL for KG and Grades 1, 2, and 3.
2. Support socioemotional development and guidance.

4.1.3.4 Component 4: Digital Transformation

Digital Transformation in ECE is a fundamental component aimed at improving the quality of learning and developing an extensive learning environment that leverages technology safely and effectively. The significance of this component stems from its role in supporting children in developing digital and technological skills, providing digital content that suits their developmental characteristics, and empowering faculty, supervisors, and parents to use digital tools and modern technologies responsibly. Digital Transformation also helps promote an equitable, gender-sensitive, and inclusive learning environment that avoids stereotypes and harmful practices, facilitated by technology.

This component is expected to contribute to providing a balanced, safe digital learning environment that supports children's cognitive and psychosocial development, and empowers faculty and parents to use technology in appropriate, meaningful ways. It is also expected to improve children's classroom interaction, enhance the quality of digital educational activities, and strengthen conscious and responsible familial engagement.

Main Activities

1. Review e-apps from a gender perspective and assess their adherence to the rights-based approach for persons with disabilities.
2. Implement gender-sensitive learning strategies in Grades 1, 2, and 3 (in the classroom), including learning through play and the use of educational electronic games, which meet the needs of children with disabilities.
3. Enhance the interactive environment and provide simplified digital content appropriate to children's developmental characteristics.
4. Build the capacity and skills of ECE teachers and supervisors in utilizing technology and AI tools.
5. Enable parents to monitor their children through a dedicated platform designed for use by persons with disabilities, which clarifies the developmental, life, and psychological characteristics of students and avoids stereotypes and technology-facilitated gender-based violence (TFGBV).

4.2 Basic and Secondary Education

Educational planning in basic education is pivotal in ensuring a solid, inclusive educational foundation for all students. Effective planning contributes to identifying the actual needs of students and schools, and to efficiently allocating human and material resources. This ensures access to quality, equal-opportunity education, helps develop curricula and teaching methods that align with student developmental characteristics, and enhances the acquisition of basic literacy and numeracy skills—the foundation upon which learning in subsequent stages is built.

Planning in secondary education is of particular significance, being a crucial transitional stage between basic education and higher education or the labor market. Strategic planning at this stage allows for the alignment of curricula and educational pathways with student inclinations and abilities, as well as with development requirements and future labor market needs. It contributes to improving the quality of education by preparing faculty, developing assessment methods, and providing a supportive learning environment that fosters critical thinking, independence, and decision-making skills among students. Extensive planning across basic and secondary education is key to ensuring learning continuity and smooth transitions between educational stages; it helps build sequenced, balanced educational pathways that take into account student accumulated knowledge and skills, reduces educational loss and dropout rates, and supports improved educational outcomes and increased efficiency of the education system as a whole. This, in turn, enhances student ability to successfully pursue their education and actively contribute to comprehensive development.

EMV 2023-2033 underscores the importance of these educational stages and has established indicators to measure their progress in line with the Kingdom's aspirations and to support the achievement of its objectives across various sectors. Hence, it is essential to identify the priority problem hindering the realization of this vision and its underlying causes.

4.2.1 Priority Issues

Low competitiveness in educational outcomes, poor academic achievement, limited participation of vulnerable student groups, early school dropout, particularly among males, and deficient readiness for digital learning environment.

4.2.2 Key Reasons

Limited readiness for digital transformation is one reason for the poor adoption of emerging technologies such as AI, including tools that support inclusion and diversity. Limited knowledge of the causes of gender-gaps in student performance, especially those most vulnerable to exclusion, hinders the ability to effectively address these gaps. Poor integration of assessment data into planning and decision-making processes hinders the response to diverse educational needs. The lack of integration between national and international assessment results and strategic planning constraints the effective application of feedback in program development. Furthermore, there is an urgent need to strengthen CRM institutionalization down to the school level to ensure the continuity of education during crises. This necessitates adopting green education frameworks and building the capacity to implement them in line with global trends.

Curricula and teaching methods have limited capacity to integrate digital tools for learning, and to implement modern, gender-sensitive strategies inclusive of the most vulnerable groups. Faculties need to develop their skills in applying formative assessment to improve teaching practices. The absence of clear standards to ensure the quality of digital content within the Ministry further weakens the effectiveness of educational materials. There is also a need to develop the digital skills of both students and faculty. AI use in education remains limited, despite its significant potential in personalized, inclusive learning. There is also a need to complete the development of a digital educational supervision system and integrate it with e-learning platforms (Ajyal platform), in addition to establishing a decentralized career development system that activates school-based career development.

Disparity in the quality of physical and digital infrastructure in schools undermines inclusion and diversity in education; some schools are ill-equipped, while others lack modern digital content and learning resources. This reflects the lack of funding allocated to infrastructure –physical and digital– limiting the ability of the education system to provide an equitable learning environment for all students. This disparity also reflects limited understanding of the requirements of students with disabilities, especially in secondary school and Tawjihi exams, which in turn constitutes ongoing concern for the parents of students with disabilities regarding their children's ability to take exams fairly like their peers without disabilities.

In secondary education, absenteeism is persistently high, particularly among male students and those most vulnerable to exclusion, directly impacting academic achievement. Fostering

a safe, GBV-free school environment remains an essential need for ensuring student well-being. School counseling practices need improvement, especially regarding mental health, psychosocial support, and guiding students toward educational pathways matching their abilities and interests. In this context, the poor alignment between student counseling and educational pathways exacerbates dropout rates and poor academic performance. Furthermore, there is a need to enhance student life skills, regardless of their background. Finally, fostering a sense of belonging among students, teachers, and the local community is crucial for building a stimulating, supportive learning environment.

4.2.3 Strategic Objective and KPIs

To achieve a high-quality, sustainable education system that keeps pace with the digital transformation of basic and secondary education and maintains inclusion and diversity, enabling students to learn effectively and equitably by 2030

Success will be measured by the following KPIs and the achievement of related objectives:

Component	Indicator	Baseline Value (Baseline Year)	2030 Target
Sustainable Access	Number of public schools constructed or expanded taking into account inclusion and diversity in education (total number of projects, cumulative).	83 (2024/2025)	420
Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic and mathematics.	Grades 4–6: Arabic: 16% Mathematics: 8% Grades 7–9: Arabic: 17% Mathematics: 9% Grades 10–11: Arabic: 16% Mathematics: 11% (2023/2024)	Grades 4–6: Arabic: 30% Mathematics: 27% Grades 7–9: Arabic: 27% Mathematics: 22% Grades 10–11: Arabic: 21% Mathematics: 23% (2023/2024)
	Average student performance in national assessments.	Grade 6: N/A Grade 9: N/A	TBD
	Student pass rate in Tawjihi	62.5% (2024/2025)	65%
	Percentage of schools with performance rated 'Acceptable' or higher in accordance with the criteria of Education Quality and Accountability Unit.	63% (2023/2024)	82%
Digital Transformation	Percentage of public schools equipped to utilize EdTech (electricity, internet, computer labs, and classroom internet access), by educational level.	63.5% (2024/2025)	78.3%
	Percentage of teachers using e-learning management system.	9.2% (2024/2025)	100%

4.2.3.1 Component 1: Sustainable Access

This component addresses increasing the capacity of the basic and secondary education and ensuring equitable access to quality, inclusive education for all students in schools and educational institutions, including addressing various educational programs and persistent disparities in infrastructure. Also addressing access to lifelong learning and community engagement in basic and secondary schools, this component responds to challenges and inequalities in access to a suitable learning environment and physical and digital educational content through four subcomponents, namely infrastructure, participation, community partnerships, and lifelong learning opportunities. It highlights school construction, expansion, and modernization and supports collaboration with local communities.

This component is expected to contribute to creating a more inclusive and sustainable education system that ensures access for students from all backgrounds, strengthens trust between schools and local communities by empowering parents and civil society organizations, and helps reduce dropout rates and increase completion and graduation rates in basic and secondary education.

Main Activities

1. Construct and expand schools in line with population density and area needs, focusing on ensuring equitable access regardless of gender, nationality, disability, or any other factor of social vulnerability.
2. Strengthen partnerships between educational institutions, communities, local councils, and the private sector to support the learning environment and technical subcommittees established in all field directorates monitoring the education of students with disabilities in educational institutions.
3. Enhance local community and parent participation in improving educational outcomes.
4. Raise local community and parent awareness to promote a culture of commitment to equitable access to quality education for students in groups most vulnerable to exclusion.
5. Increase access to education for students with disabilities, fulfilling Jordan's commitments to inclusive education at the Global Disability Summit.
6. Provide accessible facilitative accommodations for students with disabilities.
7. Support the education of students with disabilities enrolled in private schools and special education centers/associations.
8. Develop gender-sensitive operational plans to reduce dropout rates among students at risk of dropping out and exclusion from education.
9. Expand non-formal education programs.
10. Measure community satisfaction (parents, students, teachers, and administrators) and use the results to improve services.

11. Print textbooks for basic and secondary schools.
12. Appoint new teachers for basic and secondary education annually, as needed.
13. Ensure access to quality education for persons with disabilities.

4.2.3.2 Component 2: Quality

This component aims to achieve quality in learning and teaching by improving the quality of education and ensuring its inclusivity and equity, by empowering teachers and educational supervisors to implement modern, differentiated teaching strategies that consider the needs of all students, including students with disabilities, individual differences, and gender. Promoting the use of student learning assessment results –both national and international– in educational planning informs classroom practices, contributes to evidence-based policymaking, improves learning outcomes, and reduces the gender gap in academic achievement, particularly in core subjects.

In parallel, this component's activities focus on capacity building for educational leaders at all levels and developing an integrated ecosystem of pre-service and in-service career development, linked to performance requirements, contract types, and specializations, and supported by periodic school evaluations and modern educational accountability frameworks that leverage AI to enhance monitoring efficiency and quality reporting. These efforts enhance the psychological and physical well-being of the school community, empower educational counselors to provide a safe, engaging learning environment, develop gender-responsive career guidance programs, and expand flexible and alternative learning pathways, thereby supporting lifelong learning and strengthening the sustainability of the education system.

This component is expected to contribute to having competent, motivated faculties capable of delivering high-quality inclusive education, effectively responding to evolving educational challenges, and fostering an advanced education system that provides inclusive, lifelong learning opportunities tailored to the diverse needs of students.

Main Activities

1. Train teachers and supervisors on teaching strategies for students with disabilities; adapt the learning outcomes for teaching and assessment purposes.
2. Promote the use of student learning assessments and educational evaluation results in educational planning.
3. Career development based on performance requirements associated with pre-service and in-service training, ensuring alignment with the type of teacher contracts and their specializations.
4. Teacher training on modern, differentiated, and gender-sensitive teaching methods and strategies to ensure best professional classroom practices.

5. Capacity building for all educational leaders at all levels (school, directorate, and central Ministry).
6. Conduct gender-responsive impact studies of career development programs and policies on professional practices and student learning outcomes.
7. Develop gender-responsive awareness programs for career guidance, and capacity building for counselors.
8. Update, automate, and disseminate performance indicator guides.
9. Expand national assessments in core subjects (Arabic, mathematics, English, and science).
10. Improve student performance in international tests to reduce the gender gap.
11. Conduct periodic school assessments using educational accountability frameworks and effective school indicators, and leverage AI in school evaluation to enhance monitoring efficiency and quality reporting, maintaining gender sensitivity.
12. Enhance the psychological and physical well-being of the school community.
13. Empower educational counselors to create and support a safe, engaging, and positive learning environment.
14. Promote lifelong learning through alternative learning pathways and flexible curricula.
15. Strengthen school initiatives, activities, and educational events, and improve the learning environment.

4.2.3.3 Component 3: Policies and System Strengthening

This component aims to sustain the implementation of school decentralization (school as the basic unit for development) and to develop and adopt centralized and decentralized career development methodologies aligned with the ranking system and the teaching licensing system. This will address the need to create a more flexible, sustainable high-quality education system capable of meeting growing environmental, social, and institutional challenges.
It is crucial for enhancing faculty professionalism and ensuring clear, competency- and performance-based career growth pathways, and supports the sustainable implementation of school decentralization, recognizing the school as the basic unit for development, thus granting it greater flexibility to respond to its specific needs and improve its performance. Developing methodologies for evaluating the performance of teachers, principals, and supervisors, and integrating them with AI, digital supervision systems, and teacher training platforms, contribute to establishing an equitable, transparent, and motivating evaluation ecosystem that fosters continuous improvement. This career framework is further complemented by the adoption of a teaching licensing system that guarantees the quality of professional practice, establishes clear standards for accreditation and accountability, and elevates the status and competence of the teaching profession.

This component is expected to contribute to a range of interconnected outcomes at both the school and system-wide levels, such as: enhancing governance and evidence-based decision-making through the availability of comprehensive, integrated educational databases covering all educational stages; raising the efficiency and professionalism of faculty and staff through an extensive ecosystem of continuous career development; and implementing multi-source performance assessments supported by AI and digital supervision systems. Furthermore, the adoption of school decentralization and a teacher licensing system will empower schools, motivate teachers and principals to pursue continuous development, and ensure the quality of professional practice, ultimately leading to improved learning outcomes and the sustainable achievement of the education system's objectives.

Main Activities

1. Enhance the involvement of education councils and community networks in school development planning.
2. Implement Green School initiatives (such as recycling, school gardening, sustainable furniture).
3. Develop and adopt centralized and decentralized career development methodologies aligned with the ranking system.
4. Sustain the implementation of school decentralization (school as the basic unit for development).
5. Develop methodologies for evaluating the performance of teachers, principals, and supervisors (taking into account multi-source assessment), and integrate them with AI, digital supervision systems, and the teacher training platform.
6. Adopt teaching licensing system.

4.2.3.4 Component 4: Digital Transformation

This component aims to modernize Jordan's basic and secondary education system by integrating digital competencies and inclusive digital learning practices into curricula and teaching methods. This addresses digital integration challenges, unequal access to digital tools, and digital skill gaps among students and teachers. The curriculum modernization subcomponent focuses on developing curricula with interactive, inclusive, and gender-sensitive content, establishing standards for digital content quality, and integrating digital supervision systems.

This component is expected to contribute to creating an enabling digital education system that provides high-quality, personalized learning experiences for all students, positioning Jordan as a regional leader in inclusive digital education.

Main Activities

1. Equip schools with digital infrastructure and EdTech tools, with a particular focus on bridging the infrastructure gap between boys' and girls' schools and meeting the needs of the most vulnerable groups.
2. Expand equitable access to digital resources across regions and among the Ten Groups vulnerable to exclusion from education.
3. Enhance the competencies necessary for navigating digital environments, practicing safe online behavior, and solving problems using technology.
4. Measure and monitor the impact of implementing digital literacy skills and technology use.
5. Develop standards for digital content quality and access.
6. Collaborate with partners to digitize educational resources and integrate interactive content.
7. Develop a national learning dashboard that integrates national and international assessment and achievement data, along with career development data, to monitor basic and digital learning skills by region and school type, and to utilize data in decision-making.
8. Develop and implement digital supervision systems linked to training platforms.

4.3 TVET

The significance of TVET planning within the ESP stems from its vital role in equipping qualified human resources with practical and technical skills that the evolving labor market requires. Effective planning contributes to program and specialization alignment with the actual needs of the national economy; better quality of curricula and practical training; strengthened partnerships with the industrial and service sectors; enhanced efficiency of technical and vocational education institutions; as well as teacher and trainer capacity development, thereby reducing the gap between educational outcomes and employment requirements, and boosting employment opportunities and productivity.

A fundamental pillar supporting sustainable growth, diversifying the economy, and enhancing competitiveness, TVET is closely linked to socioeconomic development aspirations. Strategic planning for this sector empowers the youth to actively contribute to development projects, reduces unemployment rates, supports innovation and entrepreneurship, and contributes to establishing a culture of work and production. It also helps balance between academic and applied education, thus supporting the realization of national development visions and building a knowledge-based and skill-driven economy. TVET has thus received significant attention in EMV 2023-2033, which has allocated a number of targets and indicators that directly contribute to the economic development of the Kingdom.

4.3.1 Priority Issues

Limited TVET enrollment, reaching only 13% in 2023/2024 (15.9% males, 10.4% females), and poor professional competencies, due to insufficient partnerships with TVET stakeholders and poor student competencies to meet labor market requirements.

4.3.2 Main Reasons

Low TVET enrollment rates

Data indicate that TVET enrollment in Jordan is persistently low, at 13% in 2023/2024, with a clear gender gap favoring males (15.9% males, 10.4% females). This rate reflects limited interest in Vocational Education (VE) vis-à-vis academic education, despite national aspirations to increase enrollment to 29% for both genders by 2030, in line with green education principles, education sustainability in emergencies and crises, new BTEC program requirements, and gender-sensitivity and inclusion in education.

Societal perception of TVET

The first problem is mainly due to a societal perception that favors academic education over VE, driven by intellectual heritage, customs, and traditions, especially for females. This is compounded by infrastructure and physical environment challenges such as inadequate schools, a shortage of VE schools and suitable facilities, and the geographical distance of schools from student residences. The VE ecosystem also suffers from a limited number of specialized programs, poor awareness campaigns contributing to gender stereotype shift, and shortage of trained professionals and available job opportunities, especially for females.

Poor professional competencies among TVET graduates

The second problem is poor partnerships and professional competencies in TVET. The disconnect between education and the reality on the ground poses a challenge to preparing students for the labor market and developing their applied skills. These partnerships also lack legal and regulatory frameworks, insufficient financial resources, and limited practical training opportunities. Furthermore, students lack essential future skills such as communication, teamwork, leadership, and innovation. There are also gaps in professional networks and employment opportunities, and a lack of private-sector awareness of new BTEC programs. There is a clear need to strengthen effective, sustainable PPPs, and to develop the professional competencies of both employees and students to ensure that VE outcomes align with the requirements of the local, regional, and international labor markets.

4.3.3 Strategic Objective and KPIs

To increase student access to high-quality TVET across diverse specializations with a 29% GER by 2030, and equip graduates with the necessary professional and technical skills and competencies to meet labor market requirements, ensuring inclusion, sustainability, excellence, and digitalization

Success will be measured by the following KPIs and the achievement of related objectives:

Component	Indicator	Baseline Value (Baseline Year)	2030 Target
Sustainable Access	TVET student enrollment rate.	13.1% (2024/2025)	29%
Quality	Percentage of students who have completed TVET requirements.	n/a	%75
	Percentage of TVET graduates who joined the labor market.	11% (2023/2024)	25%
Policies and System Strengthening	Number of private-sector partnerships per directorate for student WBL placement purposes.	3 (2024/2025)	15%

4.3.3.1 Component 1: Sustainable Access

This component focuses on developing an extensive network of TVET schools/workshops across the Kingdom to ensure that all students – both male and female, including refugees and students with disabilities – have access to equitable TVET opportunities that suit their abilities and interests. This component relies on developing modern and secure infrastructure, digital transformation, and capacity for crisis response, promoting community awareness of the importance of vocational education (VE) via media outreach and PPPs, and providing career guidance and counseling to help students choose suitable pathways for their future. Ultimately, this component aims to create a sustainable, equitable learning environment capable of supplying the labor market with qualified, future-ready graduates.

The Sustainable Access component derives its significance from providing suitable infrastructure and facilities that ensure high-quality VE in safe, modern environments. It also reinforces the principle of equitable access for all students across different regions, including the most vulnerable groups, through an equitable geographical distribution of specializations for genuine alignment with the labor market, offering modern specializations in digital and

future-ready fields. Furthermore, this component addresses gender-related sociocultural challenges and stereotypes, thereby increasing societal acceptance of VE, strengthening PPPs, and consequently enhancing the attractiveness of TVET. It also contributes to providing an effective career guidance system that supports students' educational decisions and ensures they pursue appropriate pathways.

This component is expected to contribute to increasing TVET enrollment across the regions nationwide, by providing safe, modern, sustainable learning environments equipped with standardized equipment, and improving community acceptance of VE through awareness campaigns, partnerships, and sharing success stories. This is while promoting gender equality and empowering the most vulnerable groups to integrate into this pathway, by establishing a sustainable access system that ensures TVET continuity and ability to respond to crises and economic transformations.

Main Activities

1. Market and promote TVET at all levels, and run high-impact, gender-sensitive media campaigns inclusive of students with disabilities, to raise awareness of the added value of VE, thereby shifting societal perceptions and highlighting its importance as a future pathway to employment and entrepreneurship for both genders.
2. Continue implementing decentralized, gender-sensitive career guidance campaigns inclusive of students with disabilities (as these campaigns are already in place, implemented, documented, and part of an annual action plan with performance indicators and periodically-measured phases).
3. Introduce new gender-sensitive TVET specializations and increase school capacity to align with the green economy and digitalization, while including refugees and students with disabilities, and incorporating CRM and occupational safety.
4. Establish new TVET schools in line with environmental sustainability and digitalization standards, with balanced geographical distribution, ensuring access for all groups, and applying occupational safety and CRM in line with national standards for infrastructure and equipment approved for BTEC programs.
5. Provide the infrastructure, equipment, supplies, and periodical maintenance of existing TVET workshops and schools, to ensure its sustainability and compliance with occupational safety and health standards, while remaining gender-sensitive, inclusive (WASH facilities) and considering CRM –based on approved national standards for infrastructure and equipment by pathway, specialization, and level, and linking these standards to accreditation and QA processes.
6. Inventory existing human resources, identify staff shortages, and recruit personnel.

4.3.3.2 Component 2: Quality

This component focuses on strengthening the measurement and evaluation system in TVET to ensure comprehensive, equitable, gender-sensitive, and disability-inclusive monitoring of student competency progress. The component is about aligning educational outcomes with labor market needs through: incorporating green education principles and activating digital transformation in education and assessment. It includes human resource development by training and qualifying teachers and sector staff in modern skills, in addition to applying effective methodologies for CRM to ensure the continuity and quality of the educational process.

This component derives its importance from its crucial role in facilitating a smooth, confident transition for students to higher education or the labor market. It enhances system resilience and sustainability by adopting CRM methodologies that ensure the continuity of high-quality education, and develops the staff and teacher capacity to guarantee the provision of high-level TVET that keeps pace with global changes. This aligns effectively with the labor market by updating quality standards and introducing green and digital specializations and skills; supports equity and inclusion through gender-sensitive assessment tools that ensure the integration of students with disabilities; and improves the quality of educational outcomes by accurately measuring student competency progress and enhancing the training process.

This component is expected to actively contribute to the desired outcomes of providing a modern, comprehensive assessment system capable of effectively measuring competencies, improving the quality of deliverables in TVET schools/workshops, enhancing student readiness for the labor market or higher education, equipping teachers and staff with digital and green skills and modern training standards, and increasing societal and employer confidence in the TVET outputs by building a flexible, resilient, and uninterrupted VE system during crises, without compromising on quality.

Main Activities

1. Capacity building/enhancing of male/female TVET staff.
2. Capacity building/enhancing of male/female TVET teachers, being internal auditors of the educational process quality.
3. Monitor training programs and evaluate their impact on trainees.
4. Regular participation in local and international skill competitions, activities, and events, and promote a culture of educational and cultural competitiveness.
5. Update and align educational content with labor market needs and the National Qualifications Framework (NQF).
6. Include and classify vocational qualifications within the NQF.
7. Measure student (male and female) satisfaction with work-based learning (WBL) outcomes and employer satisfaction with trainees during placements.

8. Implement quality standards in VE schools and ensure their performance is evaluated by the Education Quality and Accountability Unit as per the indicators of effective VE schools, to ensure that these schools become effective and that gender-sensitive education is maintained.
9. Establish business incubators in the three regions to provide technical, administrative and marketing support to students, with the aim of motivating them to innovate and be creative.

4.3.3.3 Component 3: Policies and System Strengthening

This component focuses on updating the TVET regulatory and legislative frameworks to ensure alignment with modern programs, such as BTEC, and to strengthen PPPs to expand WBL placements and employment opportunities. It also emphasizes strengthening institutional capacity by increasing staff and participating schools, and integrating inclusive education standards into the education system, thereby contributing to a more efficient and sustainable VE system.

The importance of this component lies in its ability to enhance graduate employability by organizing practical training, expanding WBL opportunities, and integrating inclusive education standards into the policy framework. This reinforces the principles of sustainability and inclusion, which in turn strengthens system capacity for expansion by enabling schools and staff to operate within clear and up-to-date policies. It also supports the alignment of modern programs, such as BTEC, with national systems, thereby improving the quality of training and certifications. Furthermore, it facilitates PPPs and collaboration, ensures the sustainability of partnerships upon which training placement programs rely, and provides a clear, sustainable regulatory framework empowering the MoE to effectively manage VE in line with updated legislation.

This component is expected to contribute to the creation of an overarching, TVET-supporting legislative and regulatory system that keeps pace with global developments, and achieves the effective integration of inclusive education standards within VE policies. It also contributes to strengthening PPPs and increasing opportunities for structured student hands-on training, leading to greater graduate employability by organizing and expanding WBL. It also implements modern programs such as BTEC more effectively in line with national legislation, and expands the number of institutions and staff capable of delivering high-quality vocational programs.

Main Activities

1. Strengthen coordination between the MoE and relevant ministries and entities, as well as within the Ministry, to develop policies and initiatives focused on youth employability, with particular attention to economic sectors, students most vulnerable to exclusion, and refugees.

2. Review existing legal TVET frameworks, identify hindering gaps, and ensure gender equality to guarantee equity and inclusion for greater access.
3. Develop and adopt standards for local, regional, and international partnerships to enhance training placement, ensuring sustainability and effectiveness of collaboration, and increasing employability equally for males and females across various specializations.
4. Establish PPP agreements to align educational outcomes with labor market demands and provide training and employment opportunities in both sectors.
5. Develop and adopt a national model for production and service centers in VE schools based on revenue reinvestment –to include a clear governance and financial operational framework (pricing mechanisms, auditing, accreditation pathways, and annual production plans), standardized contractual models with industrial partners, quality and safety controls, educational supervision, and a mechanism for tracking and reinvesting revenue in program and facility development– with a phased pilot followed by a national guide for scale up and replication within the national partnership structure.
6. Develop and adopt a national framework for gender equality and social inclusion (GESI) in TVET schools –to include minimum standards for gender, inclusion of persons with disabilities, non-discrimination, and safety; develop diagnostic tools and school action plans; implement capacity-building programs for leaders and teachers; integrate GESI indicators into planning, QA, and accreditation processes; and establish periodic MEL mechanisms for sustainable implementation.
7. Develop and implement a national framework for international recognition and graduate mobility in vocational education (BTEC), to include: benchmarking against qualification systems and targeted labor markets; aligning programs with international recognition and equivalency requirements; negotiating recognition and bridging agreements; developing tools to monitor international recognition outcomes and graduate mobility pathways; and evidence-based updating of agreements.

4.3.3.4 Component 4: Digital Transformation

This component focuses on integrating advanced digital technologies into TVET to improve the skill quality, enhance flexible access to educational content, and increase interaction efficiency among teachers, students, and parents. The component includes the use of e-learning systems, virtual simulation, AI, AR, and smart devices to ensure the development of a modern VE ecosystem capable of meeting the evolving needs of the labor market and equipping students with future-ready skills.

The importance of this component lies in its ability to support the operational efficiency of TVET institutions through automation and digital data management, thereby increasing employability. It also enhances the responsiveness, speed, and accuracy of the education system in managing the training process, providing more flexible and inclusive access for students in various regions and circumstances. Furthermore, it improves the quality of practical training through VR and immersive technologies that compensate for equipment limitations or inherent risks in some professions. It contributes to aligning education with global digital transformations and the demands of the modern labor market.

This component is expected to contribute to a modern, digital TVET system that delivers high-quality content in innovative ways, empowers students with advanced digital market-ready skills, promotes access to VE through e-learning platforms and digital simulations, improves teacher efficiency and interaction with students and parents through effective digital tools, increases VE competitiveness, resilience, and sustainability in Jordan, and provides a safe, realistic training environment through VR and AR technologies.

Main Activities

1. Automate the distribution of TVET specializations, and create a system to determine the annual needs for creating new VE specializations based on student preferences, linking this to geographical distribution, population density, and economic activities, while integrating gender and humanitarian considerations, and forecasting future trends in demand for specializations.
2. Enhance the efficiency of digital transformation processes in TVET.
3. Automate administrative processes in TVET.

4.4 Higher Education

Higher education is the cornerstone of any extensive educational ecosystem, given its pivotal role in preparing human resources capable of leading comprehensive and sustainable development. It is not limited to transferring specialized knowledge but also contributes to developing critical thinking, promoting scientific research, and establishing a culture of innovation and creativity, keeping pace with the demands of the times and its rapid transformations. Higher education constitutes a major pillar of socioeconomic development by training a skilled workforce, supporting knowledge-based decision-making, and contributing to addressing societal issues and challenges. Hence, investing in higher education is a strategic investment in human capital and a powerful driver of progress and prosperity in various fields.

EMV 2023-2033 has given higher education a unique position as the driver of development, given its ability to graduate citizens with the competencies the nation aspires to, enabling them to contribute effectively to the economy and society as a whole, and to achieve development aspirations.

Accordingly, below is a review of prominent challenges hindering this vital sector's ability to achieve its objectives, the domain's strategic objective, its plan's components, the activities to achieve objectives, and its performance indicators to facilitate implementation monitoring and course adjustment as needed.

4.4.1 Priority Issues

A quantitative and qualitative gap between higher education outputs and labor market requirements.

4.4.2 Main Reasons

The quantitative and qualitative gap between higher education outputs and labor market requirements are due to poor sectoral distribution. The service sector accounts for approximately 80% of the total, according to ESA data. This is reflected in the societal preference for theoretical specializations in the humanities and social sciences, inconsistent with development aspirations and job opportunities that require a greater number of graduates in applied sciences. This contributes to high unemployment rates among service sector graduates.

Furthermore, poor response to the rapid changes in the labor market surfaces for both genders, due to the absence of continuous curriculum updates to keep pace with emerging needs. Higher education also faces social and cultural challenges, particularly those related to gender stereotypes, such as the increased preference of women for theoretical specializations.

Poor training content is noticed in entrepreneurship and innovation domains, along with limited digital integration and the ineffective use of technology in the educational process. Additionally, there are shortcomings in providing safe, modern, inclusive, and sustainable, stimulating, and gender-sensitive learning environments and infrastructure.

4.4.3. Strategic Objective and KPIs

Objective 1: To develop public policies in higher education institutions (HEIs) that enhance quality, equity, and equal opportunities, and align with economic growth and labor market requirements.

Objective 2: To provide an attractive, smart, and green educational investment environment in HEIs.

Success will be measured by the following KPIs and the achievement of related objectives:

Component	Indicator	Baseline Value (Baseline Year)	2030 Target
Sustainable Access	Percentage of HEIs that provide a supportive, inclusive environment for persons with disabilities.	N/A	TBD
	Enrollment rate in higher education.	35.9% (2023/2024)	40%
Policies and System Strengthening	Percentage of HEIs with CRM readiness.	N /A	50%
Sustainable Access	Number of international students in higher education in Jordan.	51 647 (2024/2025)	75 000

4.4.3.1 Component 1: Sustainable Access

Sustainable access in higher education entails ensuring that all students have continuous, equitable, and effective access to education within a resilient, adaptable system unaffected by financial, technological, or social challenges. This concept relies on developing inclusive, technology-based learning environments, diversifying learning pathways, and providing support for the educational process. This would result in a higher education system capable of providing a sustainable learning environment that ensures the continuity and quality of learning for all students. It would contribute to human capital development and the fostering of innovation and the knowledge economy. Higher education would be more impactful, effective, and better geared towards serving society. Sustainable access is based on a set of principles, including improving access for Jordanian and international students, enhancing HEI resilience, ensuring the continuity of higher education during crises, and supporting students and official institutions.

This component contributes to achieving EMV 2023-2033 by enhancing the human resource competitiveness and upskilling; empowering youth to access educational opportunities that translate into quality jobs; supporting the transition to a knowledge economy by increasing the number of graduates in technical and digital fields; and achieving equity across geographical regions. This component is directly linked to the national Human Resources Development (HRD) strategy and the National Employment Strategy (NES) through education-skill alignment; the National Strategy for Youth by creating equitable, innovation-supportive educational opportunities; and the Jordanian Digital Transformation Strategy, as sustainable access depends on blended learning and online platforms. The role of this component is highlighted by its ability to address and resolve problems by guiding access to in-demand specializations, thus avoiding enrollment in stagnant specializations, and opening new technical and applied ones that bridge the education-market gap, which in turn encourages sustainable access.

Main Activities

1. Promote studying at HEI.
2. Expand the base of student beneficiaries of the Student Support Fund.
3. Support Scientific Missions.

4.4.3.2 Component 2: Quality

The importance of this component lies in the Ministry's ability to efficiently and effectively achieve its mission and objectives, ensuring continuous improvement across all elements of the teaching and learning process, including programs, services, and the learning environment. This aims to achieve student satisfaction and enhance HEI competitiveness. This component seeks to create and develop academic programs in HEIs that align with secondary education outcomes, strengthen partnerships with employers in both the public and private sectors, and consider the individual gender differences. It also aims to provide sustainable, gender-responsive student learning environments, while integrating climate change and sustainable development concepts into academic programs.

This component directly contributes to achieving the EMV by developing a highly skilled human capital that meets the needs of high-growth sectors; promoting innovation and applied research to serve sectors such as technology, industry, energy, and health; improving national competitiveness; and attracting investments by providing a qualified workforce. It also supports digital transformation by modernizing teaching methods, utilizing smart platforms, and enhancing decent work opportunities by quality upskilling for the labor market. This component addresses challenges identified in sectoral analysis, such as the mismatch between graduate skills and market demands. It works to bridge skill gaps and enhance the quality of technical education programs, ensuring their alignment with international standards. It also guarantees the implementation of hands-on training in technical colleges, adhering to clear professional standards. This contributes to unifying QA systems across academic and technical education, supports the adoption of new applied technical programs that respond to modern technological advancements, and increases the attractiveness of technical education by improving its quality and boosting public perception.

Main Activities

1. Develop and improve academic programs in HEIs to align with secondary education outcomes, in line with international design standards that ensure the inclusion of students with disabilities, the provision of assistive devices, and access to learning and the labor market.
2. Conduct gender-sensitive labor market needs analysis studies.
3. Run community-level, gender-sensitive awareness campaigns on employment opportunities.
4. Strengthen gender-sensitive and inclusive partnerships between public/private sector employers and HEIs.
5. Improve services delivery to international HEI students.
6. Provide sustainable learning environments in HEIs for male and female students, and students with disabilities, for green jobs and the green economy.
7. Support Jordan's public universities in various fields to ensure the sustainability of educational services.

4.4.3.3 Component 3: Policies and System Strengthening

This component comprises a set of procedures and rules guiding and regulating HEI work and ensuring that their outputs align with national priorities and the needs of society and the labor market. Admission policies and standards for higher education are a fundamental pillar in linking secondary education outputs with HEI inputs, serving as a regulatory tool that guides students toward academic and professional pathways more aligned with national economic and developmental priorities. The admissions process is conducted annually according to clear, transparent, equitable, and equal-opportunity mechanisms. It relies on advanced e-platforms that enhance the efficiency and accuracy of the selection and allocation procedures, and support the gradual transition towards a knowledge-based and innovation-driven education system. These policies pay particular attention to GESI principles by ensuring equal-opportunity access to education for students from all backgrounds.

The Policies and System Strengthening component is the cornerstone of achieving the EMV by directing investment in human capital, supporting the national economy, and aligning specializations with the needs of the economy and future professions. It also fosters innovation and entrepreneurship through policies that foster applied scientific research, enhance the HEI efficiency, enhance HEI readiness for digitalization and the shift to a knowledge-based economy, and improve regulatory conditions to attract international partnerships and global accreditations. This component is linked to the national HRD strategy by establishing regulatory frameworks consistent with national strategies, addressing fundamental problems such as the mismatch between academic programs and labor market needs, and the disparity in student capacity across HEIs.

Main Activities

1. Establish and develop CRM units in all HEIs.
2. Raise CRM awareness within HEIs.
3. Integrate climate change and sustainable development concepts into academic programs.
4. Review and approve admission policies at HEIs annually.
5. Review and approve admission policies at HEIs for international students annually.
6. Sign cultural exchange agreements with Arab and non-Arab countries.
7. Establish technical colleges.

4.4.3.4 Component 4: Digital Transformation

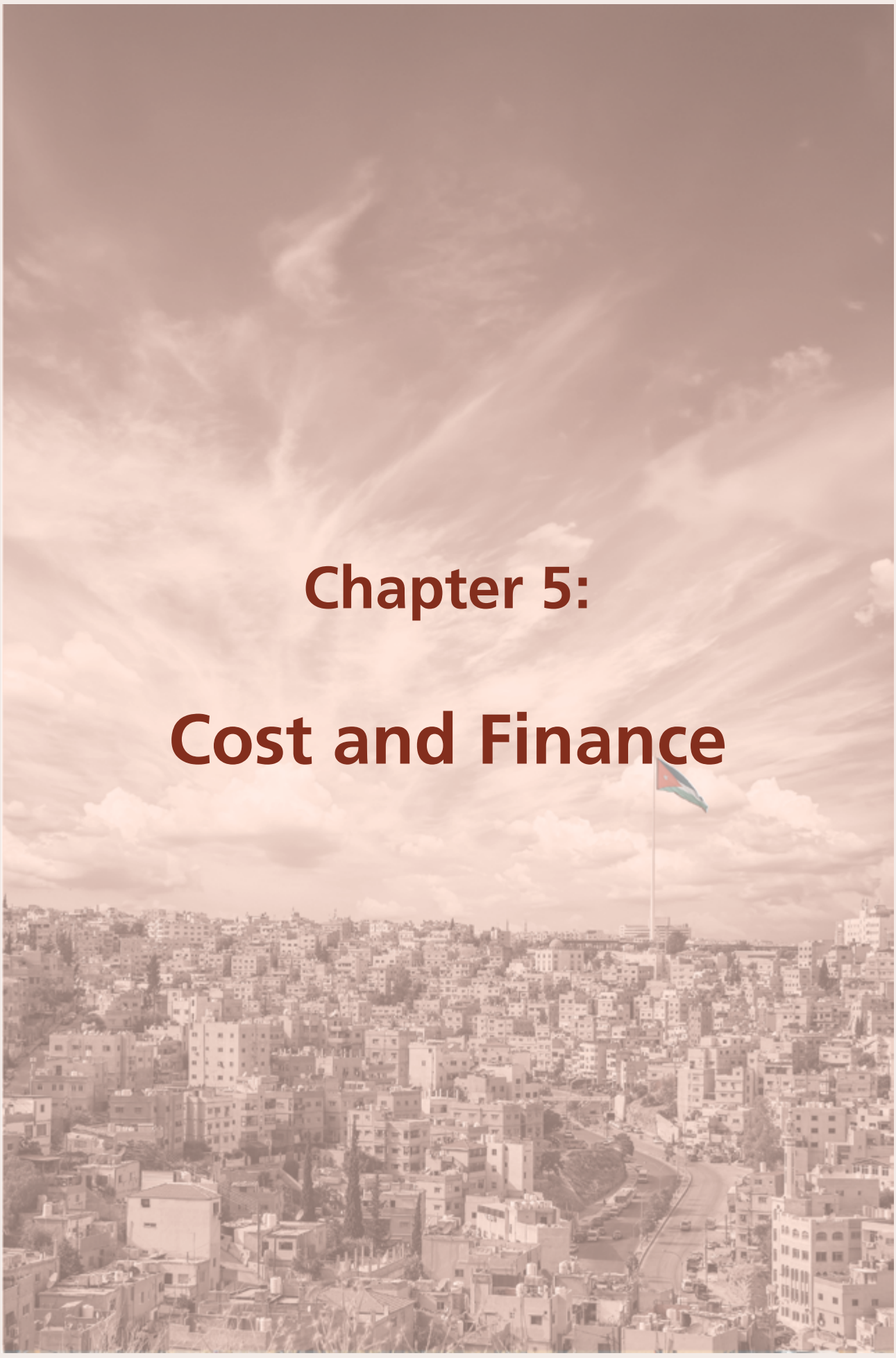
This component is essential for higher education, as it provides a modern learning environment that enables students to acquire future skills, such as innovation, entrepreneurship, and digital thinking. It also gives them opportunities to develop practical solutions using modern technologies, thus enhancing their readiness for the labor market and increasing HEI competitiveness, in line with the EMV 2023-2033. It also contributes to developing student digital and innovative skills and increasing the production of entrepreneurial projects and technological solutions within HEIs. This enhances the quality of education and its alignment with the needs of the digital economy by supporting collaboration between universities and the technology sector, strengthening partnerships with the private sector, and expanding digital transformation in infrastructure and capacity building while considering individual differences.

Digital transformation is a pivotal element in the EMV, as it supports the knowledge economy by graduating digitally skilled professionals capable of leading the transformation in economic sectors. It increases productivity and reduces waste via automated systems, fosters innovation and entrepreneurship within a stimulating digital learning environment, and supports priority national sectors such as AI, IT, cybersecurity, and advanced industries. It also empowers women and youth to actively participate in education and the labor market. Digital transformation is linked to relevant national strategies by modernizing the technological infrastructure, developing future skills, localizing advanced technologies, enhancing employability, and integrating it with basic and secondary education through a continuous learning pathway.

This component contributes to addressing key challenges in the sector, such as skills mismatch, disparities in educational quality across universities, limited access to remote areas, and inadequate M&E systems. It achieves this through the use of data and analytics, the expansion of blended and online learning, the introduction of modern digital specializations, and the development of a flexible system that supports practical training using advanced technologies, such as VR and digital labs. This enhances the quality, attractiveness, and relevance of higher education to labor market demands.

Main Activities

1. Develop software for the annual implementation of admissions policies.
2. Scale up gender-sensitive, inclusive digital transformation in terms of infrastructure and capacity building.



Chapter 5:

Cost and Finance

Cost of the ESP 2026-2030

Costing the ESP 2026-2030 is derived from the Multiyear Operational Plan (MYOP) of the four priority domains,[7] the transversal System Strengthening Program (SSP) and reform management and institutional performance, and its six subprograms,[8] as well as the projected wage bill.[9] The MYOPs translate the ESP strategic objectives into concrete, costed activities and subactivities over the five-year period. The total estimated cost of implementing the ESP amounts to 8,732 million Jordanian Dinars (JOD) over the period from 2026 to 2030 of the Plan.

5.1 MYOP Costing Methodology and Key Parameters

The MYOP costing follows a **bottom-up approach,** whereby activities under each domain and component are broken down into subactivities and costed on an annual basis. Costs were then aggregated to derive the total financial requirements by year for the period 2026-2030 (See MYOPs). Expenditures are classified by subactivity, activity, component, and domain, as well as by activities' nature of expenditure (recurrent and capital).

Across the ESP domains, the main cost drivers[10] reflect Jordan's strategic priorities to expand access, improve quality, and modernize the education system. These include:

- **Expansion of access,** particularly through school construction, classroom additions, rehabilitation and provision of equipment, textbooks and other teaching and learning materials (TLM).
- **Recruitment of new teachers and technical staff,** to support the planned expansions in KG and TVET, as well as the expected attrition due to retirement over the next five years.

7 ECE, Basic and Secondary, TVET, and Higher Education.

8 Reform Management and Institutional Performance; Strategic Planning; Financial Management and Data-Driven and Evidence-Based Decision-Making; Resource Mobilization and Partnerships, CRM and System Resilience, Institutionalizing Inclusion, Institutionalizing Gender Equality; and Digital Transformation.

9 Based on the MTEF of both the MoE and the MoHESR.

10 The costing exercise draws on MoE's large-scale construction plan and projected teacher recruitment requirements to address attrition. The exercise relies on the available planning assumptions and may require refinement during the ESP implementation period, particularly as the fiscal space and demographic trends evolve.

- **Investments in quality improvement,** including pre-service and in-service teacher training, and strengthening quality assurance (QA) framework and inspection systems.

- **Digital transformation initiatives** aligned with the national digital transformation strategy.

In parallel, the Support program for system strengthening, reform management and institutional performance (SSP) represents a critical investment in improving the performance, efficiency, and resilience of the education system. SSP costs are driven primarily by recurrent and institutional investments required to implement major national reforms and ensure the effective delivery and sustainability of education services. Key cost drivers include:

- Reform management and institutional performance, including implementing the new Ministry structure, advancing decentralization, and strengthening competency-based recruitment, performance management, and accountability systems for education personnel.
- Strengthening strategic planning, financial management, and evidence-informed decision-making, notably through enhancing planning, budgeting, monitoring and reporting systems, and reinforcing donor coordination, resource mobilization, and public-private partnership (PPP) governance.
- Enhancing system resilience and risk management, including updating the CRM Strategy, strengthening coordination mechanisms, building capacities in education in emergencies, and equipping vulnerable schools to ensure preparedness and continuity of education.
- Institutionalizing inclusive education, including implementing the national inclusion framework and the comprehensive national survey for students with disabilities, supporting the National Centre for Inclusive Education, and expanding programs promoting equitable access (e.g., school feeding).
- Institutionalizing gender equality, through supporting the implementation of gender equality action plans (GEAPs), strengthening institutional capacities for gender-responsive planning and decision-making, and promoting awareness, research, and policy reforms to advance gender equity in education.
- Advancing digital transformation of the education system, including investments in digital infrastructure, integrated education data systems, and enhancing digital competencies to improve system management.

5.2 Estimated ESP Cost Breakdown

5.2.1 Estimated ESP Cost by Domain and SSP

As shown in Table 5.1, basic and secondary education accounts for the largest share of the total ESP costs over 2026-2030 (63%), with a relatively stable share over the period. This reflects the size and centrality of the subsector, which serves the majority of the student population, and the integration of the wage bill required to sustain education service delivery.

Early Childhood Education (ECE) accounts for the second largest share of total ESP costs (14%), reflecting the Government's strong commitment to continue expanding and sustaining early learning provision. The relatively stable share over time reflects both the planned continued expansion of access and the associated staffing and operational requirements.

Higher education accounts for 7% of total ESP costs, largely driven by recurrent expenditures related to sustained commitments to student support and public university operations.

The share of TVET is 6% of total ESP costs, and is expected to increase slightly over the period, despite the GoJ's direction towards prioritization of TVET expansion as a core driver of employability in the future.

SSP accounts for 9% of total ESP costs over the period, highlighting the scale of investments required to strengthen governance, institutional capacity, digital transformation, and system resilience. These investments will be essential to support the effective implementation and sustainability of sector reforms at the system level across all education levels.

Table 5.1. Total estimated cost, by domain and SSP, 2026-2030, millions of JOD and percentage

	2026	2027	2028	2029	2030	Total
Amount (million JOD)						
Domain 1: ECE	254.7	239.7	239.3	257.5	258.9	1,250.1
Domain 2: Basic and SE	1,216.0	1,117.7	1,057.6	1,035.6	1,018.2	5,445.1
Domain 3: TVET	101.0	101.4	112.0	117.5	113.0	544.9
Domain 4: HE	120.8	121.0	119.6	135.1	134.7	631.2
SSP	157.4	149.9	149.6	160.3	163.8	781.0
TOTAL	**1,849.8**	**1,729.8**	**1,678.1**	**1,706.0**	**1,688.6**	**8,652.3**
Distribution (%)						
Domain 1: ECE	14%	14%	14%	15%	15%	14%
Domain 2: Basic and SE	66%	65%	63%	61%	60%	63%
Domain 3: TVET	5%	6%	7%	7%	7%	6%
Domain 4: HE	7%	7%	7%	8%	8%	7%
SSP	9%	9%	9%	9%	10%	9%

Source: MYOP of Jordan's ESP 2026-2030, and GBD budget law for MoE and MoHESR. Note: Costs include the wage bill by domain and SSP, as well as system-level recurrent expenditures under the SSP.

5.2.2 Estimated ESP Cost Structure by Domain and Nature of Expenditure

The cost structure by nature of expenditure illustrates different expenditure profiles across the ESP domains, reflecting both the recurrent (salaries and operational) requirements of service delivery and the planned infrastructure investments as shown in Table 5.2. Taking into consideration the wage bill and the system-level expenditures, recurrent costs account for the largest share of total ESP costs across most domains, except TVET.

Basic and Secondary education estimated costs are predominantly recurrent, accounting for 4,238.3 million JOD (78% of the total estimated costs for the domain) over the period. These costs are mainly driven by teacher salaries and operational expenditures required to sustain education service delivery. Capital investments, amounting to 1,206.8 million JOD (22%), are primarily associated with the school construction plan, classroom additions, and rehabilitation of existing facilities, particularly in the early years of the ESP.

ECE expenditures also show a predominantly recurrent profile, accounting for 1,201.4 million JOD (96%) of total ECE costs, driven by new teacher recruitment and salaries, expansion of teacher training, implementation of quality improvement programs implementation such as the five-year reading strategy, as well as expansion of PPP arrangements for subsidized enrolment in private kindergartens. Whereas capital estimated costs (48.7 million JOD, or 4%) mainly focus on KG1 and KG2 classroom expansion, renovation, and equipping.

Higher Education's estimated costs are similarly dominated by recurrent expenditures (612.8 million JOD, 97% of total estimated costs of the domain), due to the continuously ongoing commitments to expanding the student support fund and the scientific scholarship schemes, continued financial, technical, and administrative support to public universities, and quality improvement. Capital investments remain modest (18.4 million JOD, or 3%) and are mainly linked to the establishment of technical colleges.

In contrast, TVET estimated costs are largely capital-driven, with capital investments representing 375.6 million JOD (69%) of total TVET costs, to expand and modernize TVET including the establishment of new TVET schools and the equipping and rehabilitation of workshops and laboratories. Recurrent costs (169.3 million JOD, or 32%) are associated primarily with staffing and operational needs.

SSP is predominantly recurrent, accounting for 740.8 million JOD (95% of total SSP costs). These estimated costs are planned to support the operationalization of the upcoming public sector reforms, including strengthening governance and system management functions, institutional capacity, strategic planning, institutionalizing gender equality and inclusion, and digital transformation of the education sector, which are crucial for an effectively implemented and sustained ESP.

Overall, this expenditure structure reflects the dual nature of ESP investments: sustaining the delivery of education services through recurrent expenditures, while also supporting targeted infrastructure expansion and system modernization. These expenditure patterns will have important implications for fiscal sustainability and highlight the importance for strategic prioritization and sequencing of capital investments alongside the management of recurrent cost commitments during implementation.

Table 5.2. Total estimated ESP cost, by domain and nature of expenditure (current[11] and capital), 2026-2030, millions of JOD and percentage

	2026	2027	2028	2029	2030	Total
Amount (Million JOD)						
Domain 1: ECE						
Current	245.8	229.5	229.1	246.6	250.4	1,201.4
Capital	8.9	10.2	10.2	10.9	8.4	48.7
Domain 2: Basic and SE						
Current	867.4	803.2	802.2	875.2	890.2	4,238.3
Capital	348.6	314.5	255.4	160.4	127.9	1,206.8
Domain 3: TVET						
Current	34.7	30.8	30.0	36.7	37.1	169.3
Capital	66.2	70.7	82.0	80.8	75.8	375.6
Domain 4: HE						
Current	119.1	116.6	115.2	131.1	130.8	612.8
Capital	1.7	4.4	4.4	3.9	3.9	18.4
SSP						
Current	147.8	142.1	141.7	152.8	156.4	740.8
Capital	9.6	7.8	7.8	7.5	7.5	40.2
TOTAL	1,849.8	1,729.8	1,678.1	1,706.0	1,688.6	8,652.3
Distribution (%)						
Domain 1: ECE						
Current	97%	96%	96%	96%	97%	96%
Capital	3%	4%	4%	4%	3%	4%
Domain 2: Basic and SE						
Current	71%	72%	76%	85%	87%	78%
Capital	29%	28%	24%	15%	13%	22%

11 Gross salaries + other recurrent expenditures.

	2026	2027	2028	2029	2030	Total
Domain 3: TVET						
Current	34%	30%	27%	31%	33%	31%
Capital	66%	70%	73%	69%	67%	69%
Domain 4: HE						
Current	99%	96%	96%	97%	97%	97%
Capital	1%	4%	4%	3%	3%	3%
SSP						
Current	94%	95%	95%	95%	95%	95%
Capital	6%	5%	5%	5%	5%	5%

Source: MYOP of Jordan's ESP 2026-2030, and GBD budget law for MoE and MoHESR. Note: Costs include the wage bill by domain and SSP, as well as system-level recurrent expenditures under the SSP.

The distribution of non-salary expenditures, which account for the main investment efforts and reform-related costs of the ESP, is analysed further in **Table 5.3.**

5.2.3 Estimated ESP Cost by Domain Component and SSP Subprogram

The breakdown by components, shown in **Table 5.3** indicates that, **'Sustainable Access' is the main cost driver in ECE, Basic and Secondary, and TVET,** reflecting the structural costs associated with expanding and sustaining education service delivery, including teacher salaries, operational expenditures, and infrastructure investments such as constructions and rehabilitation.

In Early childhood Education (ECE), 'Sustainable Access' accounts for the vast majority of expenditures throughout the period, reflecting the labour-intensive nature of ECE and planned efforts to expand access and service provision. The **'Quality'** component represents a smaller but relatively stable share, supporting teacher professional development, and strengthening foundational reading skills.

Similarly, in **Basic and Secondary Education, 'Sustainable Access'** accounts for the largest share of costs, reflecting both the wage bill required to sustain education delivery and investments in infrastructure expansion needs. **'Digital Transformation'** accounts for the second most significant component in the early years of the ESP period, reflecting planned investments in digital infrastructure, equipment, and tools, enhancing digital competencies.

In Technical and Vocational Education and Training (TVET), 'Sustainable Access' also accounts for the largest share of costs, reflecting staffing needs and investments to expand

and modernize TVET facilities. **'Digital Transformation'** represents a growing component over time, reflecting the planned investments in modernizing technical education delivery and integrating digital tools.

In contrast, **in Higher Education,** the **'Quality'** component is the main cost driver, accounting for a substantial share of expenditures over the ESP period. These investments support the development and adaptation of academic programs, improvement of learning environments, and strengthening public university performance.

The System Strengthening Program (SSP) supports cross-cutting reforms to enhance system governance, efficiency and service delivery. The largest share corresponds to system-wide recurrent expenditures, reflected under **"Other recurrent costs",** which finance core administrative and operational costs necessary for the functioning of the education system, followed by the wage bill. Among the SSP subprograms, **'Institutionalizing Inclusion' and 'Digital Transformation'** account for the main reform investment areas.

'Institutionalizing Inclusion' focuses on strengthening national systems to identify and support students with disabilities, integrating inclusion within national data, reinforcing institutional capacity, and expanding programs that promote equitable access.

The **'Digital Transformation'** subprogram supports the modernization of education system management and service delivery through strengthened digital infrastructure, integrated data systems, and expanded platforms such as Ajyal and the national data warehouse. It also promotes connectivity, digital administration to improve system efficiency, monitoring, and evidence-informed decision-making.

Table 5.3. Estimated costs by domain & component, millions of JOD

	2026	2027	2028	2029	2030
Domain 1: ECE	**254.693**	**239.740**	**239.279**	**257.504**	**258.862**
Sustainable Access	241.215	228.079	228.145	246.596	248.150
Quality	12.630	9.878	9.783	9.862	9.767
Policies & System Strengthening	0.061	0.050	0.050	0.020	0.020
Digital transformation	0.787	1.732	1.300	1.025	0.925
Domain 2: Basic and Secondary Education	**1,215.983**	**1,117.668**	**1,057.629**	**1,035.605**	**1,018.178**
Sustainable Access	1,129.323	1,032.250	972.729	1,011.549	997.088
Quality	10.007	10.626	10.124	9.279	9.201
Policies & System Strengthening	7.396	6.816	6.816	6.816	6.816
Digital transformation	69.257	67.977	67.961	7.961	5.073

	2026	2027	2028	2029	2030
Domain 3: TVET	**100.967**	**101.441**	**112.027**	**117.532**	**112.959**
Sustainable Access	92.805	90.806	102.037	105.731	101.139
Quality	1.117	1.560	1.125	0.936	0.955
Policies & System Strengthening	0.281	0.311	0.301	0.301	0.301
Digital transformation	6.764	8.764	8.564	10.564	10.564
Domain 4: Higher Education	**120.754**	**121.044**	**119.632**	**135.068**	**134.732**
Sustainable Access	43.357	35.596	34.064	50.501	50.165
Quality	76.422	81.735	81.795	81.295	81.295
Policies & System Strengthening	0.675	3.183	3.243	3.243	3.243
Digital transformation	0.300	0.530	0.530	0.030	0.030
SSP	**157.387**	**149.919**	**149.564**	**160.314**	**163.827**
Subprogram's specific estimated cost					
Reform Management and Institutional Performance	0.695	0.630	0.695	0.010	0.075
Strategic Planning, Financial Management, Data & Evidence-Based Decision-Making, Resource Mobilization and Partnerships	0.241	1.748	0.221	0.215	0.207
Crisis and Risk Management and System Resilience	0.469	0.532	0.430	0.430	0.430
Institutionalizing Inclusion	7.683	8.690	9.722	10.729	11.751
Institutionalizing Gender Equality	0.192	0.200	0.174	0.159	0.169
Digital Transformation	9.660	8.030	7.520	7.170	7.170
SSP cross-cutting estimated cost (central and field directorates)					
Gross salaries	37.587	38.193	38.956	39.735	40.530
Other recurrent costs (budget law)	100.860	91.897	91.846	101.866	103.496
TOTAL	**1,849.784**	**1,729.812**	**1,678.130**	**1,706.022**	**1,688.558**

Source: MYOP of Jordan's ESP 2026-2030, and GBD budget law for MoE and MoHESR. Note: Costs include the wage bill by domain and SSP, as well as system-level recurrent expenditures under the SSP.

5.3 Estimated Funding Gap

Table 5.4 presents the estimated funding gap of the ESP over 2026-2030, based on the projected Medium-Term Expenditure Framework (MTEF).[12] Despite the government's continued commitment to financing the education sector, the total estimated ESP cost exceeds projected available resources, resulting in a cumulative funding gap of 794 million JOD, equivalent to 9% of total ESP costs over the five-year period.

Table 5.4. Estimated funding gap, 2026-2030 (millions of JOD and percentage)

	2026	2027	2028	2029	2030
Available government resources[13] (Source: budget law/MTEF), (A)	1,499	1,528	1,553	1,584	1,616
Total estimated ESP cost (Source: costed MYOPs+ Salaries), (B)	1,850	1,823	1,774	1,706	1,689
Financing gap of total expenditures based on government resources only (A – B)	(351)	(295)	(221)	(122)	(73)
Available resources from off-budget grants and loans (C)[14]	140.1	86.8	24.3	17.2	
Total financing gap of total expenditures (A + C – B)	(211)	(208)	(197)	(105)	(73)
Financing gap as % of total estimated cost	**-11%**	**-11%**	**-11%**	**-6%**	**-4%**

Source: MoE and MoHESR budget law 2026-2028, MYOP of Jordan's ESP 2026-2030, MoE's DCU data on off-budget estimated resources (including grants and loans). Note: Government Expenditure estimates for 2029 and 2030 are based on a constant annual growth rate of 2%, consistent with the assumption applied by the GBD for 2027 and 2028.

After taking into account projected government resources for education and the estimated off-budget grants and loans, the funding gap is highest during the first three years of the ESP period, equivalent to 11% of total costs, and gradually declining to 4% by 2030. This trend reflects the front-loading of major (ongoing and new) capital investments early in the ESP period, while available resources are not projected to increase as much over the period.

This overall gap must be interpreted in light of the expenditures structure. Salary expenditures, accounting for the largest share of total education spending, are safeguarded within the government budget and by law. As a result, the funding gap is concentrated in capital expenditures (see **Table 5.5**), which finance the expansion of access, system strengthening, and modernization reforms, among others.

12 The Government Budget Law for the MoE and the MoHESR 2026-2028.
13 Estimated government resources include on-budget donor funding.
14 Officially committed funding by development partners to support specific ESP activities and indicators.

Given that the Government Budget Law for 2026 has already been adopted and that the ESP is expected to become operational during the second half of the fiscal year, implementation of planned activities will need to be carefully sequenced. In particular, phasing major investments[15] over the ESP period will be essential to align financial needs with available fiscal space, while also taking into account the Ministry's implementation and financial execution capacities.

5.3.1 Estimated Funding Gap on Capital Expenditure

The funding gap is concentrated in capital expenditures, which account for the main investment costs associated with expanding and modernizing the education system.

As shown in **Table 5.5,** capital expenditures face a cumulative funding gap of 794 million JOD throughout the ESP period, reaching 48% of required investment in 2026 and gradually declining to 33% by 2030. These capital investments include school construction and rehabilitation, expansion of TVET facilities, and investments in digital infrastructure and system modernization.

This financing profile reflects the significant upfront investments required to support the structural transformation of the education sector. Given the scale of these investments, capital expenditure planning will require careful prioritization, phased implementation, and sustained resource mobilization efforts to ensure adequate financing and effective implementation of planned investments.

Table 5.5. Estimated funding gap on capital expenditure, 2026-2030 (millions of JOD and percentage)

	2026	2027	2028	2029	2030
Available government resources for capital expenditure (Source: budget law/MTEF), (A)	142	146	145	148	151
Total estimated ESP cost (Source: costed MYOPs), (B)	435	408	360	264	224
Financing gap of total expenditures based on government resources only (A – B)	(292)	(262)	(215)	(116)	(73)
Available resources from off-budget grants and loans (C)	82	53	18	11	-
Total financing gap of total expenditures (A + C – B)	(211)	(208)	(197)	(105)	(73)
Financing gap as % of total estimated cost	**-48%**	**-51%**	**-55%**	**-40%**	**-33%**

Source: MoE and MoHESR budget law 2026-2028, MYOP of Jordan's ESP 2026-2030, MoE's DCU data on off-budget estimated resources (including grants and loans). Note: Government Expenditure estimates for 2029 and 2030 are based on a constant annual growth rate of 2%, consistent with the assumption applied by the GBD for 2027 and 2028.

15 During implementation, a prioritization exercise needs to be conducted by the Ministry. Activities not funded either through the national budget or external support in 2026 will need to be reprogramed from 2027 onwards, without compromising the logical sequencing of reforms, implementation of cross-cutting and key strategies, or the achievement of ESP targets.

5.4 Concluding remark and strategy for closing the financing gap

At the macro-fiscal level, public spending on education in Jordan remains below international benchmarks. Education expenditures currently represent approximately 3.2% of GDP, compared to the international benchmark of 4–6%, and approximately 11.5% of total public expenditure, below the benchmark range of 15–20%. For instance, raising the share of education budget allocations in the government budget from its current levels towards the recommended at least 15% benchmark would yield an estimate 1.14 billion JOD over the next five years,[16] which would significantly reduce the financing gap.

Addressing the ESP funding gap will therefore require a combination of increased domestic resource mobilization and continued external support to better align with the EMV objectives. High-level policy dialogue will be essential to strengthen prioritization of the education sector within national budget allocations,[17] while development partner financing, aligned with ESP priorities, will play a critical role in supporting capital investments and system reforms. Innovative financing mechanisms, including PPPs and corporate social responsibilities, are also envisaged to contribute to mobilizing additional resources essential to ensuring full implementation of the ESP activities supporting enhanced access, quality, system strengthening, and digital transformation.

16 See Annex 1 on the estimated additional fiscal space for education from increasing its share of total government expenditure from 11% in 2026 to 15% by 2030.

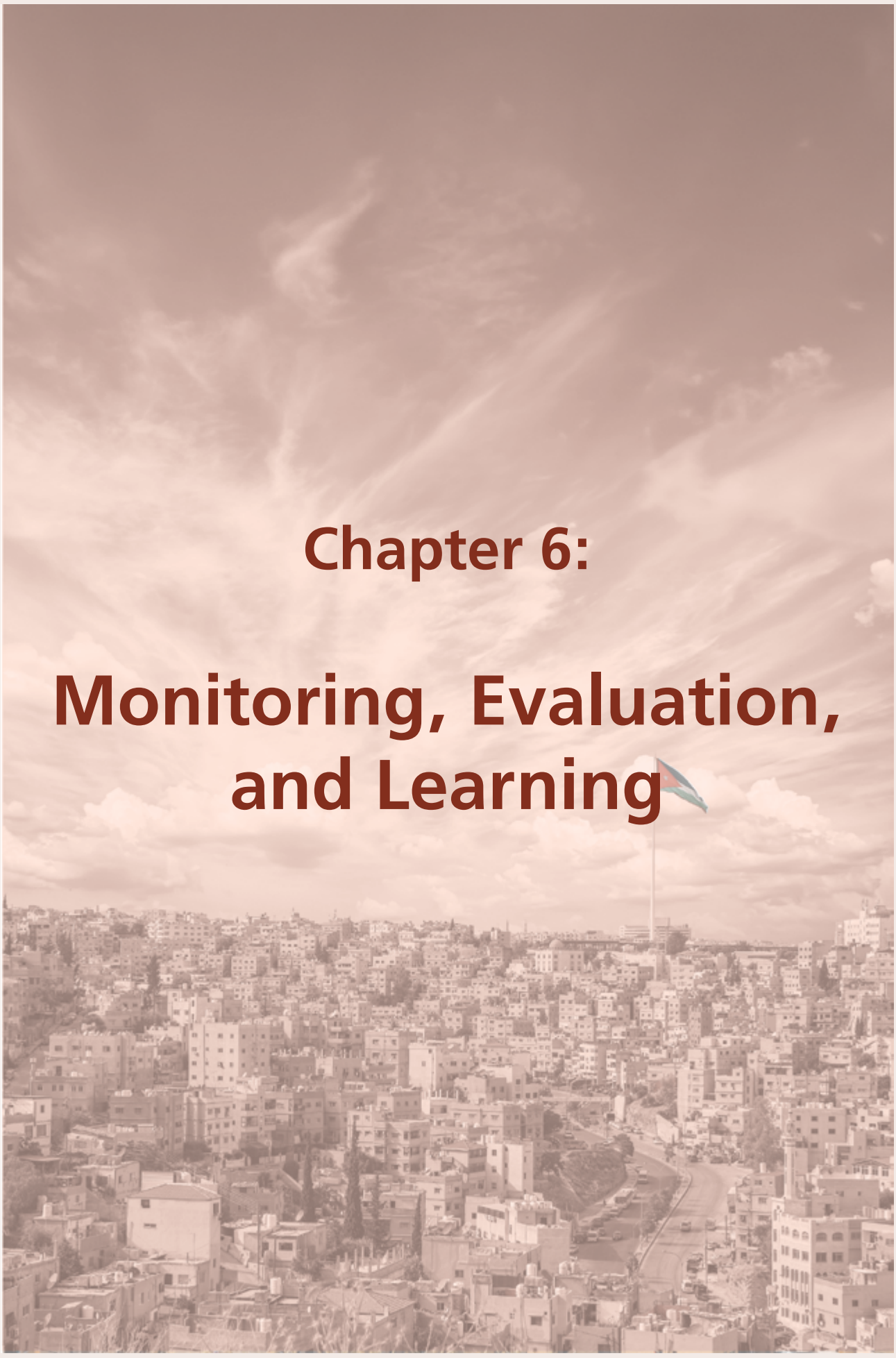
17 Through the development of a MTEF plan covering infrastructure, digital transformation, and other strategic capital investments under the ESP.

Annex

Table A.1. Estimated additional fiscal space for education from increasing its share of total government expenditure from 11% in 2026 to 15% by 2030.

	2026	2027	2028	2029	2030	Total
Projected share of government spending on education to reach 15% by 2030	11%	12%	13%	14%	15%	
Estimated total budget for the MoHESR (with the increased projected shares)	1,499.1	1,641.5	1,798.5	1,924.4	2,059.1	8,922.7
Estimated additional resources for the MoHESR to bridge the funding gap for the ESP and adopt international benchmarks		113.4	245.7	340.6	443.6	1,143.3

Source: MoE and MoHESR budget law 2026-2028. Note: Government Expenditure estimates for 2029 and 2030 are based on a constant annual growth rate of 2%, consistent with the assumption applied by the GBD for 2027 and 2028.



Chapter 6:

Monitoring, Evaluation, and Learning

Brief Description: A framework for tracking progress and building upon lessons learned during implementation, allowing for regular adjustments to the Plan to ensure the effectiveness of interventions and continuous improvement.

Introduction

Regular and reliable monitoring is essential to ensuring the continued commitment of all departments and units within the MoE to implementing the ESP and identifying gaps or potential needs for Plan adjustments. Sound evaluation mechanisms are crucial for assessing progress toward achieving expected outcomes throughout the implementation period and drawing timely lessons to improve the effectiveness of intended policies and the efficiency of educational management. This also strengthens MoE credibility and accountability. Institutional monitoring and evaluation (M&E) mechanisms are the cornerstone of organizational learning, essential for continuous, sustainable improvement of the performance of the education system in Jordan in general, and the public sector in particular.

This chapter outlines the fundamental principles for managing Monitoring, Evaluation, and Learning (MEL) activities. It defines the structural institutional responsibilities for managing and coordinating these activities. The MEL system will focus on supporting evidence-based decision-making, grounded in accurate, reliable, and relevant information obtained from diverse data sources. This will ensure timely adjustments to the ESP and the continuous improvement of institutional practices and organizational performance.

6.1 Guiding Principles of the MEL System

The MEL system for ESP 2026-2030 implementation is based on the following principles:

- **Focus on Results:** Based on a results framework that includes performance indicators and objectives for the regular monitoring of progress toward the expected outcomes of the various components within each priority domain, the performance indicators provide concise and relevant information for assessing progress toward the expected outcomes of each component. They also track a limited number of key intermediate outcomes, monitor the main strategic features of each component of the ESP, and are clearly aligned with the main planned activities.
- **Supporting Strategic Decision-Making:** To support high-level monitoring of the education system's performance and the strategic guidance of sector policies and programs, KPIs are selected from the full range of performance indicators. These KPIs provide concise and relevant information to assess progress toward the objectives of the ESP priority domains. Even with their limited number, the KPIs capture the key strategic features of the education strategy for various subsectors and are clearly aligned with the planned components and activities.
- **Effective, Result-Driven Monitoring of Equality, Inclusion, and Other Cross-Cutting Priorities:** To allow for regular M&E of inequalities within the education system, relevant performance indicators are disaggregated by gender, nationality, disability status, location, and sector (public/ private). Progress towards equality and inclusion is tracked using indicators that measure the gap between all population groups, including the most marginalized. Specific performance indicators are included to monitor progress in cross-cutting/transversal domains, including digital transformation and greening education. KPIs have been defined for each cross-cutting priority.
- **Accountability:** The Ministry's departments, units, and directorates are responsible for the performance of the components under their direct mandate, while the Secretaries-General responsible for the subsectors are accountable for achieving the KPIs. This encourages them to ensure the consistent implementation of the priority domains' components.
- **Transparency:** The evaluation, monitoring, and learning process includes clear procedures and a timeline known to all stakeholders and key partners in the education sector.
- **Objectivity:** Data interpretations will be objective and policy-relevant, following a rigorous approach from data collection to dissemination of findings.
- **Periodicity:** The MEL system will issue regular analytical reports to be shared, presented, discussed, and disseminated. The regular dissemination and discussion of approved analytical reports among stakeholders will contribute to improved policies, planning, and programs for relevant stakeholders.

6.2 Key Tools, Roles, and Responsibilities for MEL

The Results Matrix (Appendix 2) and the MYOP (Appendix 1) form the core of the MEL system for the ESP. These systems include well-defined indicators, baseline values, and annual targets that cover the entire duration of the plan.

KPIs serve as a dashboard for measuring progress toward strategic objectives and transformations. While the selected KPIs are not exhaustive, they provide an overview of progress toward achieving key outcomes and priorities. Hence, KPIs help provide a quick overview of the results of implementing the plan's core priorities.

Within the current institutional framework, the Educational Planning and Research Department (EPRD) plays a pivotal role in leading the ongoing process of planning, monitoring, evaluation, and review. It provides support to key stakeholders in tracking performance indicators annually, while guiding implementation teams in the regular analysis of results. The findings of this analysis will be reflected in the annual M&E report. The EPRD, with support from the Development Coordination Unit (DCU), will coordinate the M&E of programs and projects supported by development partners. As part of the anticipated institutional restructuring of the MoE, these responsibilities will be transferred to the Joint Planning and Coordination Affairs Department, which reports to the General Secretariat for Planning and Institutional Support.

The M&E Steering Committee will continue to be chaired by the EPRD and will include members from key executive departments and the DCU. Under the current structure, the Planning Department will serve as the secretariat for the M&E Steering Committee that meets quarterly. To review progress in implementing the MYOP, the steering committee will be responsible for organizing an annual performance review meeting. Following institutional reforms, the committee should include high-level decision-makers at the level of Secretaries-General, chaired by the Minister.

The departments and units within the MoE are responsible for implementing the ESP. They prepare quarterly reports on the implementation of planned activities and the achievement of the tangible and financial objectives outlined in the MYOP. These departments and units play a key role in promoting the annual self-assessment of the performance of priority domains and their components within their direct responsibility. This assessment is based on an analysis of performance indicators —including KPIs— and their in-depth knowledge of activity implementation. In this context, they are expected to mobilize relevant technical teams and engage stakeholders at the field directorate and school levels. These annual reflective practices aim to highlight best practices, identify bottlenecks, and develop recommendations to be

submitted to the Ministry's high-level decision-makers for consideration during the Joint Annual Review Meetings (JARMs). In addition, MoE departments and units are responsible for ensuring the widespread dissemination and implementation of the recommendations resulting from these reviews.

The table below outlines the key roles and responsibilities of stakeholders in the MEL system within the education system, at various levels of the MoE, according to the current institutional structure.

Administrative Level / Body		Roles and Responsibilities
Central Level	**Educational Planning and Research Dept**	✓ Performance indicators and reporting. ✓ Develop MEL action plans and ensure implementation.
	M&E Steering Committee	✓ Quarterly progress reviews, based on operational plan reports. ✓ Conduct JARMs, ensure decisions are made regarding proposed recommendations.
	MoE Departments and Units	✓ Submit quarterly reports on the implementation of planned activities and budget execution, including the DCU, the Gender and Strategic Partnerships Unit, and other Units responsible for cross-cutting issues. ✓ Promote regular (annual) internal reflection among technical teams and key implementation stakeholders to analyze performance, based on KPIs and supplementary information, document best practices, identify implementation bottlenecks, and propose recommendations for consideration by the Steering Committee. ✓ Ensure the dissemination and implementation of recommendations issued by the Steering Committee.

Administrative Level / Body	Roles and Responsibilities
Education Directorates	✓ Collect and submit quantitative and qualitative data related to activity implementation, as requested by MoE departments and units, and under the guidance of the Educational Planning and Research Dept. ✓ Provide monthly feedback to educational institutions on data quality, support data collection improvements, and report discrepancies and/or shortcomings in the reported data to the central level. ✓ Organize quarterly meetings with relevant administrative units for progress reviews on activity implementation and budget execution. ✓ Organize meetings, at least annually, with relevant departments, units, and key stakeholders in implementation to assess progress towards achieving ESP objectives, identify best practices, and examine weaknesses, based on relevant performance indicators and qualitative information on activity implementation. ✓ Prepare proposed recommendations for submission to relevant departments and units at the central level. ✓ Ensure the implementation of decisions issued from JARMs, each as per its level of competence.
Schools / Education Directorates	✓ Work with education directorates to improve the M&E system at the school and directorate levels. ✓ Collect and enter data at the school and education directorate levels. ✓ Conduct monthly reviews within schools and education directorates, and providing important feedback to relevant staff. ✓ Analyze EMIS data monthly to identify problems, develop corrective measures, and implement them.

6.3 Data Management Strategy

To ensure data is used to improve planning, reporting, and decision-making, the system for educational and administrative information technical committee —chaired by the Secretary-General for Administrative and Financial Affairs (as per the current organizational structure), including representatives from the EPRD, the Queen Rania Center for EdTech and Information (QRC), its EdTech Directorate / Management Information Systems Division, and the DCU— provides guidance and advice on EMIS management and operation. In the anticipated new organizational structure for the sector, the MIS technical committee will be chaired by the General Secretariat for Planning and Institutional Support.

Most performance indicators will be calculated based on available EMIS data. The MoE will establish a central committee to monitor and audit this system's data. This committee will be responsible for planning, implementing, and ensuring the quality of data validation activities (from EMIS) at both the central and directorate levels to: a) improve the systems, and b) ensure MoE staff professional development.

To foster ownership and accountability, the MoE will develop dashboards for various management levels, from classrooms to education directorates, departments, and units within the Ministry. These dashboards will provide relevant up-to-date data/information at each decision-making level and will support the regular monitoring and review of ESP implementation across all management levels.

6.4 Key Processes and Timeline

The MEL system revolves around the following key processes to track progress toward achieving ESP objectives, targets, and overall purpose up to 2030:

6.4.1 Quarterly/Semester Monitoring:

Each department, central unit, and education directorate within the MoE is responsible for routinely preparing its annual work plan and monitoring its implementation. The annual work plan template will be linked to the ESP and the MYOP to facilitate the preparation of quarterly monitoring reports that focus on:

- measuring progress vis-à-vis the results and outputs of MYOP and ESP;
- the implementation rate of planned activities; and
- analyzing budget expenditures.

6.4.2 Annual M&E Report for the ESP and JARM

The MOE's annual M&E report for the ESP constitutes the primary mechanism for annually measuring the overall performance of Jordan's education sector. The annual report is prepared by four technical working groups (TWGs), under the general coordination of the M&E Division within the EPRD, and in consultation with members of the M&E Steering Committee.

The report is presented in the JARM, organized by the government and national and international partners to assess the achievements in implementing the Plan and the challenges encountered nationwide, and to agree on the necessary improvements to achieve ESP objectives documented in the JARM aide memoire.

The JARM evaluates progress towards achieving ESP objectives and the education sector's performance, based on KPI analysis and self-assessments by the Ministry's departments and units. In addition, the JARM provides a financial analysis and an equity analysis to track progress and identify obstacles, ensuring timely interventions to reduce educational inequalities.

Decisions made during the JARM, including improvement measures, are documented in the JARM aide memoire.

6.4.3 ESP Midterm Review and Final Review

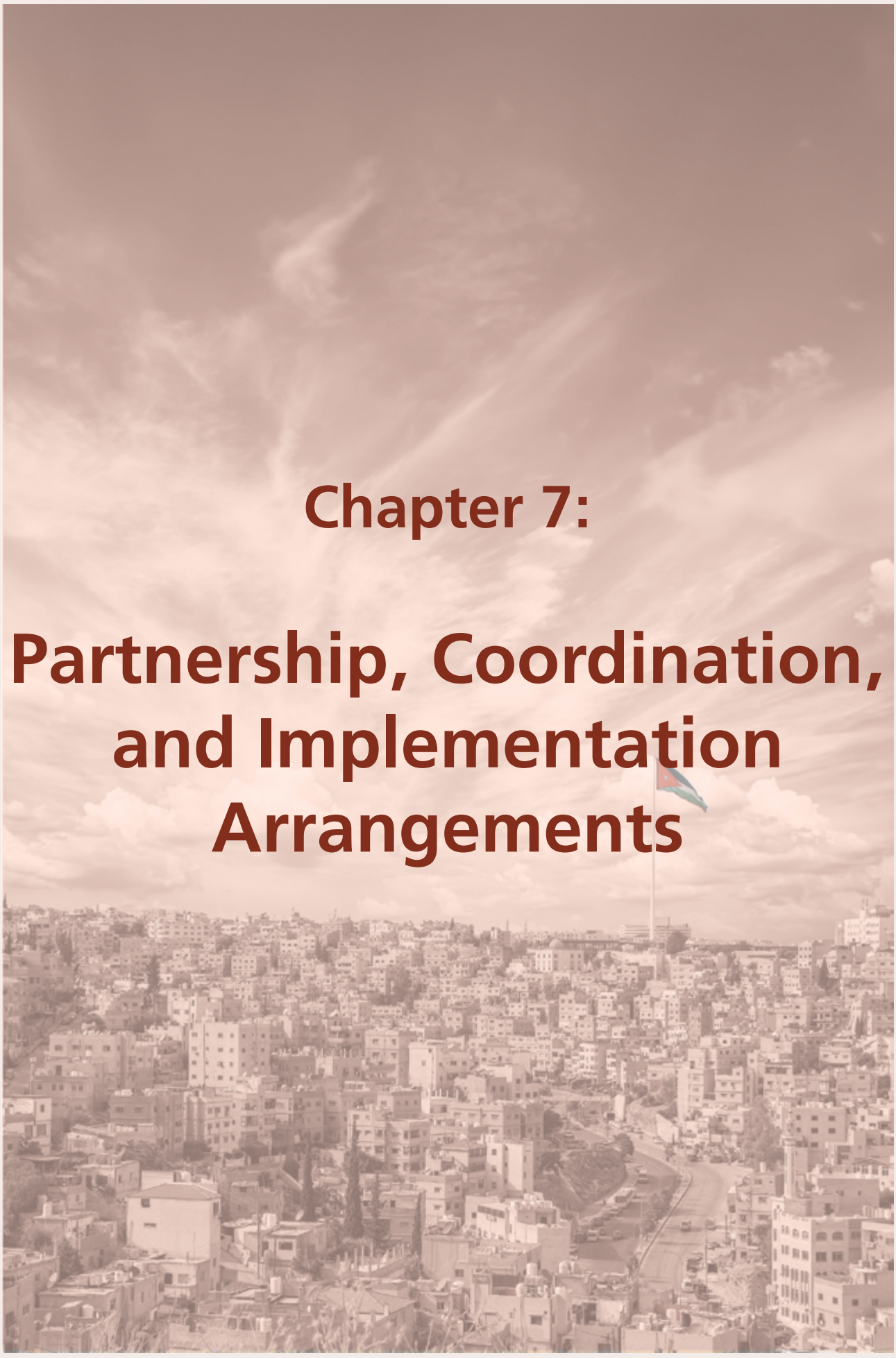
The JARMs in Year 3 (i.e., 2028) and Year 5 of the ESP (i.e., the final year 2030) will include an evaluation component, constituting the Midterm Review (MTR) and final review, respectively. An independent external evaluator will lead in developing the evaluation component, working closely with internal stakeholders to ensure the impartiality and relevance of the evaluation exercise.

The MTR will assess ESP progress and performance vis-à-vis its planned objectives and targets, as well as the challenges encountered. Similar to the JARM, the MTR will be a more systematic and in-depth process and may be supported by external case studies focusing on specific programs and initiatives. The MTR presents an opportunity for the MoE and its partners to verify the continued relevance of the strategic objectives and goals and to make any necessary adjustments to activities, indicators, and targets for the remainder of the Plan in light of identified obstacles or opportunities.

As for the final review in 2030, its purpose is to draw extensive lessons from the implementation of the ESP and to provide guidance and recommendations that will enrich the planning process for the next ESP. Particular attention will be paid to understanding the ESP's impact on key outcomes and outputs related to access, quality, and governance, as well as the relevance of ESP strategies and the sustainability of implemented activities.

Annexes:

1. **Annex 2.A** – ESP Results Matrix.
2. **Annex 2.B** – Monitoring Strategy for Cross-Cutting/Transversal Issues.
3. **Annex 2.C** – Monitoring Strategy for Internal Gaps and Public Sector Performance.



Chapter 7:

Partnership, Coordination, and Implementation Arrangements

Introduction

The primary fundamental principle of the ESP is that it is a nationally owned and led plan. As a national plan of a strategic nature, the ESP is primarily the responsibility of the GoJ, which will make the final decision on allocating resources for its implementation. Furthermore, the ESP serves as a key resource for guiding the MoE's strategic and policy engagement with development partners. This chapter aims to define a framework for partnerships and mechanisms for effective coordination between the GoJ and development partners to ensure the effective ESP implementation, monitoring, and evaluation.

Development partners' support for Jordan's education sector is characterized by its long-term nature and diversity. It encompasses support at the central level and in the field, including support for schools in strengthening planning and implementation systems, capacity building, coordination, resource mobilization, information management, monitoring and evaluation, and inclusion practices that are gender-sensitive, inclusive of children with disabilities, and child protection, among other areas.

The development process of the ESP was tailored to Jordan's education sector and institutional context. It drew upon a combination of experiences and lessons learned from other countries and the principles of the Global Partnership for Education (GPE) to effectively prepare a gender-sensitive ESP. Led by the MoE, the process included clear mechanisms for development partners to provide input to the planning process, endorse the ESP, and commit to contributing to funding its implementation.

Development partners' support for ESP development was primarily coordinated through the Policy, Planning, and Coordination Committee (PPCC), which ensured alignment with other partnership mechanisms, such as the Education Development Partners Group (EDPG) and the Education Sector Working Group (ESWG), as well as bilateral consultations among partners. ESP implementation, monitoring, and evaluation are based on the partnership and coordination structures adopted during the development phase, which have been systematically expanded and organized. These structures incorporate lessons learned from the coordination experience of ESP 2018-2025 and aim to support partnership and mutual accountability without creating complex, burdensome structures that are difficult to manage.

ESP implementation, monitoring, and evaluation will benefit from the broad and in-depth engagement of development partners in the Jordan's education system, supported by strong partnerships and clear coordination mechanisms. Development partners' support for ESP development was primarily coordinated through the ESWG and bilateral discussions among partners. ESP implementation, monitoring and evaluation relies on the partnership and coordination structures that were established during the ESP 2018-2025 development phase, and work will be done to expand and organize them.

7.1 Overview of the ESP Partnership and Coordination Structure

The partnership and coordination structure will form the backbone for ESP implementation, monitoring, and evaluation.

At the Steering Committee Level:

The High-Level Steering Committee (HLSC) will provide executive leadership for ESP implementation, monitoring, and evaluation. It will report on progress, results, and related achievements to the Royal Court's results and evidence authority that oversees the implementation of the EMV and the SDG4 roadmap. The HLSC will meet at least twice a year to review ESP results and progress, and to develop the strategic agenda for future implementation.

This process will be facilitated by a three-day annual review, comprising a two-day technical meeting followed by a one-day high-level policy meeting. This review will serve as the primary forum for informing top-level decision-makers about ESP progress and involving them in the next steps.

At the PPCC level:

The PPCC will remain the primary body responsible for the five core functions necessary to drive ESP implementation, namely:

1. Planning and budgeting.
2. Monitoring and feedback.
3. Research and evaluation.
4. Data/information management.
5. Coordination.

The PPCC will coordinate and monitor the activities of the TWGs, chaired by the Minister, and report to the HLSC on ESP activities, results, and outputs. This will include preparing a comprehensive annual report and a financial overview of ESP implementation, based on the Plan's M&E Framework (Chapter 6).

At the TWG level:

The four TWGs (one per domain) will be responsible for coordinating ESP activities related to their respective domains and reporting to the PPCC. They should be consistent in their objectives, while allowing for different structures and procedures, depending on the unique characteristics and requirements of each ESP domain.

The PPCC will ensure coordination among the four TWGs and with other partnership and coordination mechanisms, such as the EDPG and ESWG. It will also establish and maintain collaboration with key national institutions to ensure strategy and process alignment.

Development partners will coordinate short- and long-term technical assistance to the MoE to support the PPCC and strengthen the Ministry's capacities in the five core domains. The terms of reference (ToRs) for this technical assistance will be developed and agreed upon between the Ministry and the development partners.

7.2 Partnership and Coordination Structure ToRs

The ToRs will serve as a common reference point for the MoE and development partners regarding ESP implementation, monitoring, and evaluation. These ToRs will not constitute a legal document but will reflect a shared framework. The expected responsibilities include:

- Define the individual responsibilities of the HLSC, the PPCC, and the TWGs, and outline the interactions between them.
- Affirm the commitment of the MoE and development partners to a joint action program, within which strategy, policy, development, planning, monitoring, and evaluation are implemented as a collaborative effort based on mutual consultation.
- The MoE and development partners share the overall objective of achieving the specific goals for the education sector within the EMV, and global goals, particularly SDG4; and collaborate to support ESP implementation in line with these goals.
- Clarify that the aim is to increase transparency and accountability among all stakeholders, improve the predictability and allocation of funding, and enhance the coordination of the various inputs and activities that support Jordan's education sector through the ESP.
- Define a series of MoE commitments, which may include the following:
  - Assume an overarching leadership in ESP implementation, monitoring, and evaluation, and ensure alignment with the EMV and SDG4.
  - Ensure the availability of all necessary resources for ESP implementation, monitoring, and evaluation; embed it in MoE budgeting and planning; and consider a Ministry budget structure review –to reflect ESP implementation, in coordination with the Ministry of Finance (MoF).
  - Ensure consistency between ESP and other education sector initiatives/projects under the responsibility of other ministries/departments.
  - Ensure that the PPCC conducts a high-level annual review, and inform them in a timely, transparent manner of any major events that may negatively impact ESP implementation.
  - Consult with development partners on any substantial changes in the ESP.
  - Consult with development partners on any major changes in budget allocations and internal and external controls related to sound public financial management and procurement.

- **The ToRs will also outline commitments that development partners can undertake, potentially including:**
  - Align and coordinate their planning, implementation, monitoring, and evaluation activities where possible with the processes identified in the ESP.
  - Adopt the development and use of procedure and format templates for preparing narration and financial reports, thus relieving the MoE of the burden of complex donor administrative requirements.
  - Avoid disruption or distraction of existing government plans, policies, and strategies in the education sector.
  - Coordinate policy dialogue, consultation, and information exchange through active and constructive participation in and supporting relevant TWGs by conducting annual reviews.
  - Support a consistent approach to technical assistance and capacity building, with the aim of strengthening the Ministry's long-term capacity, in line with the support program for system Strengthening, reform management, and institutional performance (SSP).
- **Define a series of collective responsibilities for the MoE and development partners, which may include the following:**
  - Funding ESP activities.
  - Timely disbursement of agreed-upon funds.
  - Ensuring that information related to education sector interventions – including consultations, project/program initiatives, Moe requests for assistance, project evaluations, implementation and progress reports, technical assistance reports, project evaluation reports, budget and expenditure reports, and other relevant documents – are availed to all partners without restrictions.
  - Seeking to increase the number of joint coordinated activities, such as joint planning, M&E/ verification tasks, and joint strategic technical assistance.

7.3 Implementation Arrangements

The **KPI matrix and MYOP** are core ESP implementation tools and MEL tools.

The **MYOP** breaks down ESP activities into more detailed subactivities, specifying expected outcomes, associated costs, the responsible unit, and the anticipated implementation timeframe in each year of the Plan. The MYOP provides the basis for developing more comprehensive and budgeted annual work plans, guiding the implementation of annual activities for each sector and unit.

As institutional reform progresses and the new structure of the upcoming Ministry of Education and Human Resource Development (MoEHRD) and its decentralized units are adopted during the ESP's operational period, the Plan will be regularly updated to reflect changes in the responsible units and other necessary adjustments.

Annexes



1. Multiyear Operational Plan

Please check Annex 1

JOR_ESP_MYOP_PP1

JOR_ESP_MYOP_PP2

JOR_ESP_MYOP_PP3

JOR_ESP_MYOP_PP4

JOR_ESP_MYOP_SSP-SubProg1

JOR_ESP_MYOP_SSP-SubProg2

JOR_ESP_MYOP_SSP-SubProg3

JOR_ESP_MYOP_SSP-SubProg4

JOR_ESP_MYOP_SSP-SubProg5

JOR_ESP_MYOP_SSP-SubProg6

2. Results Matrix

Annex 2 includes:

2.a The full list of Performance Indicators, including Key Performance Indicators, for the overall sector and the four Priority Domains, with their respective baseline value and year and target for 2030. Key Performance indicators are indicated in bold. EMV Indicators are highlighted in light orange

2.b The list of Key Performance Indicators related to the cross-cutting priorities and indicators for the monitoring of gender balance and the inclusion of Non Jordanian children and children with disabilities in the education sector, to be computed based on the disaggregation of Performance Indicators by sex, nationality or disability status, where relevant data is available.

2.c The list of indicators to be computed for selected Performance Indicators, based on disaggregation by sector and locality, to analyze performance of the public sector in comparison to the private sector and the evolution of internal disparities.

In Annex 2.b, the monitoring of progress related to inclusion, gender equality and resilience, has been operationalized as follows:

- Disaggregation by sex, disability status and nationality are adopted as proxies for gender, person living with disability and refugee status.
- Female persons, people living with disabilities and Non Jordanians of Syrian nationality are defined as the disadvantaged group of reference in analysis by gender, disability and nationality.
- The relative situation of the disadvantaged group in comparison to the majority or total group is to be measured through two complementary approaches: a) the computation of Parity Indexes or, b) the computation of the share of disadvantaged group within the population captured by the Performance indicator.
- 2030 target value for all Parity indicators is set as 1 by default.
- 2030 target values for participation indicators are estimated to reflect the balanced participation of women, people with disabilities and Non Jordanians (Syrians) in educational opportunities and outcomes, by 2030.

In Annex 2.c, the assessment of the performance of public education compared to private education and the monitoring of internal disparities is proposed as follows:

- Monitoring of internal disparities: 1) compute Performance Indicators by Regions, 2) monitor the Parity Index comparing the highest and the lowest performing Regions. Theoretical target: values closer to 1. The analysis is undertaken for all relevant Performance Indicators for which data is available, with possible focus on Key Performance Indicators.
- Monitoring of public sector performance: the following complementary approaches are proposed for a selected group of Performance Indicators for which data is available: a) disaggregate data by sector (public/private), b) analyze the share of public sector in the total, c) compute Parity Index for the performance of students from private and public schools.

Annex 2.a

Domain	Component	Indicator	EMV	KPI	KPI Cross	Code	Reporting entity
Education Sector	Sustainable Access	**Completion rate in Basic education.**	x	x		i.0.1.1	Planning Dept / QRC Education Data
Education Sector	Sustainable Access	**Completion rate in Secondary education.**	x	x		i.0.1.2	Planning Dept / QRC Education Data
Education Sector	Quality	**Jordan's Ranking in the Global Knowledge Index.**	x	x		i.0.2.1	GKI (https://gki.knowledge4all.com/#/ar)
Education Sector	Polices and System Strengthening	**Expenditure on the pre-university education sector as a share of GDP.**	x	x		i.0.3.1	Financial Affairs Dept
Education Sector	Polices and System Strengthening	**Number of new job openings in the pre-university education sector.**	x	x		i.0.3.2	Financial Affairs Dept Planning Dept
Education Sector	Polices and System Strengthening	**Total Value of Investments in Pre-University Education (Domestic and Foreign).**	x	x		i.0.3.3	Financial Affairs Dept
Early Childhood	Sustainable Access	**Gross Enrollment Rate in KG2.**	x	x		i.1.1.1	Planning Dept / Statistics Dept
Early Childhood	Sustainable Access	**Percentage of public schools with KG2 divisions.**	x	x		i.1.1.2	Planning Dept / Statistics Dept
Early Childhood	Sustainable Access	**Gross Enrollment Rate in KG1.**				i.1.1.3	Planning Dept / Statistics Dept
Early Childhood	Sustainable Access	**Number of new KG2 sections in Public Kindergartens.**				i.1.1.4	Education Dept / Childhood Directorate
Early Childhood	Sustainable Access	**Number of public KG classrooms furnished and equipped with learning and teaching tools.**				i.1.1.5	Education Dept / Childhood Directorate
Early Childhood	Quality	**Total number of 5-year-olds not in kindergarten who have received the Learning Readiness Program.**			1. Inctusion.	i.1.2.1	Education Dept / Childhood Directorate
Early Childhood	Quality	**Percentage of children who are ready to learn.**		x		i.1.2.2	Exams Dept
Early Childhood	Quality	**Percentage of students in grades 2 and 3 who can read and perform arithmetic operations with understanding (Literacy).**		x		i.1.2.3	Exams Dept
Early Childhood	Quality	**Percentage of students in grades 2 and 3 who can read and perform arithmetic operations with understanding (Numeracy).**		x		i.1.2.4	Exams Dept
Early Childhood	Quality	**Number of Kindergarten Institutions Awarded the Queen Rania Award for Excellence in Kindergarten.**				i.1.2.5	Education Dept / Childhood Directorate, Supervision Dept
Early Childhood	Quality	**Number of Parents and Caregivers Participating in the Educational Workshops of the Parent Awareness Program (Our Happy Home).**				i.1.2.6	Education Dept / Childhood Directorate
Early Childhood	Quality	**Number of parents participating in the parent participation program in kindergartens and the first three grades in the schools where the open day activities are carried out.**				i.1.2.7	Education Dept / Childhood Directorate
Early Childhood	Quality	**Percentage of educational staff (teachers and supervisors) in the first three grades who have completed specialized training programs in teaching reading, arithmetic and inclusive education.**				i.1.2.8	ETC
Early Childhood	Quality	**Percentage of KG2 divisions – public and private – that meet the minimum quality standards.**				i.1.2.9	Education Dept / Childhood Directorate

Baseline value	Baseline year	Target by 2030	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
95.7%	2024/2025	95.9%	95.8%	95.8%	95.8%	95.9%	95.9%
62.5%	2024/2025	To be defined	not available	not available	not available	not available	To be defined
85	2024/2025	78	83	82	80	79	78
not available	not available	To be defined	not available	not available	not available	not available	To be defined
not available	not available	To be defined	not available	not available	not available	not available	To be defined
not available	not available	To be defined	not available	not available	not available	not available	To be defined
70.50%	2024/2025	90%	77.0%	80.3%	83.5%	86.8%	90.0%
39.20%	2024/2025	47.10%	41.8%	43.2%	44.5%	45.8%	47.1%
12.40%	2024/2025	20%	14.9%	16.2%	17.5%	18.7%	20.0%
144	2023/2024	200	168	176	184	192	200
3132	2023/2024	4332	3646	3818	3989	4161	4332
5531	2023/2024	2500	4232	3799	3366	2933	2500
87.0%	2023/2024	91.0%	88.7%	89.3%	89.9%	90.4%	91.0%
40.4%	2024/2025	45%	41.9%	42.7%	43.5%	44.2%	45.0%
24.0%	2024/2025	35%	27.7%	29.5%	31.3%	33.2%	35.0%
3	2024/2025	9	5	6	7	8	9
2415	2024/2025	4000	2943	3208	3472	3736	4000
7228	2023/2024	4000	5845	5383	4922	4461	4000
25%	2024/2025	100%	50.0%	62.5%	75.0%	87.5%	100.0%
96%	2023/2024	98%	96.9%	97.1%	97.4%	97.7%	98.0%

Annex 2.a

Domain	Component	Indicator	EMV	KPI	KPI Cross	Code	Reporting entity
Early Childhood	Quality	**Percentage of students who master the required knowledge and skills and achieve educational outcomes in national assessments (Grade 3 - Arabic).**			2. Gender	i.1.2.10	Exams Dept
Early Childhood	Quality	**Percentage of students who master the required knowledge and skills and achieve educational outcomes in national assessments (Grade 3 - Mathematics).**			2. Gender	i.1.2.11	Exams Dept
Early Childhood	Quality	**Average performance of students in national assessments (Grade 3, Arabic).**	x	x		i.1.2.12	Exams Dept
Early Childhood	Quality	**Average performance of students in national assessments (Grade 3, Mathematics).**	x	x		i.1.2.13	Exams Dept
Early Childhood	Polices and System Strengthening	**Percentage of Kindergarten and Grade 1-3 Teachers Who Completed Psychological Support Training.**				i.1.3.1	ETC
Early Childhood	Digital Transformation	**Percentage of public schools eligible to employ educational technology (electricity, internet, computer labs, and internet connection in classrooms), according to educational level.**	x	x	5. Digital	i.1.4.1	QRC
Basic & Secondary Education	Sustainable Access	**Number of public schools built or expanded with consideration for inclusion and diversity in education (total number of projects, cumulative).**	x	x	1. Inclusion	i.2.1.1	Buildings Dept
Basic & Secondary Education	Sustainable Access	**Dropout rate from basic education.**				i.2.1.2	Planning Dept / Statistics Division
Basic & Secondary Education	Sustainable Access	**Gross Enrollment Rate in Secondary.**				i.2.1.3	Planning Dept / Statistics Division
Basic & Secondary Education	Sustainable Access	**Gross Enrollment Rate in Basic Education (1-10).**				i.2.1.4	Planning Dept / Statistics Division
Basic & Secondary Education	Sustainable Access	**Number of Students Who Graduated from Dropouts' Teaching and Learning Programs (Formally Culture Enhancement Program) (Cumulative).**				i.2.1.5	Educational Dept / Non-formal Education Dept
Basic & Secondary Education	Quality	**Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics. (Arabic, grades 4-6).**		x	2. Gender	i.2.2.1	Exams Dept
Basic & Secondary Education	Quality	**Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics (Mathematics, grades 4-6).**		x	2. Gender	i.2.2.2	Exams Dept
Basic & Secondary Education	Quality	**Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics. (Arabic, grades 7-9).**		x	2. Gender	i.2.2.3	Exams Dept
Basic & Secondary Education	Quality	**Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics (Mathematics, grades 7-9).**		x	2. Gender	i.2.2.4	Exams Dept
Basic & Secondary Education	Quality	**Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics. (Arabic, grades 10-11).**		x	2. Gender	i.2.2.5	Exams Dept
Basic & Secondary Education	Quality	**Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics (Mathematics, grades 10-11).**		x	2. Gender	i.2.2.6	Exams Dept

Baseline value	Baseline year	Target by 2030	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
72%	2024/2025	73%	72.3%	72.5%	72.7%	72.8%	73.0%
77%	2024/2025	78%	77.3%	77.5%	77.7%	77.8%	78.0%
70%	2024/2025	74%	71.3%	72.0%	72.7%	73.3%	74.0%
70%	2024/2025	72%	70.7%	71.0%	71.3%	71.7%	72.0%
90%	2023/2024	100%	94.3%	95.7%	97.1%	98.6%	100.0%
63.5%	2024/2025	78.3%	68.4%	70.9%	73.4%	75.8%	78.3%
83	2024/2025	420	195	252	308	364	420
0.68%	2024/2025	0.58%	0.65%	0.63%	0.61%	0.60%	0.58%
81.80%	2024/2025	83.41%	82.3%	82.6%	82.9%	83.1%	83.4%
97.0%	2024/2025	98.3%	97.4%	97.6%	97.8%	98.0%	98.3%
1454	2024/2025	3454	2,121	2,454	2,787	3,121	3,454
16%	2023/2024	30%	22.0%	24.0%	26.0%	28.0%	30.0%
8%	2023/2024	27%	16.1%	18.9%	21.6%	24.3%	27.0%
17%	2023/2024	27%	21.3%	22.7%	24.1%	25.6%	27.0%
9%	2023/2024	22%	14.6%	16.4%	18.3%	20.1%	22.0%
16%	2023/2024	21%	18.1%	18.9%	19.6%	20.3%	21.0%
11%	2023/2024	23%	16.1%	17.9%	19.6%	21.3%	23.0%

Annex 2.a

Domain	Component	Indicator	EMV	KPI	KPI Cross	Code	Reporting entity
Basic & Secondary Education	Quality	**Percentage of students who master the required knowledge and skills and achieve educational outcomes in national assessments (Grade 9).**			2. Gender	i.2.2.7	Exams Dept
Basic & Secondary Education	Quality	**Percentage of students who master the required knowledge and skills and achieve educational outcomes in national assessments (Grade 6).**			2. Gender	i.2.2.8	Exams Dept
Basic & Secondary Education	Quality	**Average performance of students in national assessments (Grade 9).**	x	x		i.2.2.9	Exams Dept
Basic & Secondary Education	Quality	**Average performance of students in national assessments (Grade 6).**	x	x		i.2.2.10	Exams Dept
Basic & Secondary Education	Quality	**Students' Success Rate in the High School Exam.**	x	x		i.2.2.11	Exams Dept
Basic & Secondary Education	Quality	**Percentage of schools assessed as acceptable or better performing schools according to the Education Quality and Accountability Unit standards.**		x		i.2.2.12	Quality and Accountability Unit
Basic & Secondary Education	Quality	**Percentage of candidates who passed the professional development program exams (per academic year).**				i.2.2.13	ETC
Basic & Secondary Education	Polices and System Strengthening	**Adoption of new performance evaluation models for teachers, school principals, and educational supervisors that are approved and in accordance with established procedures.**				i.2.3.1	HRD
Basic & Secondary Education	Polices and System Strengthening	**Percentage of pre-service teacher specializations approved that meet the requirements of the Teaching Profession Licensure System (according to the specialization in all its branches and fields).**				i.2.3.2	HRD
Basic & Secondary Education	Polices and System Strengthening	**Percentage of approved school development plans implemented.**				i.2.3.3	ETC
Basic & Secondary Education	Polices and System Strengthening	**The system of practicing the teaching profession is duly applied.**				i.2.3.4	ETC
Basic & Secondary Education	Digital Transformation	**Percentage of students using the e-learning management system.**	x			i.2.4.1	QRC
Basic & Secondary Education	Digital Transformation	**An effective National Learning Dashboard.**				i.2.4.2	QRC

Baseline value	Baseline year	Target by 2030	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
Arabic: N/A English: N/A Science: N/A Math: N/A	not available	To be defined.	not available	not available	not available	not available	To be defined.
Arabic: N/A English: N/A Science: N/A Math: N/A	not available	To be defined.	not available	not available	not available	not available	To be defined.
Arabic: N/A English: N/A Science: N/A Math: N/A	not available	To be defined.	not available	not available	not available	not available	To be defined.
Arabic: N/A English: N/A Science: N/A Math: N/A	not available	To be defined.	not available	not available	not available	not available	To be defined.
62.5%	2024/2025	65%	63.3%	63.8%	64.2%	64.6%	65.0%
63%	2023/2024	82%	71.1%	73.9%	76.6%	79.3%	82.0%
49.14%	2024/2025	70%	56.1%	59.6%	63.0%	66.5%	70.0%
2	2024/2025	3	2	3	3	3	3
59%	2024/2025	100%	72.7%	79.5%	86.3%	93.2%	100.0%
92%	2024/2025	100%	94.7%	96.0%	97.3%	98.7%	100.0%
No	2024/2025	Yes	No	No	Yes	Yes	Yes
8.6%	2024/2025	70%	29.1%	39.3%	49.5%	59.8%	70.0%
not available	2024/2025	1	not available	1	1	1	1

Annex 2.a

Domain	Component	Indicator	EMV	KPI	KPI Cross	Code	Reporting entity
Basic & Secondary Education	Digital Transformation	**Percentage of Educational Supervisors Using the Digital Supervision Platform Efficiently and Effectively.**				i.2.4.3	ETC
Basic & Secondary Education	Digital Transformation	**Percentage of Interactive Digital Curricula.**				i.2.4.4	Curricula and Textbooks Dept, NCCD, QRC
Basic & Secondary Education	Digital Transformation	**Percentage of public schools eligible to employ educational technology (electricity, internet, computer labs, and internet connection in classrooms), according to educational level.**	x	x	5. Digital	i.2.4.5	QRC
Basic & Secondary Education	Digital Transformation	**Percentage of teachers using the e-learning management system.**	x	x		i.2.4.6	QRC
TVET	Sustainable Access	**Percentage of students enrolled in vocational and technical education and training.**	x	x	1. Inclusion 2. Gender	i.3.1.1	Planning Dept + TVET Dept
TVET	Sustainable Access	**"Number of accredited vocational and technical schools (cumulative)."**	x			i.3.1.2	Planning Dept + TVET Dept
TVET	Sustainable Access	**Number of parents and the community to whom career guidance and counseling services are provided annually.**	x			i.3.1.3	TVET Dept
TVET	Sustainable Access	**Number of students to whom career guidance and counseling services were provided annually.**	x			i.3.1.4	TVET Dept
TVET	Sustainable Access	**Number of vocational and technical schools.**	x			i.3.1.5	Planning Dept + TVET Dept
TVET	Sustainable Access	**Number of marketing campaigns for vocational and technical education.**				i.3.1.6	TVET Dept
TVET	Quality	**Percentage of Graduate Vocational and Technical Education Students Entering the Labor Market.**	x	x		i.3.2.1	TVET Dept
TVET	Quality	**Percentage of students who completed vocational and technical education requirements.**	x	x		i.3.2.2	TVET Dept
TVET	Quality	**Number of curricula developed and modified in line with the labor market.**	x			i.3.2.3	TVET Dept and Curricula Dept
TVET	Quality	**Number of professional qualifications updated and accommodated in the national qualifications framework as a percentage of total accredited qualifications.**				i.3.2.4	TVET Dept
TVET	Quality	**Number of vocational education staff trained in vocational education courses (annually).**				i.3.2.5	ETC + TVET
TVET	Quality	**Percentage of students who received accredited training outside of school.**				i.3.2.6	TVET + Education Directorates
TVET	Quality	**Ratio of Revised External Audit Reports within the Specified Schedule to Total Reports.**				i.3.2.7	TVET Dept
TVET	Polices and System Strengthening	**Number of partnerships for the purpose of practical training for students with the private sector in each directorate.**	x	x		i.3.3.1	DCU + TVET
TVET	Polices and System Strengthening	**Number of legislation and policies adopted and effectively implemented and compatible with the needs of vocational and technical education.**				i.3.3.2	Legal Affairs + TVET

Baseline value	Baseline year	Target by 2030	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
not available	2024/2025	100%	33.3%	50.0%	66.7%	83.3%	100.0%
10%	2024/2025	70%	30.0%	40.0%	50.0%	60.0%	70.0%
63.5%	2024/2025	78.3%	68.4%	70.9%	73.4%	75.8%	78.3%
9.2%	2024/2025	100%	39.5%	54.6%	69.7%	84.9%	100.0%
13.1%	2024/2025	29%	18.4%	21.1%	23.7%	26.4%	29.0%
331	2025/2026	450	354.8	378.6	402.4	426.2	450
13,000	2024/2025	13,000	13,000	13,000	13,000	13,000	13,000
130,000	2024/2025	130,000	130,000	130,000	130,000	130,000	130,000
2393	2025/2026	3000	2514.4	2635.8	2757.2	2878.6	3000
3	2025/2026	8	4	5	6	7	8
11%	2023/2024	25%	17.0%	19.0%	21.0%	23.0%	25.0%
n/a	not available	75%	not available	not available	not available	not available	75.0%
62	2025/2026	90	68	73	79	84	90
not available	not available	20%	not available	not available	not available	not available	20.0%
677	2023/2024	5000	2530	3147	3765	4382	5000
not available	not available	30%	not available	not available	not available	not available	30.0%
not available	not available	5%	not available	not available	not available	not available	5.0%
3	2024/2025	15	7	9	11	13	15
14	2023/2024	20	17	17	18	19	20

Annex 2.a

Domain	Component	Indicator	EMV	KPI	KPI Cross	Code	Reporting entity
TVET	Digital Transformation	**Percentage of public schools equipped to use educational technology (electricity, Internet, computer labs, and Internet access in classrooms), by educational level.**	x		5. Digital	i.3.4.1	TVET + QRC
TVET	Digital Transformation	**Number of AI Systems Used in Vocational and Technical Education.**				i.3.4.2	TVET + QRC
TVET	Digital Transformation	**Number of Digital Vocational and Technical Education Curricula.**				i.3.4.3	TVET / NCCD
TVET	Digital Transformation	**Number of workshops and laboratories equipped with digital equipment.**				i.3.4.4	QRC + TVET + Supplies Dept
Higher Education	Sustainable Access	**Percentage of educational institutions with a supportive and inclusive environment for persons with disabilities.**		x	1. Inclusion	i.4.1.1	MoHESR
Higher Education	Sustainable Access	**Gross Enrollment Rate in Higher Education.**	x	x	2. Gender	i.4.1.2	MoHESR
Higher Education	Sustainable Access	**Number of International Students Receiving Higher Education in the Kingdom.**	x	x		i.4.1.3	MoHESR
Higher Education	Sustainable Access	**Number of students admitted to higher education annually.**	x			i.4.1.4	MoHESR
Higher Education	Sustainable Access	**Number of students enrolled in higher education annually.**	x			i.4.1.5	MoHESR
Higher Education	Sustainable Access	**Percentage of students benefiting from the Student Support Fund.**	x			i.4.1.6	MoHESR
Higher Education	Quality	**Number of Specializations Introduced by the Labor Market.**	x			i.4.2.1	MoHESR
Higher Education	Quality	**Number of University Graduates.**				i.4.2.2	MoHESR
Higher Education	Quality	**Percentage of International Students Participating in Extracurricular Activities by Fields of Study.**				i.4.2.3	MoHESR
Higher Education	Polices and System Strengthening	**Percentage of educational institutions that are ready to deal with risk management.**		x	3. CRM	i.4.3.1	MoHESR + CRM Unit, if created
Higher Education	Polices and System Strengthening	**The Kingdom's Total Income from Expatriate Students.**	x			i.4.3.2	MoHESR
Higher Education	Polices and System Strengthening	**Number of agreements for cultural exchange signed.**				i.4.3.3	MoHESR
Higher Education	Polices and System Strengthening	**Number of colleges established.**				i.4.3.4	MoHESR
Higher Education	Polices and System Strengthening	**Percentage of higher education institutions committed to the general policies for the admission of foreign students to various degrees.**				i.4.3.5	MoHESR
Higher Education	Polices and System Strengthening	**Percentage of Specializations Introduced in the Field of Green Education by Region.**				i.4.3.6	MoHESR
Higher Education	Digital Transformation	**Percentage of higher education institutions with digital infrastructure available (national total).**			5. Digital	i.4.4.1	MoHESR

Baseline value	Baseline year	Target by 2030	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
63.5%	2024/2025	78.3%	68.4%	70.9%	73.4%	75.8%	78.3%
not available	not available	5	not available	not available	not available	not available	5
not available	not available	90	not available	not available	not available	not available	90
1152	2025/2026	1500	1222	1291	1361	1430	1500
not available	not available	To be defined.	not available	not available	not available	not available	To be defined.
35.9%	2023/2024	40.0%	37.7%	38.2%	38.8%	39.4%	40.0%
51647	2024/2025	75000	59431	63324	67216	71108	75000
135000	2024/2025	150000	140000	142500	145000	147500	150000
380000	2024/2025	395000	385000	387500	390000	392500	395000
80%	2025/2026	90%	82.0%	84.0%	86.0%	88.0%	90.0%
226	2025/2026	250	231	236	240	245	250
72000	2024/2025	75000	73000	73500	74000	74500	75000
98%	2024/2025	100%	98.7%	99.0%	99.3%	99.7%	100.0%
not available	not available	50%	not available	not available	not available	not available	50%
not available	not available	To be defined.	not available	not available	not available	not available	To be defined.
40	2025/2026	45	41	42	43	44	45
49	2025/2026	54	50	51	52	53	54
95%	2025/2026	100%	96%	97%	98%	99%	100%
10%	2025/2026	30%	14%	18%	22%	26%	30%
95%	2025/2026	100%	96%	97%	98%	99%	100%

Annex 2.a

Domain	Component	Indicator	EMV	KPI	KPI Cross	Code	Reporting entity
SSP, Reform Management, and Institutional Performance	Reform Management and Institutional Performance	**Public sector reform is effectively implemented in the education sector, at the national and subnational levels.**				i.5.A.1	EMO
SSP, Reform Management, and Institutional Performance	Strategic Planning, Financial Management, Data-Driven and Evidence-Based Decision-Making, Resource Mobilization, and Partnerships	**Share of ESP 2026-2030 targets effectively monitored and achieved each year, over total number of targets.**				i.5.B.1	M&E Division
SSP, Reform Management, and Institutional Performance	CRM and System Resilience	**Percentage of Educational Institutions Implementing Environmental Sustainability Practices by Educational Level.**	x		4. Greening	i.5.C.1	Ed Activities Dept
SSP, Reform Management, and Institutional Performance	CRM and System Resilience	**Percentage of educational institutions that are ready to deal with risk management (annual).**			3. CRM	i.5.C.2	Planning Dept / CRM Division
SSP, Reform Management, and Institutional Performance	Institutionalizing Inclusion	**Share of ESP indicators monitoring the inclusion of children with disabilities effectively reported each year (%).**				i.5.D.1	Education Dept
SSP, Reform Management, and Institutional Performance	Institutionalizing Inclusion	**Number of students benefiting from school feeding programs.**				i.5.D.2	Education Dept
SSP, Reform Management, and Institutional Performance	Institutionalizing Gender Equality	**Share of educational expenditure spent on gender-responsive activities (%).**				i.5.E.1	Financial Affairs Dept Gender Division
SSP, Reform Management, and Institutional Performance	Digital Transformation	**Establishment of an integrated national education data ecosystem.**				i.5.F.1	QRC

Baseline value	Baseline year	Target by 2030	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
No	2025/2026	Result related to disbursement 7.2 MoE appoints 70% of teachers and school leaders from civil service employees through the new competency-based mechanism approved under the result related to disbursement 7.1.					Result related to disbursement 7.2 MoE appoints 70% of teachers and school leaders from civil service employees through the new competency-based mechanism approved under the result related to disbursement 7.1.
Not Available	not available	Over 95% are monitored and over 75% are achieved.	not available	not available	not available	not available	Over 95% are monitored and over 75% are achieved.
Not Available	2025/2026	50%	not available	not available	not available	not available	50.0%
Not Available	not available	50%	not available	not available	not available	not available	50.0%
13.2%	2025/2026	100%	31%	48%	65%	83%	100%
490000	2024/2025	630000	536,667	560,000	583,333	606,667	630,000
Not Available	not available	Increase of 100% against baseline by 2030	not available	not available	not available	not available	Increase of 100% against baseline by 2030
No	2025/2026	Regular update of school e-map					Regular update of school e-map

Annex 2.b

			Gender equality			
Domain	Component	Reference Indicator	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
Education Sector	Sustainable Access	Completion rate in Basic education.	Parity Index	2024/2025	1.04	Closer to 1
Education Sector	Sustainable Access	Completion rate in Secondary education.	Parity Index	2024/2025	not available	Closer to 1
Education Sector	Quality	Jordan's Ranking in the Global Knowledge Index.	Not applicable			
Education Sector	Policies and System Strengthening	Expenditure on the pre-university education sector as a share of GDP.	Not applicable			
Education Sector	Policies and System Strengthening	Number of new job openings in the pre-university education sector.	Not applicable			
Education Sector	Policies and System Strengthening	Total Value of Investments in Pre-University Education (Domestic and Foreign).	Not applicable			
Early Childhood	Sustainable Access	Gross Enrollment Rate in KG2.	Parity Index	2024/2025	1.12	Closer to 1
Early Childhood	Sustainable Access	Percentage of public schools with KG2 divisions.	Not applicable			
Early Childhood	Sustainable Access	Gross Enrollment Rate in KG1.	Parity Index	2024/2025	1.05	Closer to 1
Early Childhood	Sustainable Access	Number of new KG2 sections in Public Kindergartens.	Not applicable			
Early Childhood	Sustainable Access	Number of public KG classrooms furnished and equipped with learning and teaching tools.	Not applicable			
Early Childhood	Quality	Total number of 5-year-olds not in kindergarten who have received the Learning Readiness Program.	Share of female (%)	2023/2024	50.0%	Closer to 50%
Early Childhood	Quality	Percentage of children who are ready to learn.	Parity Index	2023/2024	not available	Closer to 1
Early Childhood	Quality	Percentage of students in grades 2 and 3 who can read and perform arithmetic operations with understanding (Literacy).	Parity Index	2024/2025	1.15	Closer to 1
Early Childhood	Quality	Percentage of students in grades 2 and 3 who can read and perform arithmetic operations with understanding (Numeracy).	Parity Index	2024/2025	0.71	Closer to 1
Early Childhood	Quality	Number of Kindergarten Institutions Awarded the Queen Rania Award for Excellence in Kindergarten.	Not applicable			
Early Childhood	Quality	Number of Parents and Caregivers Participating in the Educational Workshops of the Parent Awareness Program (Our Happy Home).	Share of female (%)	2024/2025	98%	Closer to 50%
Early Childhood	Quality	Number of parents participating in the parent participation program in kindergartens and the first three grades in the schools where the open day activities are carried out.	Share of female (%)	2023/2024	98%	Closer to 50%
Early Childhood	Quality	Percentage of educational staff (teachers and supervisors) in the first three grades who have completed specialized training programs in teaching reading, arithmetic and inclusive education..	Parity Index	2024/2025	not available	Closer to 1
Early Childhood	Quality	Percentage of KG2 divisions – public and private – that meet the minimum quality standards.	Not applicable			

Children with disabilities / Inclusion				Non-Jordanians / Crisis Risk Management			
Monitoring indicator	Baseline year	Baseline Value	Target	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
Parity Index	2024/2025	not available	Closer to 1	Parity Index	2024/2025	not available	Closer to 1
Parity Index	2024/2025	not available	Closer to 1	Parity Index	2024/2025	not available	Closer to 1
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Parity Index	2024/2025	not available	Closer to 1	Parity Index	2024/2025	0.98	Closer to 1
Not applicable				Not applicable			
Parity Index	2024/2025	not available	Closer to 1	Parity Index	2024/2025	0.62	Closer to 1
Not applicable				Not applicable			
Not applicable				Not applicable			
Share of children with disabilities (%)	2023/2024	Not available	Increase annualy	Share of non-Jordanians (%)	2023/2024	not available	Increase annualy
Parity Index	2023/2024	not available	Closer to 1	Parity Index	2023/2024	not available	Closer to 1
Parity Index	2024/2025	not available	Closer to 1	Parity Index	2024/2025	not available	Closer to 1
Parity Index	2024/2025	not available	Closer to 1	Parity Index	2024/2025	not available	Closer to 1
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Specific indicator	2024/2025	25%	100%	Not applicable			
Not applicable				Not applicable			

Annex 2.b

			Gender equality			
Domain	Component	Reference Indicator	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
Early Childhood	Quality	Percentage of students who master the required knowledge and skills and achieve educational outcomes in national assessments (Grade 3 - Arabic).	Parity Index	2024/2025	not available	Closer to 1
Early Childhood	Quality	Percentage of students who master the required knowledge and skills and achieve educational outcomes in national assessments (Grade 3 - Mathematics).	Parity Index	2024/2025	not available	Closer to 1
Early Childhood	Quality	Average performance of students in national assessments (Grade 3, Arabic).	Parity Index	2024/2025	1.03	Closer to 1
Early Childhood	Quality	Average performance of students in national assessments (Grade 3, Mathematics).	Parity Index	2024/2025	1.01	Closer to 1
Early Childhood	Policies and System Strengthening	Percentage of Kindergarten and Grade 1-3 Teachers Who Completed Psychological Support Training.	Parity Index	2023/2024	not available	Closer to 1
Early Childhood	Digital Transformation	Percentage of public schools eligible to employ educational technology (electricity, internet, computer labs, and internet connection in classrooms), according to educational level.	Not applicable			
Basic & Secondary Education	Sustainable Access	Number of public schools built or expanded with consideration for inclusion and diversity in education (total number of projects, cumulative).	Specific indicator	2024/2025	83	420
Basic & Secondary Education	Sustainable Access	Dropout rate from basic education.	Parity Index	2024/2025	2.02	Closer to 1
Basic & Secondary Education	Sustainable Access	Gross Enrollment Rate in Secondary.	Parity Index	2024/2025	0.93	Closer to 1
Basic & Secondary Education	Sustainable Access	Gross Enrollment Rate in Basic Education (1-10).	Parity Index	2024/2025	1.00	Closer to 1
Basic & Secondary Education	Sustainable Access	Number of Students Who Graduated from Dropouts' Teaching and Learning Programs (Formally Culture Enhancement Program) (Cumulative).	Share of female (%)	2024/2025	53.16%	Closer to 50%
Basic & Secondary Education	Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics. (Arabic, grades 4-6).	Parity Index	2023/2024	not available	Closer to 1
Basic & Secondary Education	Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics (Mathematics, grades 4-6).	Parity Index	2023/2024	not available	Closer to 1
Basic & Secondary Education	Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics. (Arabic, grades 7-9).	Parity Index	2023/2024	not available	Closer to 1
Basic & Secondary Education	Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics (Mathematics, grades 7-9).	Parity Index	2023/2024	not available	Closer to 1
Basic & Secondary Education	Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics. (Arabic, grades 10-11).	Parity Index	2023/2024	not available	Closer to 1

Children with disabilities / Inclusion				Non-Jordanians / Crisis Risk Management			
Monitoring indicator	Baseline year	Baseline Value	Target	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
Parity Index	2024/2025	not available	Closer to 1	Parity Index	2024/2025	not available	Closer to 1
Parity Index	2024/2025	not available	Closer to 1	Parity Index	2024/2025	not available	Closer to 1
Not applicable				Parity Index	2024/2025	not available	Closer to 1
Not applicable				Parity Index	2024/2025	not available	Closer to 1
Not applicable				Not applicable			
Not applicable				Not applicable			
Specific indicator	2024/2025	83	420	Not applicable			
Parity Index	2024/2025	not available	Closer to 1	Parity Index	2024/2025	4.50	Closer to 1
Parity Index	2024/2025	not available	Closer to 1	Parity Index	2024/2025	0.73	Closer to 1
Parity Index	2024/2025	not available	Closer to 1	Parity Index	2024/2025	0.94	Closer to 1
Share of children with disabilities (%)	2024/2025	0.00%	Increase annualy	Share of non-Jordanians (%)	2024/2025	53.6%	Increase annualy
Parity Index	2023/2024	not available	Closer to 1	Parity Index	2023/2024	not available	Closer to 1
Parity Index	2023/2024	not available	Closer to 1	Parity Index	2023/2024	not available	Closer to 1
Parity Index	2023/2024	not available	Closer to 1	Parity Index	2023/2024	not available	Closer to 1
Parity Index	2023/2024	not available	Closer to 1	Parity Index	2023/2024	not available	Closer to 1
Parity Index	2023/2024	not available	Closer to 1	Parity Index	2023/2024	not available	Closer to 1

Annex 2.b

			Gender equality			
Domain	Component	Reference Indicator	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
Basic & Secondary Education	Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics (Mathematics, grades 10-11).	Parity Index	2023/2024	not available	Closer to 1
Basic & Secondary Education	Quality	Percentage of students who master the required knowledge and skills and achieve educational outcomes in national assessments (Grade 9).	Parity Index	not available	not available	Closer to 1
Basic & Secondary Education	Quality	Percentage of students who master the required knowledge and skills and achieve educational outcomes in national assessments (Grade 6).	Parity Index	not available	not available	Closer to 1
Basic & Secondary Education	Quality	Average performance of students in national assessments (Grade 9).	Parity Index	not available	not available	Closer to 1
Basic & Secondary Education	Quality	Average performance of students in national assessments (Grade 6).	Parity Index	not available	not available	Closer to 1
Basic & Secondary Education	Quality	Students' Success Rate in the High School Exam.	Parity Index	2024/2025	1.24	Closer to 1
Basic & Secondary Education	Quality	Percentage of schools assessed as acceptable or better performing schools according to the Education Quality and Accountability Unit standards.	Not applicable			
Basic & Secondary Education	Quality	Percentage of candidates who passed the professional development program exams (per academic year).	Parity Index	2024/2025	1.52	Closer to 1
Basic & Secondary Education	Policies and System Strengthening	Adoption of new performance evaluation models for teachers, school principals, and educational supervisors that are approved and in accordance with established procedures.	Not applicable			
Basic & Secondary Education	Policies and System Strengthening	Percentage of pre-service teacher specializations approved that meet the requirements of the Teaching Profession Licensure System (according to the specialization in all its branches and fields).	Not applicable			
Basic & Secondary Education	Policies and System Strengthening	Percentage of approved school development plans implemented.	Not applicable			
Basic & Secondary Education	Policies and System Strengthening	The system of practicing the teaching profession is duly applied.	Not applicable			
Basic & Secondary Education	Digital Transformation	Percentage of students using the e-learning management system.	Parity Index	2024/2025	not available	Closer to 1
Basic & Secondary Education	Digital Transformation	An effective National Learning Dashboard.	Not applicable			
Basic & Secondary Education	Digital Transformation	Percentage of Educational Supervisors Using the Digital Supervision Platform Efficiently and Effectively.	Parity Index	2024/2025	not available	Closer to 1
Basic & Secondary Education	Digital Transformation	Percentage of Interactive Digital Curricula.	Not applicable			
Basic & Secondary Education	Digital Transformation	Percentage of public schools eligible to employ educational technology (electricity, internet, computer labs, and internet connection in classrooms), according to educational level.	Not applicable			

Children with disabilities / Inclusion				Non-Jordanians / Crisis Risk Management			
Monitoring indicator	Baseline year	Baseline Value	Target	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
Parity Index	2023/2024	not available	Closer to 1	Parity Index	2023/2024	not available	Closer to 1
Parity Index	not available	not available	Closer to 1	Parity Index	not available	not available	Closer to 1
Parity Index	not available	not available	Closer to 1	Parity Index	not available	not available	Closer to 1
Not applicable				Parity Index	not available	not available	Closer to 1
Not applicable				Parity Index	not available	not available	Closer to 1
Parity Index	2024/2025	1.13	>1	Parity Index	2024/2025	0.92	Closer to 1
Not applicable				Not applicable			
Parity Index	2024/2025	not available	Closer to 1	Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			

Annex 2.b

			Gender equality			
Domain	Component	Reference Indicator	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
Basic & Secondary Education	Digital Transformation	Percentage of teachers using the e-learning management system.	Parity Index	2024/2025	not available	Closer to 1
TVET	Sustainable Access	Percentage of students enrolled in vocational and technical education and training..	Parity Index	2024/2025	0.55	Closer to 1
TVET	Sustainable Access	"Number of accredited vocational and technical schools (cumulative)."	Not applicable			
TVET	Sustainable Access	Number of parents and the community to whom career guidance and counseling services are provided annually.	Share of female (%)	2024/2025	not available	Closer to 1
TVET	Sustainable Access	Number of students to whom career guidance and counseling services were provided annually.	Share of female (%)	2024/2025	59.9%	Closer to 50%
TVET	Sustainable Access	Number of vocational and technical schools.	Not applicable			
TVET	Sustainable Access	Number of marketing campaigns for vocational and technical education.	Not applicable			
TVET	Quality	Percentage of Graduate Vocational and Technical Education Students Entering the Labor Market.	Parity Index	2023/2024	0.21	Closer to 1
TVET	Quality	Percentage of students who completed vocational and technical education requirements.	Parity Index	not available	not available	Closer to 1
TVET	Quality	Number of curricula developed and modified in line with the labor market.	Not applicable			
TVET	Quality	Number of professional qualifications updated and accommodated in the national qualifications framework as a percentage of total accredited qualifications.	Not applicable			
TVET	Quality	Number of vocational education staff trained in vocational education courses (annually).	Share of female (%)	2023/2024	43.13%	Closer to 50%
TVET	Quality	Percentage of students who received accredited training outside of school.	Parity Index	not available	not available	Closer to 1
TVET	Quality	Ratio of Revised External Audit Reports within the Specified Schedule to Total Reports.	Not applicable			
TVET	Policies and System Strengthening	Number of partnerships for the purpose of practical training for students with the private sector in each directorate.	Not applicable			
TVET	Policies and System Strengthening	Number of legislation and policies adopted and effectively implemented and compatible with the needs of vocational and technical education.	Not applicable			
TVET	Digital Transformation	Percentage of public schools equipped to use educational technology (electricity, Internet, computer labs, and Internet access in classrooms), by educational level.	Not applicable			
TVET	Digital Transformation	Number of AI Systems Used in Vocational and Technical Education.	Not applicable			
TVET	Digital Transformation	Number of Digital Vocational and Technical Education Curricula.	Not applicable			
TVET	Digital Transformation	Number of workshops and laboratories equipped with digital equipment.	Not applicable			

Children with disabilities / Inclusion				Non-Jordanians / Crisis Risk Management			
Monitoring indicator	Baseline year	Baseline Value	Target	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
Not applicable				Not applicable			
Parity Index	2024/2025	0.01	Closer to 1	Parity Index	2024/2025	0.48	Closer to 1
Not applicable				Not applicable			
Not applicable				Not applicable			
Share of children with disabilities (%)	2024/2025	not available	Increase annualy	Share of non-Jordanians (%)	2024/2025	not available	Increase annualy
Not applicable				Not applicable			
Not applicable				Not applicable			
Parity Index	2023/2024	not available	Closer to 1	Parity Index	2023/2024	not available	Closer to 1
Parity Index	not available	not available	Closer to 1	Parity Index	not available	not available	Closer to 1
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Parity Index	not available	not available	Closer to 1	Parity Index	not available	not available	Closer to 1
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			

Annex 2.b

			Gender equality			
Domain	Component	Reference Indicator	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
Higher Education	Sustainable Access	Percentage of educational institutions with a supportive and inclusive environment for persons with disabilities.	Not applicable			
Higher Education	Sustainable Access	Gross Enrollment Rate in Higher Education.	Parity Index	2023/2024	1.48	Closer to 1
Higher Education	Sustainable Access	Number of International Students Receiving Higher Education in the Kingdom.	Share of female (%)	2024/2025	44.43%	Closer to 50%
Higher Education	Sustainable Access	Number of students admitted to higher education annually.	Share of female (%)	2024/2025	56.30%	Closer to 50%
Higher Education	Sustainable Access	Number of students enrolled in higher education annually.	Share of female (%)	2024/2025	55.59%	Closer to 50%
Higher Education	Sustainable Access	Percentage of students benefiting from the Student Support Fund.	Parity Index	2025/2026	1.86	Closer to 1
Higher Education	Quality	Number of Specializations Introduced by the Labor Market.	Not applicable			
Higher Education	Quality	Number of University Graduates.	Share of female (%)	2024/2025	60.4%	Closer to 50%
Higher Education	Quality	Percentage of International Students Participating in Extracurricular Activities by Fields of Study.	Parity Index	2024/2025	0.51	Closer to 1
Higher Education	Policies and System Strengthening	Percentage of educational institutions that are ready to deal with risk management.	Not applicable			
Higher Education	Policies and System Strengthening	The Kingdom's Total Income from Expatriate Students.	Not applicable			
Higher Education	Policies and System Strengthening	Number of agreements for cultural exchange signed.	Not applicable			
Higher Education	Policies and System Strengthening	Number of colleges established.	Not applicable			
Higher Education	Policies and System Strengthening	Percentage of higher education institutions committed to the general policies for the admission of foreign students to various degrees.	Not applicable			
Higher Education	Policies and System Strengthening	Percentage of Specializations Introduced in the Field of Green Education by Region.	Not applicable			
Higher Education	Digital Transformation	Percentage of higher education institutions with digital infrastructure available (national total).	Not applicable			
SSP, Reform Management, and Institutional Performance	Reform Management and Institutional Performance	Public sector reform is effectively implemented in the education sector, at the national and subnational levels.	Not applicable			
SSP, Reform Management, and Institutional Performance	Strategic Planning, Financial Management, Data-Driven and Evidence-Based Decision-Making, Resource Mobilization, and Partnerships	Share of ESP 2026-2030 targets effectively monitored and achieved each year, over total number of targets.	Not applicable			
SSP, Reform Management, and Institutional Performance	CRM and System Resilience	Percentage of Educational Institutions Implementing Environmental Sustainability Practices by Educational Level.	Not applicable			

Children with disabilities / Inclusion				Non-Jordanians / Crisis Risk Management			
Monitoring indicator	Baseline year	Baseline Value	Target	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
Specific indicator	not available	not available	To be defined	Not applicable			
Parity Index	2023/2024	not available	Closer to 1	Parity Index	2023/2024	not available	Closer to 1
Not applicable				Specific indicator	2024/2025	51647	75000
Share of children with disabilities (%)	2024/2025	not available	Increase annualy	Share of non-Jordanians (%)	2024/2025	28.3%	Increase annualy
Share of children with disabilities (%)	2024/2025	not available	Increase annualy	Share of non-Jordanians (%)	2024/2025	12.9%	Increase annualy
Parity Index	2025/2026	not available	Closer to 50%	Not applicable			
Not applicable				Not applicable			
Share of children with disabilities (%)	2024/2025	not available	Increase annualy	Share of non-Jordanians (%)	2024/2025	11.9%	Increase annualy
Not applicable				Specific indicator	2024/2025	98%	100%
Not applicable				Specific indicator	not available	NA	50%
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			
Not applicable				Not applicable			

Annex 2.b

			Gender equality			
Domain	Component	Reference Indicator	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
SSP, Reform Management, and Institutional Performance	CRM and System Resilience	Percentage of educational institutions that are ready to deal with risk management (annual).	Not applicable			
SSP, Reform Management, and Institutional Performance	Institutionalizing Inclusion	Share of ESP indicators monitoring the inclusion of children with disabilities effectively reported each year (%).	Not applicable			
SSP, Reform Management, and Institutional Performance	Institutionalizing Inclusion	Number of students benefiting from school feeding programs.	Share of female (%)	2024/2025	52.08%	Closer to 50%
SSP, Reform Management, and Institutional Performance	Institutionalizing Gender Equality	Share of educational expenditure spent on gender-responsive activities (%).	Specific indicator	not available	Not Available	Increase of 100% against baseline by 2030
SSP, Reform Management, and Institutional Performance	Digital Transformation	Establishment of an integrated national education data ecosystem.	Not applicable			

	Children with disabilities / Inclusion				Non-Jordanians / Crisis Risk Management			
	Monitoring indicator	Baseline year	Baseline Value	Target	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
	Not applicable				Specific indicator	not available	Not Available	50%
	Specific indicator	2025/2026	13.2%	100%	Not applicable			
	Not applicable				Not applicable			
	Not applicable				Not applicable			
	Not applicable				Not applicable			

Annex 2.c

			Regional disparities
Domain	Component	Reference Indicator	Monitoring indicator
Education Sector	Sustainable Access	Completion rate in Basic education.	Regional Parity Index
Education Sector	Sustainable Access	Completion rate in Secondary education.	Regional Parity Index
Education Sector	Quality	Jordan›s Ranking in the Global Knowledge Index	Not applicable
Education Sector	Policies and System Strengthening	Expenditure on the pre-university education sector as a share of GDP.	Not applicable
Education Sector	Policies and System Strengthening	Number of new job openings in the pre-university education sector	By Region
Education Sector	Policies and System Strengthening	Total Value of Investments in Pre-University Education (Domestic and Foreign)	Not applicable
Early Childhood	Sustainable Access	Gross Enrollment Rate in KG2	Regional Parity Index
Early Childhood	Sustainable Access	Percentage of public schools with KG2 divisions	Regional Parity Index
Early Childhood	Sustainable Access	Gross Enrollment Rate in KG1	Regional Parity Index
Early Childhood	Sustainable Access	Number of new KG2 sections in Public Kindergartens	By Region
Early Childhood	Sustainable Access	Number of public KG classrooms furnished and equipped with learning and teaching tools	By Region
Early Childhood	Quality	Total number of 5-year-olds not in kindergarten who have received the Learning Readiness Program	By Region
Early Childhood	Quality	Percentage of children who are ready to learn	Regional Parity Index
Early Childhood	Quality	Percentage of students in grades 2 and 3 who can read and perform arithmetic operations with understanding (Literacy)	Regional Parity Index
Early Childhood	Quality	Percentage of students in grades 2 and 3 who can read and perform arithmetic operations with understanding (Numeracy)	Regional Parity Index
Early Childhood	Quality	Number of Kindergarten Institutions Awarded the Queen Rania Award for Excellence in Kindergarten	By Region
Early Childhood	Quality	Number of Parents and Caregivers Participating in the Educational Workshops of the Parent Awareness Program (Our Happy Home)	By Region
Early Childhood	Quality	Number of parents participating in the parent participation program in kindergartens and the first three grades in the schools where the open day activities are carried out	By Region
Early Childhood	Quality	Percentage of educational staff (teachers and supervisors) in the first three grades who have completed specialized training programs in teaching reading, arithmetic and inclusive education.	Regional Parity Index
Early Childhood	Quality	Percentage of KG2 divisions – public and private – that meet the minimum quality standards	Regional Parity Index
Early Childhood	Quality	Percentage of students who master the required knowledge and skills and achieve educational outcomes in national assessments (Grade 3 - Arabic)	Regional Parity Index
Early Childhood	Quality	Percentage of students who master the required knowledge and skills and achieve educational outcomes in national assessments (Grade 3 - Mathematics)	Regional Parity Index
Early Childhood	Quality	Average performance of students in national assessments (Grade 3, Arabic)	Regional Parity Index
Early Childhood	Quality	Average performance of students in national assessments (Grade 3, Mathematics)	Regional Parity Index
Early Childhood	Policies and System Strengthening	Percentage of Kindergarten and Grade 1-3 Teachers Who Completed Psychological Support Training	Regional Parity Index

			Performance of public education compared to private education			
Baseline year	Baseline Value	Target by 2030	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
2024/2025	Not available	Closer to 1	Not applicable			
2024/2025	Not available	Closer to 1	Not applicable			
			Not applicable			
			Not applicable			
N/A	Not available	To be defined	Not applicable			
			Not applicable			
2024/2025	Not available	Closer to 1	Not applicable			
2024/2025	Not available	Closer to 1	Not applicable			
2024/2025	Not available	Closer to 1	Not applicable			
2023/2024	Not available	To be defined	Not applicable			
2023/2024	Not available	To be defined	Not applicable			
2023/2024	Not available	To be defined	Not applicable			
2023/2024	Not available	Closer to 1	Public/Private Parity Index (%)	2023/2024	not available	Closer to 1
2024/2025	Not available	Closer to 1	Public/Private Parity Index (%)	2024/2025	not available	Closer to 1
2024/2025	Not available	Closer to 1	Public/Private Parity Index (%)	2024/2025	not available	Closer to 1
2024/2025	Not available	To be defined	Not applicable			
2024/2025	Not available	To be defined	Not applicable			
2023/2024	Not available	To be defined	Not applicable			
2024/2025	Not available	Closer to 1	Not applicable			
2023/2024	Not available	Closer to 1	Public/Private Parity Index (%)	2023/2024	not available	Closer to 1
2024/2025	Not available	Closer to 1	Public/Private Parity Index (%)	2024/2025	not available	Closer to 1
2024/2025	Not available	Closer to 1	Public/Private Parity Index (%)	2024/2025	not available	Closer to 1
2024/2025	Not available	Closer to 1	Public/Private Parity Index (%)	2024/2025	0.96	Closer to 1
2024/2025	0.99	Closer to 1	Public/Private Parity Index (%)	2024/2025	0.97	Closer to 1
2023/2024	Not available	Closer to 1	Not applicable			

Annex 2.c

			Regional disparities
Domain	**Component**	**Reference Indicator**	**Monitoring indicator**
Early Childhood	Digital Transformation	Percentage of public schools eligible to employ educational technology (electricity, internet, computer labs, and internet connection in classrooms), according to educational level.	Regional Parity Index
Basic & Secondary Education	Sustainable Access	Number of public schools built or expanded with consideration for inclusion and diversity in education (total number of projects, cumulative)	By Region
Basic & Secondary Education	Sustainable Access	Dropout rate from basic education	Regional Parity Index
Basic & Secondary Education	Sustainable Access	Gross Enrollment Rate in Secondary	Regional Parity Index
Basic & Secondary Education	Sustainable Access	Gross Enrollment Rate in Basic Education (1-10)	Regional Parity Index
Basic & Secondary Education	Sustainable Access	Number of Students Who Graduated from Dropouts› Teaching and Learning Programs (Formally Culture Enhancement Program) (Cumulative)	By Region
Basic & Secondary Education	Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics. (Arabic, grades 4-6)	Regional Parity Index
Basic & Secondary Education	Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics (Mathematics, grades 4-6)	Regional Parity Index
Basic & Secondary Education	Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics. (Arabic, grades 7-9)	Regional Parity Index
Basic & Secondary Education	Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics (Mathematics, grades 7-9)	Regional Parity Index
Basic & Secondary Education	Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics. (Arabic, grades 10-11)	Regional Parity Index
Basic & Secondary Education	Quality	Percentage of students who achieved a proficient level in the diagnostic study of Arabic language and mathematics (Mathematics, grades 10-11)	Regional Parity Index
Basic & Secondary Education	Quality	Percentage of students who master the required knowledge and skills and achieve educational outcomes in national assessments (Grade 9)	Regional Parity Index
Basic & Secondary Education	Quality	Percentage of students who master the required knowledge and skills and achieve educational outcomes in national assessments (Grade 6)	Regional Parity Index
Basic & Secondary Education	Quality	Average performance of students in national assessments (Grade 9)	Regional Parity Index
Basic & Secondary Education	Quality	Average performance of students in national assessments (Grade 6)	Regional Parity Index
Basic & Secondary Education	Quality	Students› Success Rate in the High School Exam	Regional Parity Index
Basic & Secondary Education	Quality	Percentage of schools assessed as acceptable or better performing schools according to the Education Quality and Accountability Unit standards	Regional Parity Index
Basic & Secondary Education	Quality	Percentage of candidates who passed the professional development program exams (per academic year)	Regional Parity Index

			Performance of public education compared to private education			
Baseline year	Baseline Value	Target by 2030	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
2024/2025	Not available	Closer to 1	Not applicable			
2024/2025	North: 31 (37%), Middle: 27 (33%), South: 25 (30%)	To be defined	Not applicable			
2024/2025	0.54	Closer to 1	Not applicable			
2024/2025	Not available	Closer to 1	Not applicable			
2024/2025	Not available	Closer to 1	Not applicable			
2024/2025	Not available	To be defined	Not applicable			
2023/2024	Not available	Closer to 1	Public/Private Parity Index (%)	2023/2024	not available	Closer to 1
2023/2024	Not available	Closer to 1	Public/Private Parity Index (%)	2023/2024	not available	Closer to 1
2023/2024	Not available	Closer to 1	Public/Private Parity Index (%)	2023/2024	not available	Closer to 1
2023/2024	Not available	Closer to 1	Public/Private Parity Index (%)	2023/2024	not available	Closer to 1
2023/2024	Not available	Closer to 1	Public/Private Parity Index (%)	2023/2024	not available	Closer to 1
2023/2024	Not available	Closer to 1	Public/Private Parity Index (%)	2023/2024	not available	Closer to 1
N/A	Not available	Closer to 1	Public/Private Parity Index (%)	N/A	not available	Closer to 1
N/A	Not available	Closer to 1	Public/Private Parity Index (%)	N/A	not available	Closer to 1
N/A	Not available	Closer to 1	Public/Private Parity Index (%)	N/A	not available	Closer to 1
N/A	Not available	Closer to 1	Public/Private Parity Index (%)	N/A	not available	Closer to 1
2024/2025	0.84	Closer to 1	Public/Private Parity Index (%)	2024/2025	0.95	Closer to 1
2023/2024	Not available	Closer to 1	Not applicable			
2024/2025	0.92	Closer to 1	Not applicable			

Annex 2.c

			Regional disparities
Domain	**Component**	**Reference Indicator**	**Monitoring indicator**
Basic & Secondary Education	Policies and System Strengthening	Adoption of new performance evaluation models for teachers, school principals, and educational supervisors that are approved and in accordance with established procedures.	Not applicable
Basic & Secondary Education	Policies and System Strengthening	Percentage of pre-service teacher specializations approved that meet the requirements of the Teaching Profession Licensure System (according to the specialization in all its branches and fields)	Not applicable
Basic & Secondary Education	Policies and System Strengthening	Percentage of approved school development plans implemented	Regional Parity Index
Basic & Secondary Education	Policies and System Strengthening	The system of practicing the teaching profession is duly applied	Not applicable
Basic & Secondary Education	Digital Transformation	Percentage of students using the e-learning management system	Regional Parity Index
Basic & Secondary Education	Digital Transformation	An effective National Learning Dashboard	Not applicable
Basic & Secondary Education	Digital Transformation	Percentage of Educational Supervisors Using the Digital Supervision Platform Efficiently and Effectively	Regional Parity Index
Basic & Secondary Education	Digital Transformation	Percentage of Interactive Digital Curricula	Not applicable
Basic & Secondary Education	Digital Transformation	Percentage of public schools eligible to employ educational technology (electricity, internet, computer labs, and internet connection in classrooms), according to educational level.	Regional Parity Index
Basic & Secondary Education	Digital Transformation	Percentage of teachers using the e-learning management system	Regional Parity Index
TVET	Sustainable Access	Percentage of students enrolled in vocational and technical education and training.	Regional Parity Index
TVET	Sustainable Access	Number of accredited vocational and technical schools (cumulative).	By Region
TVET	Sustainable Access	Number of parents and the community to whom career guidance and counseling services are provided annually	By Region
TVET	Sustainable Access	Number of students to whom career guidance and counseling services were provided annually	By Region
TVET	Sustainable Access	Number of vocational and technical schools.	By Region
TVET	Sustainable Access	Number of marketing campaigns for vocational and technical education	Not applicable
TVET	Quality	Percentage of Graduate Vocational and Technical Education Students Entering the Labor Market	Regional Parity Index
TVET	Quality	Percentage of students who completed vocational and technical education requirements	Regional Parity Index
TVET	Quality	Number of curricula developed and modified in line with the labor market	Not applicable
TVET	Quality	Number of professional qualifications updated and accommodated in the national qualifications framework as a percentage of total accredited qualifications.	Not applicable

			Performance of public education compared to private education			
Baseline year	Baseline Value	Target by 2030	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
			Not applicable			
			Not applicable			
2024/2025	0.96	Closer to 1	Not applicable			
			Not applicable			
2024/2025	Not available	Closer to 1	Not applicable			
			Not applicable			
2024/2025	Not available	Closer to 1	Not applicable			
			Not applicable			
2024/2025	Not available	Closer to 1	Not applicable			
2024/2025	Not available	Closer to 1	Not applicable			
2024/2025	0.81	Closer to 1	Share of public sector (%)	2024/2025	not available	To be defined
2025/2026	North: 117 (35%), Middle: 162 (49%), South: 52 (16%)	To be defined	Share of public sector (%)	2025/2026	not available	To be defined
2024/2025	North: 4271 (33%), Middle: 5316 (41%), South: 3413 (26%)	To be defined	Not applicable			
2024/2025	North: 45406 (35%), Middle: 68730 (53%), South: 15864 (12%)	To be defined	Share of public sector (%)	2024/2025	not available	To be defined
2025/2026	North: 816 (34%), Middle: 1235 (52%), South: 342 (14%)	To be defined	Share of public sector (%)	2025/2026	not available	To be defined
			Not applicable			
2023/2024	Not available	Closer to 1	Public/Private Parity Index (%)	2023/2024	not available	Closer to 1
not available	Not available	Closer to 1	Public/Private Parity Index (%)	not available	not available	Closer to 1
			Not applicable			
			Not applicable			

Annex 2.c

			Regional disparities
Domain	Component	Reference Indicator	Monitoring indicator
TVET	Quality	Number of vocational education staff trained in vocational education courses (annually).	By Region
TVET	Quality	Percentage of students who received accredited training outside of school.	Regional Parity Index
TVET	Quality	Ratio of Revised External Audit Reports within the Specified Schedule to Total Reports	Not applicable
TVET	Policies and System Strengthening	Number of partnerships for the purpose of practical training for students with the private sector in each directorate	Not applicable
TVET	Policies and System Strengthening	Number of legislation and policies adopted and effectively implemented and compatible with the needs of vocational and technical education	Not applicable
TVET	Digital Transformation	Percentage of public schools equipped to use educational technology (electricity, Internet, computer labs, and Internet access in classrooms), by educational level.	Regional Parity Index
TVET	Digital Transformation	Number of AI Systems Used in Vocational and Technical Education	Not applicable
TVET	Digital Transformation	Number of Digital Vocational and Technical Education Curricula	Not applicable
TVET	Digital Transformation	Number of workshops and laboratories equipped with digital equipment	By Region
Higher Education	Sustainable Access	Percentage of educational institutions with a supportive and inclusive environment for persons with disabilities.	Regional Parity Index
Higher Education	Sustainable Access	Gross Enrollment Rate in Higher Education	Regional Parity Index
Higher Education	Sustainable Access	Number of International Students Receiving Higher Education in the Kingdom	Not applicable
Higher Education	Sustainable Access	Number of students admitted to higher education annually	By Region
Higher Education	Sustainable Access	Number of students enrolled in higher education annually	By Region
Higher Education	Sustainable Access	Percentage of students benefiting from the Student Support Fund	Not applicable
Higher Education	Quality	Number of Specializations Introduced by the Labor Market	Not applicable
Higher Education	Quality	Number of University Graduates	By Region
Higher Education	Quality	Percentage of International Students Participating in Extracurricular Activities by Fields of Study	Not applicable
Higher Education	Policies and System Strengthening	Percentage of educational institutions that are ready to deal with risk management	Regional Parity Index
Higher Education	Policies and System Strengthening	The Kingdom›s Total Income from Expatriate Students	Not applicable
Higher Education	Policies and System Strengthening	Number of agreements for cultural exchange signed	Not applicable
Higher Education	Policies and System Strengthening	Number of colleges established	By Region
Higher Education	Policies and System Strengthening	Percentage of higher education institutions committed to the general policies for the admission of foreign students to various degrees	Not applicable
Higher Education	Policies and System Strengthening	Percentage of Specializations Introduced in the Field of Green Education by Region	Not applicable

			Performance of public education compared to private education			
Baseline year	Baseline Value	Target by 2030	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
2023/2024	Not available	To be defined	Not applicable			
N/A	Not available	Closer to 1	Public/Private Parity Index (%)	N/A	not available	Closer to 1
			Not applicable			
			Not applicable			
			Not applicable			
2024/2025	Not available	Closer to 1	Not applicable			
			Not applicable			
			Not applicable			
2025/2026	Not available	To be defined	Not applicable			
N/A	Not available	Closer to 1	Not applicable			
2023/2024	Not available	Closer to 1	Not applicable			
			Share of public sector (%)	2024/2025	37.5%	To be defined
2024/2025	Not available	To be defined	Share of public sector (%)	2024/2025	62.6%	To be defined
2024/2025	Not available	To be defined	Share of public sector (%)	2024/2025	67.1%	To be defined
			Not applicable			
			Not applicable			
2024/2025	Not available	To be defined	Share of public sector (%)	2024/2025	70.9%	To be defined
			Not applicable			
N/A	Not available	Closer to 1	Not applicable			
			Not applicable			
			Not applicable			
2025/2026	Not available	To be defined	Share of public sector (%)	2025/2026	not available	To be defined
			Public/Private Parity Index (%)	2025/2026	not available	Closer to 1
			Not applicable			

Annex 2.c

			Regional disparities
Domain	**Component**	**Reference Indicator**	**Monitoring indicator**
Higher Education	Digital Transformation	Percentage of higher education institutions with digital infrastructure available (national total).	Regional Parity Index
SSP, Reform Management, and Institutional Performance	Reform Management and Institutional Performance	Public sector reform is effectively implemented in the education sector, at the national and subnational levels.	Not applicable
SSP, Reform Management, and Institutional Performance	Strategic Planning, Financial Management, Data-Driven and Evidence-Based Decision-Making, Resource Mobilization, and Partnerships	Share of ESP 2026-2030 targets effectively monitored and achieved each year, over total number of targets.	Not applicable
SSP, Reform Management, and Institutional Performance	CRM and System Resilience	Percentage of Educational Institutions Implementing Environmental Sustainability Practices by Educational Level	Regional Parity Index
SSP, Reform Management, and Institutional Performance	CRM and System Resilience	Percentage of educational institutions that are ready to deal with risk management (annual)	Regional Parity Index
SSP, Reform Management, and Institutional Performance	Institutionalizing Inclusion	Share of ESP indicators monitoring the inclusion of children with disabilities effectively reported each year (%).	Not applicable
SSP, Reform Management, and Institutional Performance	Institutionalizing Inclusion	Number of students benefiting from school feeding programs	By Region
SSP, Reform Management, and Institutional Performance	Institutionalizing Gender Equality	Share of educational expenditure spent on gender-responsive activities (%).	Not applicable
SSP, Reform Management, and Institutional Performance	Digital Transformation	Establishment of an integrated national education data ecosystem.	Not applicable

			Performance of public education compared to private education			
Baseline year	Baseline Value	Target by 2030	Monitoring indicator	Baseline year	Baseline Value	Target by 2030
2025/2026	Not available	Closer to 1	Not applicable			
			Not applicable			
			Not applicable			
2025/2026	Not available	Closer to 1	Not applicable			
N/A	0.00	Closer to 1	Not applicable			
			Not applicable			
2024/2025	North: 170532 (35%), Middle: 214451 (44%), South: 105017 (21%)	To be defined	Not applicable			
			Not applicable			
			Not applicable			

3. Risk and Mitigation Strategy

The ESP has ambitious targets, suggesting fundamental reforms that require profound shifts in managing the education system to achieve the desired outcomes. In other words, the Plan is not risk-free. Thus, this chapter explicitly presents the most prominent risks and identifies some interventions already embedded within the ESP to help avoid these risks, as well as additional options for mitigating their impact.

This chapter is closely linked to the monitoring and evaluation (M&E) framework. Various M&E practices aim to measure progress in implementing Main Activities and achieving the defined objectives, paying particular attention to the risks involved in such progress. If progress is insufficient or stalled, the Plan may call for mitigation measures, a crucial element of any strategic planning to maintain its relevance, adaptability to change, and continued progress.

A. External Risks (Beyond MoE Control)

Humanitarian Crises, Conflicts, and Natural Disasters

Risks and Potential Impact

Regional instability or natural disasters can lead to a sudden influx of refugees, disrupt education, and increase pressure on infrastructure and resources. These shocks can weaken the education system's ability to maintain continuity and quality.

Mitigation Options

Activate the CRM strategy; provide services to the ten most vulnerable groups, in collaboration with the HCD; deploy e-learning platforms to maintain continuity while ensuring access for students with disabilities; ensure readiness for remote learning via e-platforms; coordinate closely with humanitarian agencies to continuously update the numbers and data of arriving and departing refugees, ensuring a rapid response and effective recovery; and explore the use of AI technologies to monitor student attendance and absence.

Macroeconomic Pressures and Financial Constraints

Economic recessions and rising costs can reduce public allocations for education vis-à-vis ESP projections and increase expenditures beyond planned budgets, thus limiting the ability to implement expansion and quality improvement measures.

Mitigation Options

Prioritize essential investments, considering the ten most vulnerable groups; establish education reserve funds to absorb shocks; improve donor coordination among donors and mobilize their support to maintain vital programs; and strengthen partnerships with local communities, the private sector, and community-based organizations.

Household Income Disruptions

Risks and Potential Impact

Economic crises do not merely threaten government revenue, but also household income. Hence, financial hardship may limit families› ability to cover education costs and force some to adapt. In ECE, poor families may withdraw their children from kindergarten, thus shrinking enrollment rates and impacting educational equity. Basic and Secondary Education may experience higher dropout rates and rising pressure on public schools as students transfer from private schools. TVET enrollment may decline due to anticipated costs and uncertain returns, hindering skills development.

Mitigation Options

Implement targeted support programs for families most vulnerable to exclusion; monitor disaggregated enrollment and attendance indicators to inform and promote early interventions; strengthen the school environment to reduce dropout and absenteeism resulting from low family income; and review private education policies, including licensing and classification policies.

B. Internal Risks (within MoE Purview)

Implementation of Institutional Reform

Risks and Potential Impact

Carrying out institutional reform offers an opportunity to modernize education management and the learning environment in the long term by clarifying functional roles, enhancing institutional autonomy and accountability, decentralizing administration, and promoting private sector participation. However, this transformation may involve risks related to implementation capacity, resistance to change, and bureaucracy.

Mitigation Options

ESP's program support for System Strengthening, Reform Management, and Institutional Performance includes targeted interventions aimed at ensuring the smooth implementation of institutional reform and strengthening core functions that support the execution of Main Activities. This comprises a clear reform roadmap, piloting a new pre-expansion operational model, communication plans, and change management plan, to ensure stakeholder engagement and capacity building. It also includes interventions targeting working groups to support their adoption of the newly introduced processes and to improve the efficiency of education management.

Access Risks

Potential Risks and Impacts

Overcrowded classrooms, limited kindergarten spaces, and geographical disparities in land allocation pose challenges to the planned expansion of public education and TVET. High construction costs and limited capital budgets exacerbate these challenges, directly impacting groups most vulnerable to exclusion.

Mitigation Options

Adopt phased expansion strategies; develop phased budgeting plans that distribute the financial burden over several years; optimize the use of existing spaces; provide capacity-building programs for faculty and administrative staff to manage large student numbers; use GIS-based planning to prioritize areas of high need; and strengthen partnerships with NGOs and private service providers to increase access while addressing the specific needs of students with disabilities.

Quality Risks

Risks and Potential Impact

A shortage of qualified staff, inconsistencies in teaching practices, and the complexity of implementing reforms —particularly in ECE and TVET— are risks that can affect the quality of education. This shortage may disproportionately affect the most vulnerable groups.

Mitigation Options

Recruit and train additional faculty in priority fields; carry out continuous career development and mentoring programs; standardize minimum infrastructure and resource requirements; and pilot competency-based curricula before scaling up. In ECE, create a basic services package for

classrooms and expand school feeding programs. In TVET, recruit or second practicing industry experts; expand WBL placements; and establish a partnership management unit to strengthen institutional collaboration with employers.

Digital Transformation Risks

Risks and Potential Impact

Weak digital infrastructure, limited digital skills among staff, and data protection gaps pose risks that hinder the implementation of technology-based reforms. Furthermore, the slow adoption of digital tools by educators and students can impact the pace of digital transformation, ultimately delaying anticipated improvements in learning.

Mitigation Options

Develop a national plan to modernize digital infrastructure; provide continuous technical support and training; integrate digital literacy into teacher development programs; implement clear data protection policies; run parental awareness campaigns on the safe use of technology; and strengthen data systems to monitor enrollment, attendance, and learning outcomes.

4. Support Program for System Strengthening, Reform Management, and Institutional Performance (SSP)

The overall strategic objective of this program is to establish a modern, effective, and resilient education governance structure that ensures the efficient management of the sector›s restructuring process, maximizes institutional excellence, and improves resource mobilization and allocation through accountability and evidence-based decision-making, with the full integration of CRM, green education, inclusive education, and gender equality.

Key priorities of the Program include:

- Implement an extensive vision for the sector and developing unified policies by establishing and launching the MoEHRD.
- Continue decentralization efforts in the education sector, including consolidating and transferring more authority and resources to field directorates.
- Modernize human resource, competency-based, and performance managements.
- Scale up and increase the efficiency of sector funding.
- Strengthen administrative capacities in finance and procurement, in light of the anticipated increase in procurement activities within the newly established MoEHRD and in donor funding.
- Transition from input-based budgeting to result-oriented budgeting (ROB) and financial management, thus enhancing accountability and strategic reallocation based on performance, equity, and inclusion.
- Strengthen donor coordination and partnerships.
- Institutionalize CRM, environmental protection, gender equality, and inclusive education.

- Embed GEAP++ and the National Framework on Inclusion and Diversity in Education in Jordan into the education system›s planning under environmental and social protection.
- Operate a resilient, digitally supported education system that ensures equal access, improves data utilization, strengthens institutional capacities, and delivers modern, efficient services.
- Implement digital transformation and information systems in line with the e-government vision and public sector modernization.

Components:

1. Institutional Reform and Performance Management (managing the restructuring and institutional performance of the newly established MoEHRD)
2. Strategic planning, financial management, data-driven and evidence-based decision-making, resource mobilization, and partnerships
3. CRM and enhancing system resilience
4. Inclusion institutionalization at all levels
5. Gender equality institutionalization at all levels
6. Information systems and digital transformation

Subprogram 1: Institutional Reform and Performance Management

The ongoing institutional restructuring process aims to address the sector›s lack of a comprehensive vision, fragmentation, and duplication of governance. Its implementation may face risks related to limited capacity, resistance to change, and bureaucracy within existing structures. The current system faces excessive administrative centralization with limited delegation of authority to field directorates and schools. Furthermore, there is a lack of competency-based policies regarding staff recruitment, selection, appointment, and placement (including administrative staff), resulting in low efficiency.

Key strategic objectives include:

- Improve the efficiency and consistency of education sector management through the successful implementation of sector restructuring and institutional modernization, including a new governance and management model and enhanced decentralization
- Raise the professional competence of institutional human resource management to enhance efficiency and accountability

Main Activities / Subactivities
1.1 Operationalize the new MoEHRD
1. Adopt a Cabinet decision to establish the new MoEHRD, submit a draft law to Parliament for enactment
2. Obtain Cabinet approval for the administrative organization of the MoEHRD, including its field directorates
3. Design and implement a communication and change management plan to support the operationalization of the MoEHRD, targeting internal staff, government partners, and the public
1.2 Implement the organizational structure at all administrative levels in line with the decentralization policy, and delegate and transfer more key authority to field directorates
1. Design the operational model and organizational structure for field directorates
2. Design and develop a plan for of field directorate mergers
3. Outline administrative processes in detail, document SoPs and delegation of mandate pathways
4. Pilot the operational model and organizational structure
5. Launch the new operational model and detailed organizational structure nationwide
1.3 Implement competency-based selection, recruitment, and accountability systems for all education staff
1. Approve the new competency-based system guidelines for selecting and recruiting teachers and school leaders (in line with the public sector modernization roadmap)
2. Develop and adopt competency-based professional profiles and job descriptions for public employees (administrative staff)
3. Apply and activate ISO at Ministry, field directorate, school levels
4. Improve the Ministry's ranking in excellence awards (e.g., the King Abdullah II Award for Excellence)

Subprogram 2: Strategic Planning, Financial Management, Evidence-Based Decision-Making, Resource Mobilization, and Partnerships

GoJ investment in education currently stands at approximately 3.5% of GDP, falling behind international benchmarks and failing to keep pace with the rapid growth in school enrollment rates in key subsectors such as KG and TVET. This significantly limits the fiscal space available for innovation and quality improvement. It is exacerbated by a budget structure dominated by current expenditures, with salaries and benefits accounting for approximately 90% of total allocations, which severely restricts the resources available for vital capital investments and strategic reforms aimed at enhancing quality.

To improve financial transparency and institutional oversight, there is an urgent need to integrate substantial off-budget external financing into national planning and budgeting systems, and create a unified system for programming, implementing, and reporting budgets across all sector resources, by aligning development partner activities with the ESP and the MTEF.

Furthermore, current resource allocation rules do not consistently reflect equity, necessitating the adoption of formulas that systematically address inequalities in poverty, disability, and refugee inclusion. As the sector undergoes a major structural shift toward a unified MoEHRD, the anticipated increase in the complexity of donor-funded procurement and operations requires a significant strengthening of budget planning and implementation capacities.

The system must strategically bridge the persistent gap between 'evaluation and improvement' by ensuring that the results of national and international assessments —such as the Program for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), and the Progress in International Reading Literacy Study (PIRLS)— directly inform policy briefs and curriculum reviews. This requires a paradigm shift in performance management toward result-oriented KPIs that measure learning and system impact rather than simply tracking activities and outcomes. Addressing this also requires specific staff capacity-building to maximize the leverage of integrated planning tools, including Ajyal, WebGIS, and the simulation model.

Furthermore, to ensure the sector's effectiveness, Jordan must apply clear standards for effective partnerships that adhere to this coordinated approach, reducing the administrative burden of reporting to donors and fostering a culture of collaboration and mutual accountability.

Key strategic objectives include:

- Ensure the mobilization and allocation of sustainable, equitable, and effective domestic and external financial resources to support the implementation of the ESP 2026-2030
- Align budgeting, resource allocation, and accountability mechanisms with strategic priorities, utilizing robust financial systems and data analytics for sector-wide evidence-based decision-making.
- Maximize external support, streamline technical assistance, and develop robust national and international partnerships to ensure predictable funding and supportive implementation of the ESP.

Main Activities / Subactivities
2.1 Financial planning, monitoring, and reporting
1. Assess the needs in budgeting and various existing financial instruments to develop an internal Ministry e-instrument for budget planning and preparation
2. Support the implementation of a simplified IT system for budget planning, preparation, implementation, monitoring, and oversight within the MoEHRD, by designing, developing, and training staff on its use
3. Establish a strategic phase in budgeting, including an annual review that incorporates financial and equity analysis to identify gaps; ensure timely interventions to reduce learning disparities and inequalities in education; gradually apply gender-responsive budgeting, inclusive education, and CRM budgeting
4. Ensure the preparation of annual technical and financial work plans for all directorates, departments, and divisions, and evaluate progress annually
5. Align the budget structure with the new ESP structure and the administrative structure of the MoEHRD, in line with ROB practices
6. Integrate ESP 2026-2030 into the MoF's MTEF and disseminate medium-term financial projections indicating a target of allocating 4% of GDP to the education sector
7. Update the simulation model when new demographic/census data becomes available, including updates to the staffing plan, school rationalization, KG expansion, teacher needs, infrastructure expansion strategy planning, and leased/double-shift school capacity
2.2 Capacity building for field directorate and school community planners on gender-responsive data analysis tool utilization for local priority- and need-based planning
1. Capacity building of field directorate planners (GIS and Ajyal) and school community planners (Ajyal) to utilize data analysis tools for local planning based on priorities and needs

Main Activities / Subactivities
2. Capacity building of field directorate planners to identify the infrastructural needs of field directorates (school buildings, classroom additions, kindergartens, etc.) in line with the Ten-Year School Rationalization Plan, ensuring equity based on poverty, geographical distance, prevalence of disabilities, double-shift schooling pressures, and bottom-up planning and budgeting to reflect the needs of schools and field directorates in the annual budgeting process
2.3 Financial management and procurement
1. Streamline the procedures for monitoring and identifying needs (before issuing tenders): materials, quantities, estimated costs, and specifications, by establishing an e-system to monitor the needs of schools and the Ministry and linking it to the inventory system and JONEPS to complete the procurement and supply chain
2. Fully apply JONEPS e-procurement system by providing intensive staff training on its use
3. Automate and facilitate/streamline the entire procurement process to allow small enterprises and contractors (small-scale operations) to access JONEPS
4.Streamline external financing forms (high-level dialogue among MoE, MoPIC, MoF, and development partners)
2.4 Technical and coordination capacity building to implement ESP's MEL framework
1. Review and update the existing ESP's M&E mechanisms to align with the new ESP 2026-2030 and ongoing public sector reforms
2. Establish a stabilized coordination mechanism with the QRC, the Department of Statistics (DoS), and other relevant divisions in charge of data collection and reporting
3. Capacity building for MoE's M&E liaison officers, at both central and field levels
2.5 Strengthen the data management system to improve M&E
1. Review data collection processes and strengthen data QA mechanisms to reduce data duplication and ensure consistency in data and reports
2. Develop data collection tools and support the improvement and development of the M&E information management tool
2.6 Encourage the use of data and evidence in decision-making and policy planning
1. Design reporting templates and dashboards to support decision-making
2. Support field directorates in organizing quarterly monitoring and annual performance evaluations, and develop recommendations for relevant departments and units at the central level
3. Review progress quarterly, based on operational plans at the central level

Main Activities / Subactivities
4. Organize and support central units and departments in preparing ESP 2026-2030 JARMs
5. Organize and support the development of the MTR and final evaluation of the ESP 2026-2030
6. Ensure the preparation of analyses and studies on ESP implementation
2.7 Consolidate donor reports and strengthen institutionalizing intersectoral coordination
1. Manage and effectively maintain the PPCC in implementation, monitoring, and coordination function oversight
2. Ensure that the HLSC meets regularly and conducts an annual review to engage development partners and report on progress
3. Develop a mechanism to formalize the systematic inclusion of civil society organizations (CSOs), teacher organizations, disability rights advocates, and women's rights organizations in the partnership dialogue
4. Develop a tracking system for off-budget grants and loans that integrates with GFMIS
5. Adopt a standardized mechanism for ESP reporting to all donors
2.8 Strengthen resource mobilization, partnerships, and PPP governance
1. Review and align the PPP procedural framework with the ESP (including criteria for partner selection, partnership development, and its phases)
2. Develop a PPP governance framework
3. Analyze the Ministry's stakeholders and strategic partners and classify partnerships (role, type of partnership, and funding)
4. Identify current and potential partnerships and prioritize them
5. Sign agreements in line with established priorities
6. Monitor partnership implementation
7. Measure partnership satisfaction / evaluate partnership impact upon completion

Subprogram 3: CRM and System Resilience Strengthening

The education system faces multiple internal and external risks (local, national, and regional). It has insufficient readiness for and awareness of dealing with these risks at all levels. Thus, CRM should be institutionalized within the administrative structure, requiring the allocation of earmarked budgets and the development of alternative scenarios. Jordan faces evolving climate risks (such as water scarcity, heat waves, and floods), which must be considered in infrastructure planning and development.

Key strategic objectives include:

- Institutionalize comprehensive, system-wide CRM, and integrate systematic readiness protocols, early-warning systems, and coordinated response procedures across the Ministry, directorates, and all schools.
- Enhance the education system's resilience to climate risks, including water scarcity, heat waves, and floods, by embedding environmental sustainability and climate adaptation into infrastructure planning, school operations, and curricula.
- Build and maintain the technical and human capacity for evidence-based risk assessment, emergency planning, and provision of psychosocial support to students and staff in crises.

Main Activities / Subactivities
3.1 Link the Ministry and directorates with the National Center for Security and Crisis Management (NCSCM) via a satellite communications system
1. Link the Ministry and directorates with the NCSCM via a satellite communications system
3.2 Mainstream concepts and procedures for sustainability and environmental awareness
1. Conduct training workshops for liaison officers and principals on the concepts of environmental sustainability, awareness, and procedures
3.3 Develop a national strategy, operational plans, and a standardized school guide for CRM
1. Update the CRM Strategy until 2030, review the risk analysis, prepare SoPs for each risk, and develop national plans for alternative education and psychosocial support
2. Prepare and develop a standardized CRM guide that includes evacuation plans and procedures for dealing with various types of emergencies (natural disasters, fires, etc.); raise awareness in schools; and train principals, school administrators, and teachers, on the guide –considering the ten groups most vulnerable to exclusion, in a gender-responsive, disability-inclusive manner

Main Activities / Subactivities
3.4 Train Ministry staff on education in emergencies (EiE)
1. Prepare an official ministry guide outlining environmental and social safeguards and policies, and incorporate them into guidelines and plans
2. Conduct capacity gap assessment; develop training kits; implement regular training drills and simulations
3.5 Training and capacity building for CRM stakeholders at all levels
1. Develop a specialized, accredited CRM training program (rank-based system)
2. CRM capacity building for directorate and school liaison officers via accredited, rank-based training
3. Build and develop the capacity of faculty and administrative staff in first-response and psychosocial support
3.6 Equip the most vulnerable schools with the necessary supplies by type of risk (e.g., schools near ammonia or chlorine plants, or border schools
1. Provide face masks, first-aid supplies, emergency exit maintenance, and risk-mitigation architectural solutions
3.7 Design schools designated as temporary shelters to meet the minimum structural performance standards for 'Immediate Sheltering' and to minimize anticipated harm, and ensure their readiness
1. Identify safe schools in line with the structural performance standards for temporary sheltering, and assess their readiness
3.8 Embed CRM concepts in curricula
1. Developing a Scope and Sequence Matrix for CRM concepts
2. Embed CRM concepts in educational curricula in line with a specified timeline
3. Develop specialized CRM brochures and booklets in schools
3.9 Strengthen Coordination with National and International Entities
1. Develop EiE advocacy materials targeting policymakers and donors
2. Conduct joint capacity building workshops for education advocacy workers
3. Conduct a feasibility study and operational mechanisms for the EiE support fund
4. Map stakeholders
5. Develop a regular coordination mechanism

Main Activities / Subactivities
3.10 Actively partake in international and local conferences, events, and activities; and conduct research papers
1. Conduct studies and applied research on EiE, risks, and sustainability
2. Actively partake in international and local conferences, events, and activities (e.g., Sendai Framework, climate change, combating desertification, epidemics, and infectious diseases, and the International Day for Disaster Risk Reduction)
3.11 Support and Implement Green School Standards
1. Build partnerships in coordination with all national institutions and ministries to sign agreements that contribute to achieving and applying Green School quality standards
2. Develop the four-dimensional Green School Quality Standard guide (GPE) for Jordan's public schools: School governance, facilities and operation, teaching and learning, and community engagement
3.12 Update and Develop Databases
1. Link CRM database with EMIS and GIS (Ajyal platform), and with partner data; create a dashboard accordingly
3.13 Annual School Risk and Safety Assessment
1. Develop and update the annual CRM self-assessment tool and train staff on its use
2. Implement the annual CRM assessment for private schools in a participatory manner with students, teachers, and parents; develop a phased plan to enhance readiness, strengthen infrastructure, and safeguard schools, students, and teachers

Subprogram 4: Inclusion Institutionalization

In spite of the significant progress made over the past decade, the education system continues to face structural barriers that prevent all students, particularly those with disabilities and from vulnerable groups, from having equal access to and participation in education. Jordan has established an important legislative and policy framework for inclusive education, notably through the Ten-Year Strategy for Inclusive Education and the HCD mandate. However, the systematic implementation of these frameworks remains uneven, with significant gaps in data availability, institutional capacity, and the physical and educational readiness of schools to accommodate diverse students.

A major obstacle is the lack of reliable disaggregated data on students with disabilities at the national level, which hinders evidence-based planning and resource allocation. Mechanisms for identifying, referring, and assessing cases are inadequately coordinated across ministries and system levels, and the Ajyal platform does not yet fully integrate data on students with disabilities in a manner that supports local planning. At the school level, awareness of inclusive practices remains limited, and the number of adequately trained teachers and support staff is insufficient to meet the demand.

Access to nutrition remains a major barrier to the participation and educational outcomes of children from low-income families. Hence, scaling up and standardizing the school feeding program is integral to effective inclusion, with direct implications for school enrollment, attendance, and readiness to learn, particularly in the early grades.

Institutionalizing inclusion requires moving beyond the project-based approaches that have characterized most previous implementations, and embedding inclusion as a core function for management and governance at all levels —from Ministry to school— with clear accountability mechanisms, dedicated budgets, and sustainable capacity building.

Key strategic objectives include:

- Develop a reliable, disaggregated national data system on students with disabilities, integrated into the Ajyal platform, to support evidence-based planning, resource allocation, and monitoring of inclusion across all levels of the education system.
- Strengthen the institutional capacities of the Ministry, field directorates, and schools to identify, assess, and respond to the diverse needs of students with disabilities and other vulnerable groups, in line with the Ten-Year Strategy for Inclusive Education and the HCD mandate.
- Embed the principles and practices of inclusive education into MoEHRD's governance, planning, and accountability mechanisms at both the central and decentralized levels, while ensuring a dedicated budget and clear reporting lines for inclusion outcomes.
- Expand access to the school feeding program in public schools, prioritizing disadvantaged areas and early grades, to reduce barriers to participation and improve readiness to learn among children from low-income families.

Main Activities / Subactivities
4.1 Systematic Implementation of the National Framework for Inclusion and Diversity in Education
1. Equip the multidisciplinary team with the necessary tools and resources
4.2 Implement the comprehensive national survey of students with disabilities
1. Develop the national survey tools
2. Capacity building for relevant personnel on educational survey tools
3. Conduct the comprehensive national survey in all schools nationwide
4. Refer those who meet the criteria for students with disabilities, as determined by the survey, for psycho-educational assessment at accredited centers
4.3 Include detailed data and statistics on children with disabilities in the Ajyal platform database
1. Compile a list of students with disabilities enrolled in educational institutions, disaggregated by type of disability
2. Compile a list of inclusive educational institutions that accept students with disabilities, disaggregated by directorate
3. Include data on students with disabilities on the Ajyal platform
4.4 Awareness and Advocacy Programs
1. Prepare awareness materials
2. Conduct awareness and advocacy workshops (Support gender-sensitive community initiatives to raise awareness of the rights of students with disabilities, or CRM awareness)
3. Guide policies on awareness-raising programs
4.5 Support the national center for inclusive education **4.6 Scale up the school feeding program in public schools**
1. Identify schools not currently covered by the school feeding program in order to expand its implementation to early ECE (KG and Grades 1–3) 2. Provide food supplies in coordination with relevant authorities to ensure program sustainability 3. Equip school feeding facilities to ensure safety and quality
4. Implement the program and monitor distribution to ensure that all targeted beneficiary students receive the necessary nutrition
5. Evaluate program impact on children's health and physical/cognitive development, and improve implementation practices 6. Continue and expand the school feeding program to include Grades 1–6

Subprogram 5: Gender Equality Institutionalization

Jordan has made significant commitments to gender equality in education, including the development of the GEAP++ and Ministry participation in multiple international frameworks. These efforts led to important training tools and materials, as well as institutional mechanisms, such as the gender focal point network. Nonetheless, gender disparities persist in several aspects of the education system, and institutionalizing gender-responsive approaches remains incomplete.

The feminization of the teaching profession, the dropout of boys from school for gender-related factors —particularly those related to child labor— and the persistent gender gaps in learning outcomes necessitate targeted evidence-based policy action. While strategies and action plans exist, their systematic integration into the Ministry's legislative framework, institutional processes, and budgetary instruments has yet to be achieved. The new education law and the establishment of the MoEHRD present an opportunity to mainstream gender equality requirements into the sector's legal and regulatory foundations from the outset.

Decentralized implementation remains a particular challenge. While gender-responsive planning has been strengthened at the central level, the capacities and resources of field directorates to design and implement targeted action plans remain limited. Thus, strengthening the network of gender focal points and ensuring adequate funding and systematic monitoring of local action plans are essential for achieving tangible progress.

The subprogram also tackles harmful social norms that undermine the education of both girls and boys, including child marriage and child labor, through awareness campaigns and catch-up education measures, while supporting coordination with girl-related health and hygiene services (menstruation).

Key strategic objectives include:

- Strengthen the institutional and legislative framework for gender equality in education by ensuring that MoEHRD laws, policies, strategies, and internal regulations are fully aligned with gender equality principles and free of discriminatory provisions.
- Capacity building for education leaders, administrators, and teachers at both the central and decentralized levels to adopt gender-responsive planning, budgeting, and management practices.
- Provide evidence on key gender-related challenges —including the impact of workforce feminization, gender-based school dropout, and learning outcome gaps— to inform policy decisions and targeted interventions.
- Support the full implementation of GEAP++ at national and decentralized levels, with adequate resources, and monitoring and accountability mechanisms.

Main Activities / Subactivities
5.1 Capacity building for educational leaders on gender-responsive decision-making, contributing effectively to policy and program formulation
1. Scale up the *'Leading Change: Integrating Equity and Equality into Leadership Skills'* training to all Ministry administrative staff (central and decentralized), to embed justice and equality considerations in institutional decision-making
2. Organize a Training of Trainers (ToT) course for the gender focal point network to enable them to deliver the *'Leading Change: Integrating Equity and Equality into Leadership Skills'* training
3. Enhance the M&E capacities of Ministry staff at both the central and decentralized levels
Conduct workshops to train teachers (and engage Ministry staff) on gender mainstreaming within the school environment
1. Scale up training on the program manual for equity and equality concepts in education and the school environment
5.2 Conduct a comprehensive gender review of the new MoE law
1. Conduct a comprehensive review of existing educational legislation, laws, and regulations to identify gaps and discriminatory provisions, and draft proposed amendments or new provisions to mainstream gender and prevent gender-based discrimination
2. Ensure that all new MoE policies and strategies are consistent with and reflect the provisions of the new education law
5.3 Conduct research and studies on priority topics closely related to gender issues
1. Conduct a study on the gender-related impact on school dropout rates and gender gaps in education
2. Conduct a study on gender equality in higher education
3. Conduct a study on the impact of feminization in education
4. Conduct a study on the impact of teacher training programs: integrating the concepts of equity and equality in school environments
5.4 Assess target groups, prepare/launch a national awareness campaign, and disseminate awareness activities
1. Run a national community-awareness campaign to prevent child labor and child marriage by communicating the risks involved
2. Develop targeted educational compensation programs to enable boys who have dropped out of school due to child labor to return to and complete formal education
5.5 Support the national taskforce for coordination of girls' health and hygiene

Main Activities / Subactivities
5.6 Support the implementation of GEAPs at the decentralized level
1. Support the development of targeted quality action plans at the decentralized level, in accordance with the number of field directorates
2. Provide financial support for the implementation of the targeted action plan at the decentralized level
3. Support the gender focal point network and enhance their capacity to monitor and evaluate targeted quality action plans
4. Conduct GEAP++ MTR to assess progress vis-à-vis objectives, identify gaps, adjust strategies as needed
5. Conduct GEAP++ final review to assess overall achievements, draw lessons learned, and guide future planning and policies on gender equality

Subprogram 6: Information Systems and Digital Transformation

Digital transformation is a strategic imperative and an enabling condition for achieving the broader goals of the ESP 2026-2030. Jordan has invested heavily in digital infrastructure and platforms, including the integrated management system Ajyal, the e-learning platform Siraj, the procurement system JONEPS, and the digital content platform Darsak. However, these systems have been largely developed in parallel, with limited interoperability and uneven use across the education system. As a result, the full potential of existing digital assets in evidence-based decision-making, management efficiency, and improved learning outcomes has yet to be realized.

The establishment of the MoEHRD creates both an opportunity and a responsibility to streamline and integrate the information infrastructure in this sector. The fragmented data ecosystem—characterized by silo databases, inconsistent definitions, and weak data governance—limits the Ministry's ability to monitor performance, allocate resources equitably, and respond to emerging challenges in real time. Progress toward an integrated national education data ecosystem requires not only technological development, but also clear governance frameworks, defined data ownership, and ongoing investment in staff capacities.

Meanwhile, the rapid development of AI, immersive technologies, and digital competency frameworks represents a paradigm shift in the requirements of education systems. Jordan's National AI Strategy provides a key reference point, but its translation into the education sector—through curriculum integration, teacher training, and institutional adoption of AI tools—requires careful planning and phased implementation. Ensuring that digital transformation contributes to equity and equality, rather than exacerbating existing gaps in digital access and

skills, is a cross-cutting issue to be addressed by providing universal connectivity, affordable devices, and targeted capacity building.

Key strategic objectives include:

- Establish an extensive, interconnected national education data ecosystem that links existing platforms and information systems within a unified data governance framework, thus enabling real-time monitoring, evidence-based decision-making, and enhanced transparency in reporting across all levels of the education system.
- Update and expand the digital infrastructure of the education sector, ensuring universal access to high-speed internet, standardized equipment, and appropriate software systems for all schools and field directorates.
- Integrate digital competencies, AI skills, and the ethical use of technology into the national curricula and teacher career development frameworks, in line with Jordan's National AI Strategy and EMV.
- Promote the digital transformation of administrative processes within the MoEHRD, reduce paperwork, and improve procurement process efficiency by fully implementing the government's e-procurement system JONEPS, and the creation of a paperless digital management environment.

Main Activities / Subactivities
6.1 Disseminate system-wide digital transformation strategy to achieve national, institutional, and EMV goals
1. Develop a national communication plan to review the strategy (Share the draft strategy)
2. Obtain the strategy's adoption by educational leaders
3. Conduct interactive orientation workshops on the roles and responsibilities of various stakeholders in implementing the strategy
4. Publish the strategy on Ministry website and social media platforms
6.2 Establish national framework for AI in education
1. Develop a national framework for AI concepts, awareness levels, and ethics
6.3 Establish national framework for digital competencies across all educational stages and integrate digital skills into curricula and assessments
1. Develop a national framework for digital competencies, phased by educational stages
2. Align curricula and assessments with the adopted digital competencies (Conduct periodic curriculum reviews to ensure digital skill integration)
6.4 Implement EMIS Policy
1. Share the policy with stakeholders for discussion
2. Policy adoption
3. Policy dissemination and training

Main Activities / Subactivities
6.5 Monitor and evaluate digital maturity of educational institutions
1. Design and implement assessment tools (e.g., questionnaires) to measure digital maturity in educational institutions
2. Conduct a comprehensive assessment of the existing technological infrastructure in schools and field directorates
6.6 Prepare/update technological infrastructure (networks, software, licenses, equipment) and ensure high-speed school internet coverage
1. Update networks and technical equipment and provide the necessary software and licenses in line with standardized criteria
2. Provide stable, high-speed internet services to all schools through the connectivity project and MoDEE
6.7 Standardize technical specifications and manage the procurement of Chromebook devices for education
1. Develop technical specifications for Chromebooks and issue annual tenders
6.8 Develop blended e-learning data management system: Complete Ajyal development in line with the execution plan
1. Complete all technical functions
2. Provide training concurrently with development
3. Raise awareness of all service recipients
4. Commence developing the functions of the e-learning platform and transferring videos from Darsak
5. Launch the learning platform and conduct training
6. Provide periodic maintenance and technical support
6.9 Establish paperless digital administrative environment in the MoE
1. Automate administrative procedures
6.10 Establish integrated national education data ecosystem: Evaluation and governance
1. Inventory the systems, identify data ownership, and assess readiness
2. Develop educational data governance framework
3. Define data models, correlation indicators, and standardized definitions

Main Activities / Subactivities
6.11 Establish integrated national education data ecosystem: Expand/merge priority education platforms
1. Connect systems via integration interfaces (APIs)
2. Complete developing and integrating core management information systems to support e-governance
3. Reflecte EMIS policy features on Ajyal
4. Integrate Ajyal for student data collection, learning materials, and e-content, considering students most vulnerable to exclusion from education
5. Expand the role of the Smart School Maintenance Module (SSMM) to cover all schools (approximately 900 schools are currently active on the platform)
6. Integrate the non-formal education platform with Ajyal
7. Develop WebGIS and update school e-map (Maintenance contract for school map WebGIS; update, develop, and localize WebGIS; update WebGIS data with official internal/external sources)
6.12 Establish integrated national education data ecosystem: Monitoring data integration coverage
1. Measure the integration rate and monitor periodic reporting
6.13 Develop framework for data quality verification; implement verification process
1. Identify critical databases and link them to strategic objectives
2. Develop data quality verification framework
3. Conduct technical verification of data content; document gaps
4. Clean and improve data quality
6.14 Build an updated data repository for the Ministry
1. Analyze current status and data readiness
2. Develop consolidated data model
3. Design data repository architecture
4. Build technical environment and data storage
5. Automate system updates and integration
6. Develop dashboards and analytical reports
7. Security policies, privileges, and encryption

Main Activities / Subactivities
6.15 Prepare and activate cases for using educational data to support decision-making and improve educational outcomes
1. Analyze educational and economic challenges and link them to available data
2. Determine the criteria for qualitative and economic impact and feasibility
3. Identify and formulate cases for data use
4. Align cases with performance indicators and national programs
5. Measure improvement in the quality of education and services
6. Review and update cases vis-à-vis results
6.16 Utilize Siraj and expand usage
1. Institutional expansion in adopting Siraj
2. Create accounts, incorporate interactive content, and link assignments and activities to the platform
3. Produce and update content compatible with the national curricula
4. Media campaigns, incentives for distinguished schools and teachers
5. Dashboards, periodic reports, and enhance user experience
6.17 Use AI in education in terms of implementing the projects of Jordan's National AI Strategy
1. Implement AI skills project within the curriculum
2. Develop system for forecasting student enrollment in education
3. Evaluate teacher and student performance based on student outcomes using AI to identify and address gaps
6.18 Integrate VR/AR technologies in teaching and learning
1. Analyze curricula and determine lessons open to development
2. Develop learning modules using VR/AR technologies
3. Provide VR/AR devices and continuous teacher support for teachers
4. Test lessons in classrooms and gathering feedback
5. Provide tools for creating public content using Ajyal

