

THE HASHEMITE KINGDOM OF JORDAN

MINISTRY OF EDUCATION



**Education Reform for Knowledge Economy Project- Second Phase
(ERfKE II)**

**ANNUAL NARRATIVE
REPORT
2013**

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**Development Coordination Unit
(DCU)**

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BACKGROUND

The Education Reform for the Knowledge Economy Program (ERfKE) is a multi-donor sector program designed to deliver the 2002 Vision Forum for the Future of Education In Jordan: “The Hashemite Kingdom of Jordan has the quality competitive human resource development systems that provide all people with lifelong learning experiences relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and an educated workforce.”

The first phase of the Education Reform for the Knowledge Economy Program (ERfKE I) ran from (2003-2009) and closed in June 2009 after five and a half years of implementation. The second phase of the Program (ERfKE II) continues to build on the achievements of the first phase and follow the same implementation arrangements that have proven to be successful in (ERfKE I), and in the same time, focuses on schools as the locus of change as well as on the need to enhance capacity building at the central and field levels.

The development objective of (ERfKE II) is to provide students enrolled in pre-tertiary education institutions in Jordan with increased levels of skills to participate in knowledge economy. This objective is monitored through the following key indicators:

- a) Increase in the national assessments scores aligned with knowledge economy skills (NAfKE).
- b) Increase in the enrollment rates for the basic and secondary cycles.

The Joint Mid-Term Review for (ERfKE II) conducted in November 2012, has considered the implementation status of ERfKE II as satisfactory despite the constrains faced in the early implementation stages, particularly for the delay of school construction component and budgetary constraints. However, the Mid-Term review highlighted the concrete progress achieved by (ERfKE II) in several key areas related to policy development, quality of education interventions and school construction, and identified the key issues as a summary of the overall progress that will be tackled and addressed during the remaining stage of implementation.

This report presents the overall progress of the five components of ERfKE II during 2013 as well as the key challenges that are currently being faced. The Development Coordination Unit (DCU) hopes that this report would be a useful reference and tool to provide the stakeholders with an updated brief on the reform progress, achievements and challenges.

ERfKE II Program consists of the following five components and desired objectives :

Component One: Establishment of a National School-based Development System

Component objective: *Create effective, school-based development process as the main vehicle to deliver to all young people of the Kingdom a quality education focused on developing the abilities, skills, attitudes, and values associated with a knowledge-based economy.*

Component Two: Monitoring & Evaluation and Organizational Development

Component objective: *Build upon ERfKE I investments related to policy, planning and M&E, and to ensure that outputs from these activities fully support and inform the adoption of a school centered approach to the delivery of education services.*

Component Three: Development of Teaching and Learning

Component objective: *Improve the quality of all elements of the teaching and learning continuum in order to ensure the achievement of quality learning outcomes for all children.*

Component Four: Development of Special Focus Program Development

Component objective: *Improve inclusive access to learning for all children in Jordan through special focus on three critical subsectors: Early Childhood Education, Special Education and Vocational Education.*

Component Five: Improvement of Physical Learning Environments

Component objective: *Improve provision of quality education facilities in a cost effective and sustainable manner so that students have access to environmentally friendly and efficiently operated quality physical learning environments.*

General Overview of the Components' Progress:

In spite of the wide scope of the project and the increasing constraints that the MOE has to address - particularly now with the Syrian refugee crisis - ERfKE II has continued to advance with regard to education quality interventions, policy development, monitoring and evaluation and school construction. Highlights of implementation progress over the year of 2013 that we would like to stress are the following

COMPONENT ONE

Establishment of a National School-based Development System

1.1 Field Directorate and School-based Improvement and Development Planning and Management

School and Directorate Development Program (SDDP)

The School and Directorate Development Program (SDDP) is a five - year project, which supports Component One and some activities of Component Two (gender, policy, monitoring and evaluation) related to the School and Directorate Improvement. The Canadian International Development Agency (CIDA) provides technical assistance for (SDIP) Project, in addition to the block grants for building the development plans at the schools and directorates levels.

To achieve this objective, the five- year Project Implementation Plan (PIP), approved in April 2011, is developed within the procedural frameworks, mechanisms and tools that are applied subsequent to providing the required capacities and infrastructures that ensure effective roll out of the Program at the national level. Moreover, the Program contributes to the development of the educational policies and strategic planning based on the actual needs of the schools as well as the implementation of systematic monitoring and evaluation that ensures the sustainability of the Program. In this regards, the Ministry of Education allocated the necessary fund within its budget to sustain the program in the groups handed over to MOE.

Program's Implementation:

Significant progress has been achieved in the implementation of this component, as the technical capacity building and roll out of the SDDP continues on target, representing roughly (70%) of the schools all over the country, and therefore even exceeding the ERfKE II target set out in the revised results framework for 2013-2014. The detailed implementation and progress made as follows:

SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

1. The Program's first phase was implemented in 2009 in **group one** that consists of seven directorates (Jeezah, Muwaqqar, Jerash, Mafrq, West Badia, East Badia and South Aghwar) and (789) schools. **Group two** consists of three directorates (Madaba, South Mazar, and Irbid II), where the SDDP Program was implemented in April 2010, with the participation of (244) Schools. Moreover, the Program was implemented in June 2011 in **group three** that consists of six directorates (Ein Albasha, Rusaifah, Ramtha, Bani Kinanah, Tafeelah, Amman IV) with the participation of (503) schools. **Group four**, consisting of six directorates; (Petra, Tafela, Al-Taybeha and Wasatehya, Ajloun, Qwaysema, Salt), was selected with the participation of (508) Schools. Awareness workshops on this Program were conducted in July, 2011 and the readiness phase started in (2011-2012) with the participation of (508) schools. **Group five**, consists of five directorates (Qasabet Amman, Qasabet Irbid, Al-Zarqa I , Ma'an, Al-Shobak) and (529) schools.
2. The suggested grouping of the remaining districts and schools is still under discussion with CIDA and the Canadian Executing Agency taking into consideration the required capacities and resources necessary for the implementation of remaining number of schools and districts, availability of resources, and sustainability measures.

| Group | No. of Field Directorates / Year | No. of Schools |
|--------------|---|---|
| One | Seven FDs (SJE 2009 / 2010) | 789 Schools |
| Two | Four FDs (2010 / 2011) | 244 Schools |
| Three | Six FDS (2011 / 2013) | 503 Schools |
| Four | Six FDs (2012 / 2014) | 508 Schools |
| Five | Five FDs (2013 / 2015) | 529 Schools |
| Six-A | Seven FDs (2014 / 2016) | 520 Schools (not finalized yet) |
| Six-B | Seven FDs(2015/2016) | All of remaining schools in the seven districts |

3. Impressive efforts are made in the field of training and professional development for supervisors, field directorates staff, principals, principals assistant and community

members. Moreover, a total of (28) field directorates and (2573) schools all over the country are now participating in this Program at various implementation phases and the block grants are allocated within the Ministry's budget.

4. The roll out stage of SDDP continues on target as the MoE assumed the responsibility for Group one in January 2012 and the MoE block grants are distributed to schools as per the new mechanism for the grants allocation. Group two is also handed over to the MoE and the initial MoE block grants and sustaining processes are distributed to the schools and the field directorates in December 2013. Group 3 is also handed over to the MoE and will receive the MoE technical follow-up and the MoE block grants that are due for distribution in early 2014
5. The schools are distributed into clusters and the clusters' centers are selected in order to form the educational development councils. The instructions of these councils as well as the block grants' regulations are drafted.
6. Training is conducted on the ToT leadership programs, community participation programs, and gender mainstreaming programs within the School and Directorate Development Program. The leadership program was revised based on the feedback received from the field directorates and schools.
7. The Ministry developed the supervisors' new roles that are currently being implemented in 28 directorates implementing the program.
8. The implementation of the School and Directorates Program was revised by the consultant Cameron Harrison who presented a report in November 2013 on the best practices in implementing SDDP, along with draft recommendations to improve the implementation process.
9. The MoE has presented the first and second monitoring reports on this Component that were developed based on the approved Monitoring and Evaluation Framework. The results were shared with the ETC for their necessary actions and consideration. The MoE will produce one monitoring report annually covering the additional directorates and schools implementing the Program.
10. The School and Directorate Development Division is staffed with five members in 3/10/2013.



COMPONENT TWO:

Monitoring & Evaluation and Organizational Development

2.1: Policy Development, Strategic Planning, Monitoring and Evaluation

Educational policies are developed and guided by the strategic planning approach taking into consideration the legislative, institutional and financial regulations and the Monitoring and Evaluation Framework to improve the quality education system at the school level.

2.1.1: Policy and Strategic Planning

1. The policy framework for Early Childhood Development was developed in 2010 and the policy options plan was developed accordingly. The Special Education Policy Framework was developed and endorsed in 2010 as well. The policy framework for Professional Development was developed in 2010 along with operational plan.
 2. Training courses on capacity building in strategic planning and policy analysis, and gender mainstreaming were conducted for the staff at the Ministry center. On the other hand, the UNESCO organization supported three workshops on strategic planning during October / December 2011.
 3. Progress has continued on the revision of major strategic documents, on the training of the MoE staff and on the preparation of the next Strategic Plan (-2019). Furthermore, the Managing Directorate of Educational Planning and Research utilized the results and policy briefs of the key studies, such as the School Rationalization Study, Classroom Observation study in the internal dialogue and decision-making process at the MoE. Finally, the collaboration with the NCHRD and with the international donors directly involved in this subcomponent is expanding its scope and proving to be extremely fruitful.
1. The MoE is currently reviewing the National Agenda's part related to the education sector. The resulted modifications of this review will be reflected on the National Education Strategy and the Strategic Plan as deemed necessary to ensure the alignment of all the new MoE's strategic policies and plans with the National Agenda.

Education Management Information System (EMIS)

The Education Management Information System (EMIS) is a data system that allows for extracting data and indicators on the education sector to inform the decision- making process pertaining to educational issues.

The MoE aims to use (EMIS) as the base of procedural management, planning and evaluation of the education system, to inform different stakeholders and partners on the education sector achievements and developments, and help in the formulation of education policies at all levels.

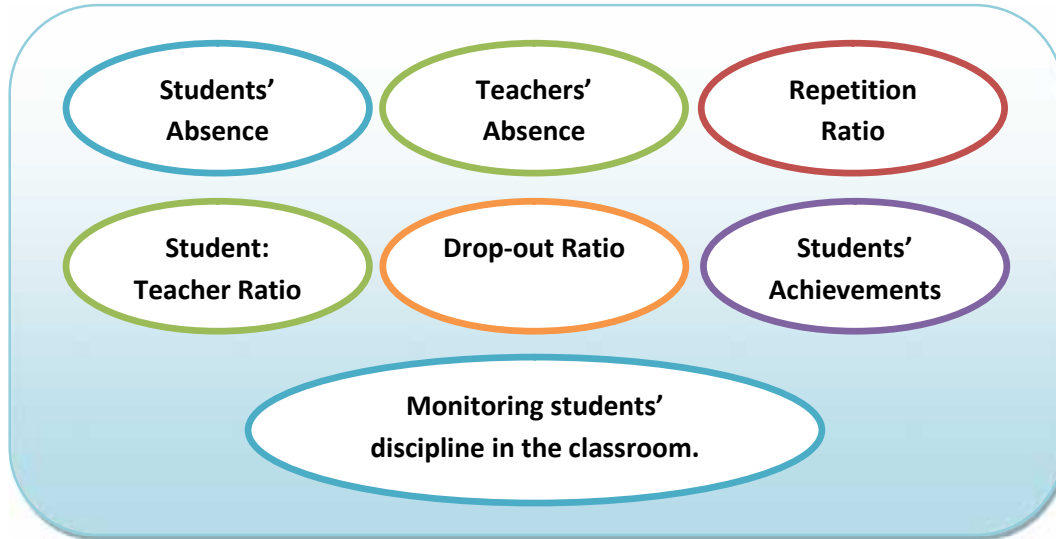
The following results were achieved towards the fulfilment of EMIS:

1. The MoE has initiated the work on the OpenEMIS system after it has been proposed by UNESCO in 2012. A steering committee of various donors and stakeholders' representatives (EU, USAID, UNICEF, UNESCO), and the MoE's concerned managing directors is formed to oversee the whole implementation process of EMIS over the three years of implementation period to produce an effective system fully owned by the MoE
2. The OpenEMIS implementation plan is financially supported through the EU Technical Assistance support to the Education Reform, while some other specific activities is supported by the ERSP/ USAID funded project.
3. The ERSP/USAID identified the needs assessment and gap analysis procedures to develop the professional development and the early childhood education aspects as prioritized areas in the openEMIS plan. The contracted consultant discussed the details with the concerned directorates and developed the needs assessment report and the initial design.
4. UNESCO migrated the necessary data into the new system is cooperating with the MoE's concerned staff to customize OpenEMIS in line with the MoE's needs .

Data Utilization

The MoE, in-collaboration with the ERSP/USAID, conducted training on the data use program regarding the seven queries and five correlations previously developed and uploaded on the E-learning platform system (Eduwave) to facilitate the use of data and indicators in a user- friendly format for the admin users in schools and field directorates.

The seven queries include:



The Five Correlations:

1 - Correlation between Monitoring school achievement and field district achievement

2 - Correlation between students' achievements and students' absence

3 - Correlation between student achievement per subject and teachers' absence

4 - Correlation between the classroom achievements and school & subject achievements.

5 - Correlation between students' achievements and students' discipline & absence.

- **At the field directorates' level:** The concerned staff at all field districts received ToT on the data use program to transfer the knowledge to schools accordingly. Three orientation workshops were held in the north, middle and south regions for the key staff in the field directorates on the data use program and the developed queries and their use in the decision making process.

– **At the schools' level**

All concerned staff at the field directorates and schools levels received training on the data use program to utilize the data in the decision making and administrative procedures.



Geographic Information System (GIS)

Geographic information system (GIS) is utilized to analyze and present all types of geographical data and displays geographic information for informing the decision making process. GIS applications are tools that allow users to create interactive queries, analyze spatial information, edit data in maps, and present the results of all these operations.

- The enhancement of GIS system continues its implementation through tendering to upgrade and maintain the system. The tender has been awarded and GIS system will be upgraded soon.
- The software that reflects EMIS data into geographical photos is almost purchased and will be provided to the MoE soon.

2.1.2: Comprehensive Monitoring and Evaluation System.

Monitoring and Evaluation (M&E) Framework

1. The Internal and External M&E Framework is developed along with the governance structure. The Steering Committee for M&E was formed in October 2010 and approved the annual external M&E plan in its first meeting dated 28th November 2010. A report on “Creating and Implementing an M&E System” and a “Capacity building Road Map” for the MoE were prepared with the technical assistance provided in May 2011.
2. The M&E Steering Committee’s tasks and responsibilities were reviewed and clarified with further involvement of the Committee in key milestones stages..

3. The Steering Committee for M&E approved the internal and external M&E plan for the year 2013 in February 2013
4. The NCHRD held a two days workshop on M&E for the MoE Staff in January 2013 with the support from the Monitoring and Evaluation Project funded by USAID, as part of the partnership between the NCHRD and the MoE.

Internal Monitoring and Evaluation Progress:

1. The Comprehensive Monitoring report for Component One is prepared based on the developed M&E framework for this component
2. The second Comprehensive Monitoring report of the SDDP was developed based on the SDDP M&E framework. The report is available on the MoE's website in Arabic and English languages.
3. The Analytical Survey Study on "Identifying Factors and Reasons that contribute to the Increase of High Ratios of Net Enrollment Rates for both Basic and Secondary Education" is developed in 2012.
4. The "Evaluation Study on the First Phase of the Knowledge Centers" was conducted by a team of the DCU & the DERP staff and the Study's report is finalized.

2.1.3: External Monitoring and Evaluation System

The MoE continued its partnership with the NCHRD to support the external M&E activities. An MoU was signed in April 2011 with clear identifications of responsibilities for each partner. On the other side, an M&E workshop was held with the (NCHRD) in February 2011 to enhance collaboration and improve the overall M&E capacity and impacts of the educational programs. Under the external M&E activities, the following studies have been conducted:

National and International Studies :

- The NCHRD submitted the policy brief and the in-depth analysis report on the decline factors of NAFKE 2011 results in January 2013.
- In corporation with the NCHRD, the MoE finalized revising and developing NAFKE assessment tools to ensure their further alignment with knowledge economy skills.
- The field trial of the NAFKE developed instruments' was conducted in May 2013, and the data analysis is currently undergoing. The main survey will be implemented in April 2014.
- The NCHRD submitted the final in-depth report on the decline factors of TIMSS 2011 results to the Planning Committee on 2rd October 2013. Accordingly, the MoE

developed an initial plan to improve students' performance in the next assessment in 2015 in the light of in-depth analysis of NAFKE's report and TIMSS 2011 results..

- The NCHRD started the preparations for implementing TIMSS / 2015, and the trial stage will be conducted in May 2014.
- PISA 2012 results were released by the Organization for Economic Co-operation and Development (OECD) on 3rd December 2013. The NCHRD is currently preparing the national report to be submitted to the MoE around the mid of 2014 and started preparing for PISA 2015.

Other Baseline Studies

The following studies were conducted by the (NCHRD), and the relevant reports were finalized and submitted to the MoE and the concerned stakeholders along with recommended policy actions reflected in the studies' policy briefs:

- Classroom Observation: Teaching and Learning Process in the Core Subjects in the MoE Schools /March 2012.
- School Rationalization: Decreasing the Number of Underutilized and Overcrowded Schools in the Field Directorates / March 2012.
- Assessment of School and Directorate Development program (SDDP) / June 2013.
- Assessment of KG Teachers'/Supervisors' training on National Curriculum and working with young children and subsequent classroom practices /August 2013.
- Relevance and utilization of NCHRD'S ERfKE II studies: Stakeholders perspectives/ August 2013.

2.1.4 Development Program (ERfKE II) Coordination and Management

The Components' Committees, headed by the Secretary General, approved the annual work plans / 2013 for all components in February 2013, with the involvement of all concerned projects and initiatives under ERfKE II. An additional round of the components' meetings was conducted to follow up the progress and the key issues affecting the achievements of the targeted results and indicators.

Development Coordination Unit (DCU)

- The DCU, which is part of the MoE's structure and reporting directly to H.E. the Minister of Education, is almost staffed and consists of ten members including the executive director, the financial officer, the procurement officer, the monitoring officer, the components coordinators, the translator and the secretary.
- The DCU coordinates and manages the implementation of the projects' components internally and among the donors. It has also developed the Operational Manual that is approved as a condition for the World Bank loan effectiveness. The Unit facilitates the development of the Annual Work-plans for ERfKE II components and the transition plans for the ERSP project activities to ensure the sustainability of these programs. Furthermore, the DCU develops the annual procurement plans, prepares the required annual budget for ERfKE II, and manages the loan provided by the World Bank.

Recent Monitoring and Assessment Missions conducted by Donors:

1. The Multi-donors Supervision Missions

1.1. Supervision Mission of May 14-23, 2013

A multi-donors supervision mission, led by the World Bank along with the participation of representatives from USAID, EU, CIDA, UNICEF and UNESCO, was conducted in May 2013. As a result of this mission, it was agreed to proceed with level 2 restructuring of the World Bank financed project to reallocate the Loan proceeds and to refine the results' framework in order to ensure their realism and relevance to the Project Development Objective (PDO) and intermediate outcome indicators. The revised results framework and the status of indicators are included in the attached Annex no. (1).

1.2. The Supervision Mission of November, 17th to 26th / 2013

A multi-donor supervision team, led by the World Bank, along with the participation of representatives from USAID, EU, CIDA, UNICEF and UNESCO, visited Jordan from November 17th to 26th, 2013. The team conducted a comprehensive review for the project and identified the next steps to move forward for the remaining project period. Moreover, the mission identified the challenges faced by the project, which the MoE should address.

- 2. European Union Assessment mission of the implementation of the program in support to the second phase of the education reform** The European Union supports the education sector with a total amount of EUR 63 million. The specific objective of

budget support grant is to support the second phase of the education sector reform (Education Reform for the Knowledge Society/ERFKE II), taking in consideration the context of the Syrian refugees crisis.

The Assessment Mission of the European Union Support to the Second Phase of the Education Reform (EUSSPR) conducted its appraisal in Jordan during 28-31 October and 24th November 2012 for the first Variable Tranche. During 2013, The Mission was conducted during 28-31/10/2013 to achieve the following objectives:

- To conduct an assessment of the indicators for the 2nd Variable Tranche (2013 Tranche) EUSSPER, a budget support to the Education Sector.
- To be full part of the multi-donors team in the 2013 ERFKE II Supervision Mission conducted during 17th-26th November 2013, including the provisions of the required inputs.

The European Union (EU) support focuses on the following key six results areas:

1. Capacities at MoE central and field directorate level strengthened, particularly in M&E.
2. Teacher professional development in pre-service and in-service contexts improved, including the adoption of a strategy for continuous professional appraisal of teachers.
3. Access to, and quality of, early childhood education in underprivileged areas extended.
4. Special Needs Education strategies sustainably and effectively strengthened and provision of Special Needs Education enhanced.
5. Learning Environment improved, particularly the physical environment in prioritized areas.
6. Syrian Refugee's identified education needs provided.

3. The agreement with the USAID to Support Education in Jordan.

Based on Jordan Country Development Cooperation Strategy (2013-2017), Jordan and the United States of America signed a five-year cooperative agreement to grant (235 million USD) for the development of education in Jordan. This agreement aims at improving the quality of education through implementing qualitative programs and activities as well as developing the learning environment, enhancing professional development and teachers' training programs and supporting the marginalized youth to ensure their continuous enrollment in education. It is worth mentioning that the United States of America supports the improvement of the physical learning environments

through the construction and rehabilitation of schools conducted by the United States Agency for International Development (USAID) as part of its commitment to the educational development in Jordan.



2.2: Organizational Development

2.2.1: Organizational Structures and Functions

At earlier stage of reform implementation, it was emphasized that the restructuring of the MoE will subsequently strengthen the vertical and horizontal linkages across MoE's units which is essential for the development of an effective decentralized education system. In addition, the planned alignment of the different working units will contribute to meeting the organizational objectives of the MoE more effectively, particularly the following: (i) focusing on and coordinating all tasks to the output of quality education; and (ii) interlinking various activities of ERfKE II.

Institutional Review

1. The initial institutional review and analysis of the three educational levels impacted by ERfKE II reforms were conducted in early 2010.
2. Other initiatives were undertaken to map out the current state and ensure that the required structural changes are made to support and sustain development and implications. The proposed functions for the three levels and the Structural Reorganization Implementation Plan were also developed.

3. The Managing Directorate of Queen Rania Center for Education and Information Technology (MDQRC) was restructured and approved by the Planning Committee on 30th October 2013.
4. The Institutional Review at the Ministry's center included restructuring the senior positions to include one Secretary General Position for the Ministry in October 2012 based on article (91/c/1) of the Civil Service Bureau No. (30 /2007).
5. With the USIAD support, an international Company presented a report and solutions package to the Ministry on "Human and Institutional Capacity Development (HICD) performance assessment of the Jordanian Education Sector and Ministry of Education" in July 2013.
6. A detailed draft chart of a new structure at the MoE's center level was finalized incorporating the reduction of the number of the MoE's managing directorates. The Ministry has continued "re-engineering" the positions in the educational system and its management, reducing their number, and updating the job description cards accordingly.

2.2.2: Performance Management of Financial and Human Resources Systems.

Capacity Building Program

1. The Capacity Building Program of Result Based Management (RBM) was implemented at the MoE's central level in November / December 2009.
2. A management model for ERfKE II is developed based on the following four key principles:
 - Shifting from the focus on activities and inputs to the focus on outputs, results and impacts.
 - Focusing on the schools and directorates as the lead for improvements in the system.
 - Focusing on the quality of education.
 - Paving the road for the Ministry to become a facilitator of the reform, and for the directorates to take prime accountability for implementing the Program.
3. A Result Based Management (RBM) core team has been selected to transfer the knowledge and experience to the MoE staff at the central level. Training was provided



for (78) heads of divisions at the MoE center in 2012, and (100) heads of divisions received training during 26/5/-5/6/2013 and 22/9/-2/10/2013.

Gender Mainstreaming in Central and Field Directorates:

The Gender Division was established within the Managing directorate of Educational Research and Development to achieve the following goals:

- Realize equality in opportunities between males and females within the educational system.
- Build up and institutionalize strategic partnerships to develop the educational system.

The following are the key achievements in the area of gender mainstreaming:

1. Revising the Gender Division's role through holding meetings with the liaison officers in the field and visiting the regions to identify the communication mechanism with the Gender Division.
2. Workshops on leadership are completed in 23 field directorates.
3. Participating in the Educational Planning Course at the NCHRD in June 2013.
4. Participating in the dialogue session held by the Higher Population Council titled "Growing Demand for Professional and Technical Work" at Alrai' Center for Studies in June 2013.
5. Participating in a workshop on analyzing policies on population and development and relevant lobbying with the aim of supporting policies of population issues at the national level in June 2013.
6. Participating in the focus groups sessions of a study conducted by the UNICEF to identify the drop out reasons and analyzing the study's results in July 2013.
7. The studies on the "Reasons for Gender Gaps in the Level of Students' Performance in the General Secondary Certificate Exam", and on "Analyzing and verifying the data of the study on "Gender Indicators in the Special Education Programs" were initiated and are now in the data analysis stage.
8. Gender is effectively integrated in the new leadership for School-based Development Program.
9. The SDIP provided gender training to (441) school principals, (162) assistant principals, (135) supervisors, (9) field directors, (7) deputy directors and (23) field directorate staff in groups 3 and 4.

Communication Strategy:

The Planning Committee approved and adopted the Communication Strategy and the Action plan of ERfKE II and SDIP Program in its meeting dated 11th July 2012. The Strategy's implementation was initiated based on the Action plan for the year 2013. Pilot training on communications was conducted targeting the first group of media and communications liaison officers in the field directorates in April 2013, to be followed by a ToT training to select master trainers and roll out the training across the targeted directorates. The Communications Training Manual is finalized and submitted to the ETC for revision and approval .

The Main tasks of the Communication Strategy were highlighted during the implementation period (2012-2013) as follows:

- Institutionalization and capacity building necessary for the implementation of the Communication Strategy and the action plan through the administration of media and communication at the Ministry's center level.
- Design of a training program on strategic communications and provide capacity-building to the relevant staff of the media and communication divisions at the field directorate.

Achievements

- The MoE Communications team completed the training program on Strategic Communications in collaboration with the SDI Communications Consultant. This program was submitted to the ETC for final approval and accreditation.
- The first training on Strategic Communications was conducted during November 2013 by the Communications Team, and the SDI Communications Consultant with the participation of (30) Media and Communications Division Heads from the middle region directorates. The training focused on communications, media relations, strategies' contents, campaigning around ERfKE II, and School and Directorate Development Program (SDDP). Further training will be conducted in the North and South regions during November and December 2013. TOT will be conducted for the selected participants in the program based on the evaluation of the SDI Communications Consultant and the MoE Communications Team.
- (15-20) strategic communications trainers will be certified, and thus form the first ever pool of trainers on strategic communications in the Ministry of Education. The trainers will be responsible for the roll out of the training program across local

partners; namely schools and education councils in coordination with the MoE Communications Team.

- In line with the implementation of the Communications Strategy, the MoE Communications Team, in collaboration with the SDI Communications Consultant, designed a media outreach campaign that will extend over the period of six months starting from December 2013. The media campaign will highlight the success stories of SDDP program via earned media outlets, mainly mainstream and digital newspapers, TV, and Radio. The campaign's proposal is approved by the Secretary General to be implemented accordingly.

COMPONENT THREE:

Development of Teaching and Learning

3.1 Teacher Policies and Professional Development

Teacher Policy Framework: This framework implies the introduction and understanding by the Jordanian Education Community of a number of new operational concepts, (Teacher Professional Standards, Teachers' Professional Development... etc). Moreover, this framework includes the establishment of the Education Training Center (ETC) that aims to develop and coordinate the implementation of teachers' policies in Jordan.

- **Restructuring at the ETC:** Throughout 2013, a proposed plan for restructuring ETC was developed in the light of the new functions and roles, and submitted to the Planning Committee. According to this plan, minor restructuring of some divisions in the ETC was conducted to be more compatible with these new functions and roles. The job descriptions cards for the ETC staff were developed and endorsed in April 2013, and eight staff members were appointed.
- **Professional Standards:** The Leadership and the Education Mentors Standards were reviewed by the MoE's relevant staff and were submitted to the Planning Committee for approval.

Induction Program: The MoE offers initial (induction) training programs for the newly appointed teachers before they join the teaching profession to cover the lack of pre service training at higher education institutions. Throughout 2013, two Induction programs were delivered to the newly appointed teachers.

1. MoE Induction Program:

The implementation of the program's activities was as follows:

- (578) newly appointed teachers out of 620 passed the Induction training program exam, (30) teachers did not attend and twelve teachers did not pass.
- In cooperation with the concerned partners, the ETC members completed reviewing both Induction programs delivered by the MoE & the ERSP. A framework for the revised Induction program was developed, and the formed committees finalized developing the training material for the general and specialized modules. The MoE delivered the revised Induction Program for about (923) newly appointed teachers specialized in Math, Science, Arabic and Social Studies. This program started on 22 July 2013 and completed the first phase (theoretical phase) on 24, August 2013. The practical phase was implemented with the

support of nearly 670 mentor's teachers starting on 28, August 2013 and completed on 25 October 2013. 817 out of 921 teachers attended the Induction Program. All of the newly appointed teachers' salaries will be paid starting from the first day of training provided that their attendance rate is 90%.

2. ERSP/USAID funded Induction Program:

- 472 newly appointed teachers completed the specialized Induction Program for the fourth year in 25/4/2013, as a part of the fourth phase of induction program (ERSP)
- The fifth Phase of the induction program (ERSP): The ERSP delivered the Induction Program for the newly appointed teachers as follows:
- (691) newly appointed teachers specialized in (English, IT, Computer) completed the ERSP general and foundation Induction program by the end of August 2013, and started the specialized Induction program on 2nd September 2013. The 3rd phase started on 2nd September 2013 to be completed by the end of November 2013.

In-Service Program: The In-service training programs cover all forms of trainings (supply- driven, demand-driven) delivered for teachers during service as follows.

1. **In-Service Supply-Driven Program:** These Programs cover all forms of trainings that go in line with the MoE's strategies to enhance institutional capacities and human resources at the MoE. The implementation of the Program's activities is as follows:

ICT Training Programs: The MoE formed a committee to revise the final report for Mapping and Analyzing Current ICT Training presented by the JEI, including the proposed ICT training framework. The committee and the Minister's ICT consultant submitted their feedback on the report, and the ICT training framework was modified accordingly. The final report was submitted to the Educational Training Center Committee for endorsement. On the other hand, the MoE continued training teachers on INTEL, and Cambridge Computer literacy during 2013 as follows:

- **INTEL:** (5667) teachers received training on INTEL.
- **Cambridge:** 5980 teachers received training on computer literacy, and 260 others completed ToT training course on computer literacy.

2. **In-Service Demand-Driven Programs:**

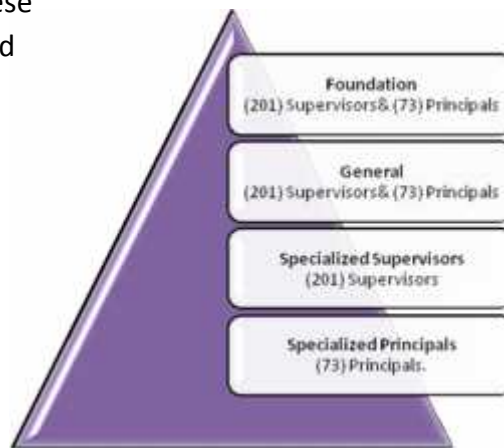
Since 2010, these Programs have been provided through the Education Reform Support Program (ERSP)/ a USAID funded program targeting the leadership positions (school principals, supervisors, and teachers). A transition plan of the Program was developed in

2011 to shift the responsibility from the ERSP to the Ministry. The implementation started in seven field directorates in the first phase, and was expanded to include eighteen field directorates in the second phase, (30) field directorates in the third phase, and (40) field directorates in the fourth phase. In 2013, the MoE implemented the fifth phase based on the transition plan in (32) field directorates.

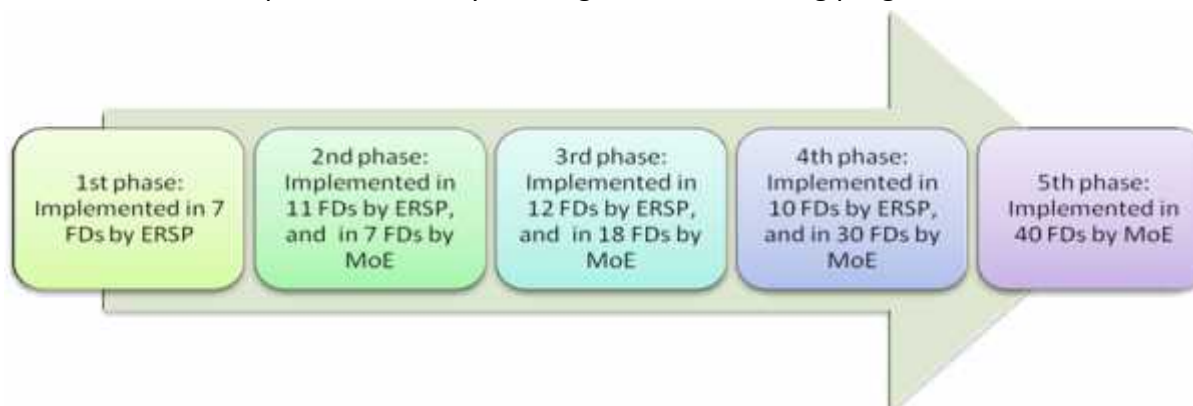
The Fourth Phase of In-Service Training Program by the (ERSP)

Leadership Professional Development Programs. These programs target the supervisors, principals, and principals' assistants, and consist of four modules: Foundation and General Modules for all targeted groups, Specialized Module for supervisors, and Specialized Module for principals. These programs were completed for the fourth year with 274 participants.

ToTs Programs: This program supports the MoE in building up the capacities of trainers to ensure the sustainability of In-Service and Leadership Professional Development programs. Trainers groups were selected consisting of 144 trainers: two principals, two supervisors, and eight teachers of different specialists from ten field directorates, where the Professional Development Program is implemented for the fourth year. These groups completed ToTs program as well as shadowing phase that aims to fulfill the trainers ToT qualifying requirement. During this shadowing phase the MoE ToTs will accompany the ERSP master trainers to carry out certain tasks and duties during the trainings workshops.

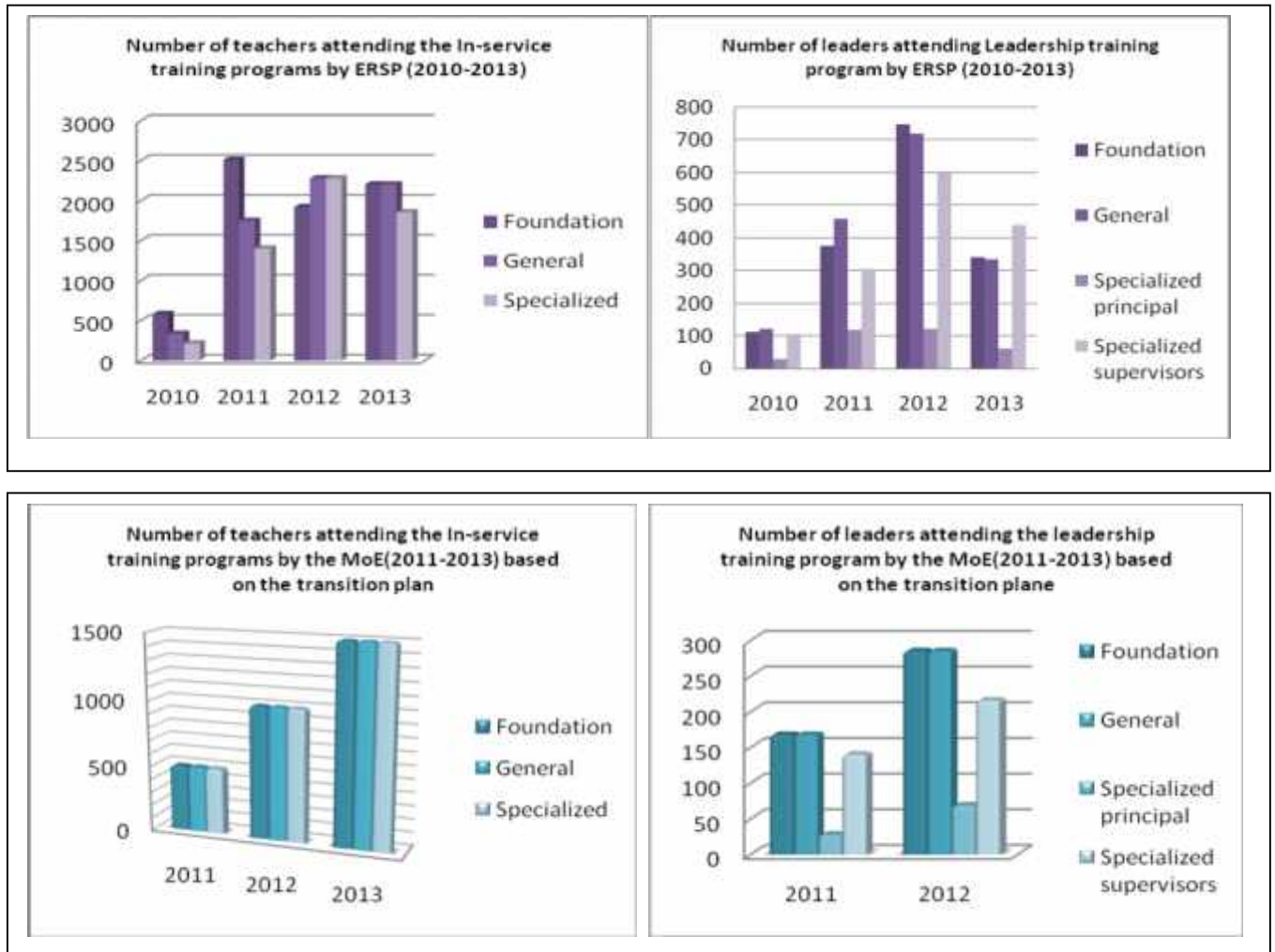


Mentoring Program: This program seeks to empower teachers in schools to provide supervision, mentorship and guidance to the newly appointed teachers in their schools. 1000 mentors completed three-day training on the mentoring program.



The Fifth Phase of In-Service Training Program by the MoE:

In Service Training Program: The fifth phase of this program was implemented by the MoE starting on 20th October 2013 in 30 field directorates. This program targets teachers after their official appointment, and consists of three modules: Foundation, General and Specialized. Around (1800) teachers completed the Foundation Training Module titled "Creating Education Teams", and around (1800) teachers started the In-Service General Training Module titled "Towards a New Schools" on 10th November 2013.



Continuous Professional Development for Leadership (CPDL): CPDL aims at developing a continuous professional development program for principals and supervisors. This program will be implemented over three phases. The first phase was completed on 29th November 2013 to determine the current status of the leadership development programs in Jordan. The first phase included conducting interviews and focus groups meetings with regional and national representatives. As a result, a data guide was developed to prepare a draft (CPDL) framework.

3.2 Curriculum, Assessment and Learning Resources.

3.2 .1 Curriculum Review and Revision

- *Improve students' learning outcomes relevant to the acquisition of knowledge economy skills through realigned curriculum, authentic assessment, appropriate teaching and learning resources, and interactive classroom practices..*
- The General Frameworks and the General and Specific Outcomes of twenty subjects were endorsed by the Board of Education, while the remaining two subjects are in the endorsement process.
- In line with the Ministry's development plan, the MoE started to review and develop all curricula levels, particularly the first three grades. In this regard, the MoE endorsed the revised study plan for the first three grades, including its most important features; such as decreasing classes and subjects numbers. Therefore, the MoE decided to cancel the pre-vocational subject and to teach civics using the teachers' guides only. Moreover, all the first three grades textbooks will be revised and developed throughout 2014. It is worth mentioning that this development is based on the results and recommendation of the National Survey of Early Grade Reading Assessment (EGRA) and Numeracy Early Grade Mathematics Assessment (EGMA) conducted in 2012, as well as the feedback received from the field directorates.
- All the 1st group of the Industrial Branch/ Level (3&4) including twenty textbooks for five specialization were completed and will be implemented in the second semester (2013/2014).
- All the 2nd group of the Industrial Branch Level/ (3&4) including sixteen textbooks were completed and the textbooks for two specialization out of four will be implemented in the second semester (2013/2014).
- English textbooks and additional materials for the 4th, 9th & 10th were endorsed and implemented while the English textbooks for the 5th & 11th grades were developed and are in the endorsement process.
- The MoE concerned staff developed (480) daily routines (scripted activities) in Arabic & Math for the first semester as well as (480) daily routines (scripted activities) for the 2nd semester for the first three grades. These activities focus on the skills and concepts identified as at risk by the National Survey of Early Grade Reading Assessment (EGRA) / Numeracy Early Grade Mathematics Assessment (EGMA).

School to Career Program (STC)

This program aims to provide (130,000) students in grades (8 – 11) in (330 schools) with the opportunities to explore career pathways and develop the workforce skills at the central, directorate and school levels. This program has been delivered through the Education Reform Support Program (ERSP) since 2010, and is implemented in (272) schools with the participation of nearly (102,755) students.



Throughout 2013, the MoE took over the implementation of STC activities in (188) schools and is expanding these activities in (30) schools during the fourth phase whereas the ERSP is implementing STC activities in 84 schools as follows:

1. **Youth Livelihood Mapping (YLM):** This is a community-based activity, which offers students the opportunities to explore the labor market's needs, and learn about the different skills and knowledge required for the jobs. This activity was completed in 84 schools after 84 school counselors were trained on Youth Livelihood Mapping (YLM).
2. **Career Days:** These activities aim to promote students' further knowledge of the jobs and the labor market. The career days were conducted with the participation of 84 counselors.
3. **Path Ways to the Future:** This classroom-based career guidance curriculum presents exercises for small groups and individuals. These exercises are facilitated by the School Counselors to introduce key career planning knowledge, skills and attitudes. Training workshops were conducted for 58 school counselors in the three regions with the participation of 58 school principals.
4. **Internship:** This activity exposes students to practical experiences at the work place. However, this activity was discontinued because of the high cost of implementation.

Private Sector Support: 139 counselors' rooms were renovated through leveraging private sector support. In this regard, two Career Counseling Center were established in the middle and south region with a total donation of JDs (48.760).

Capacity building for STC Management at the Ministry: A draft of the job description for the career counselor member in the Education Career Counseling Division was developed, in addition to developing the function of the career counseling centers in the field directorates.

STC Material Development: Students' portfolio was developed and reviewed by the STC Technical Committee, and 58 counselors were trained on the students' portfolio.

Career Counseling and Educational Centers:

Career Counseling and Educational Centers: These centers aim at building up the technical and professional competencies for the counselors who provide counseling and guidance to students at such schools and to support students with better counseling services that enhance their well being and academic achievements. In addition, these Centers develop the counseling services and provide educational and professional counseling to counselors, as well as developing their competencies to build professional relationship networks with relevant community groups.

Six pilot Career Counseling and Educational Centers started the implementation of different activities involving counselors from other schools as well as the local community and business sectors. This experience was evaluated in order to roll out the counseling centers at the regional and directorate levels. This evaluation also aimed at identifying the effectiveness of these centers in exchanging experiences among counselors in schools located within the neighboring areas. Mentoring tools were developed in order to follow up the implementation activities related to the Career and Educational Counseling Centers. The evaluation results revealed the success of this experience, and the expansion started in other twelve renovated Career Counseling and Educational Centers.

Life Skills through Sports (LStS)

This Program aims to develop after-school sports activities for students in grades (8 - 12) to help them improve their skills in communication, teamwork, problem-solving, negotiation and critical thinking, build their self-confidence and enhance their physical well-being. This Program has been provided through the Education Reform Support Program (ERSP) since 2010 and is implemented in (80) schools with the participation of nearly (10,518) students.

- LStS activities completed their implementation in (47) schools and will be expanded in other two schools.



- 13 sports leagues were conducted in the three regions (seven by the ERSP & six by MoE).
- Two sets of festivals tools were distributed to the field directorates for arranging festivals. Eight sports festivals were conducted for girls and boys in the three regions (six by the ERSP & two by the MoE) and an enhancement workshop for six lead trainers was held in August 2013.
- Two LStS training workshops for (21) PE teachers and eleven heads and members of sport divisions from all regions were completed during 15th-19th September 2013.
- 21 schools were identified in order to implement the 4th cycle, and implemented 24 sessions after the school working hours with the participation of 80 students and the support of volunteers from the local community.
- 13 sports areas were renovated through leveraging the private sector's support.
- The total amount of donation for the LStS sustainability is JDs (39.540) through the partnership between the private sector and the MoE.



Innovation Fund

The Innovation Fund is an educational grant program that supports school-based innovations. It is funded by the World Bank Loan and provides small grants for projects' proposals addressing innovation. It provides resources for administrators, teachers, supervisors, and principals, and professionals at the central and the field levels to pursue approved innovative projects that will support the transformation process through new approaches and new sets of information.

1. The first round of the Innovation Fund was launched in March 2011. Five projects were selected with a total cost of (JDs 15,000) and are now under implementation.
2. The second round of the Innovation Fund was launched in March 2012. Fifteen projects were selected with a total cost of (JDs 22,000) and are now in the procurement process that is expected to be finalized by the end of August 2014. After conducting the projects' selection stage, the Steering Committee decided to drop five projects facing difficulties to initiate their implementation.
3. The third round of the Innovation Fund was launched in March 2013, and public and private schools were invited to present their projects' proposals in line with the provisions and standards of the Fund's Operational Manual approved by the Steering Committee. The funding of these projects will be initiated during the first quarter of 2014.

3.2.2 Resources for Learning

ICT Strategic Plan

ICT strategic plan is considered the umbrella which will guide all the ICT activities & projects via identified strategic goals, and will guide the education vision towards the integration of the ICT tools in the teaching and administration processes. In addition, the ICT strategy will clarify the role of ICT in supporting the educational entities with different education tools and learning resources.

1. The MoE aims to develop an ICT strategic plan to be referred to as the outline for all investments, planned or currently implemented ICT activities. Given that MoE is proceeding to utilize the ICT tools in the teaching and learning process, the MoE concerned staff and a team of international consultants prepared and submitted a draft ICT strategic plan to the Planning Committee in October 2010 after being thoroughly reviewed by the JEI and the MoICT.
2. A committee headed by the ICT advisor and MoE specialists is formed to review the ICT strategic plan to be updated to be implemented within reasonable resources. The Committee submitted the revised draft strategy in December 2013, including the following seven key pillars.

2. Improve the ICT infrastructure for all MoE schools in a consistently and justice way.

1. Develop, disseminate and utilize E- learning and adopt modern technological tools.

3. Implement a robust integrated EMIS for school-based management all over the country.

4. Implement an integrated administrative information system to support decision making process and replacing current isolated systems

5. Improve teachers' capacities in utilizing ICT tools and improve their capabilities in ICT based teaching & learning skills.

6. Empower the Lead School concept.

7. Utilize ICT to build an effective assessment mechanism to evaluate Knowledge Economy Skills acquired by students.

E-Content Development and Training

The enhancement and modification of the existing E-contents (Arabic, English, Science, Math, Computer Science, Civics and KG II) is very limited due to the absence of the source codes for most of the e-contents, in addition to the intellectual property rights owned by the developers from private companies.

The Managing Directorate of Queen Rania Center for Education and Information Technology (MDQRC) intend to develop its staff capacity in order to produce some “home-made” e-learning materials, which will be identified according to a specific criteria and selection process.

In this regards, the Ministry carried out the following activities:

- The ERSP / USAID supported the MoE by contracting an international company “SEWARD” to build up the capacity for a team of programmers and subjects matter specialists mainly from the (QRC) staff. The team was classified into five groups to work on the following subjects: Arabic language, Science, Islamic religion, Geography and English language.
- “SEWARD” conducted six workshops on “On job training” over one year period. The training workshops included the basics of e-content development theory and some programming tools such as Storyline, Adobe Photoshop, and Multimedia Flash.
- The five groups developed two hard spots for each subject to end up with ten hard spots. The ten hard spots were published and uploaded on the E-learning platform (EduWave) to be accessible for all schools in October 2013 through the following link: <http://www.elearning.jo>



ICT hardware

- The MoE restarted the initiation of an ICT hardware tender that includes the purchase of around (5000) PCs and other ICT peripherals for MoE schools. The tender has been awarded in August 2013, and is currently in the delivery stage.

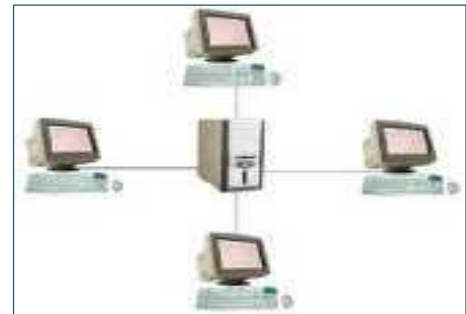
- In order to secure the MoE's PCs and network, the bidding process for an antivirus has been initiated to purchase antivirus software for the MoE's center, field directorates and schools. In addition, the MoE planned to tender for a security system in 2014.
- Regarding the schools connectivity, the MoE renewed the schools connectivity agreement in July 2013 to connect around (2200) schools via ADSL lines. Around (91%) of the MoE schools were connected with internet in June 2013 as follows: Around (622) schools were connected via the National Broadband Network (NBN) ,and around (200) disconnected schools were connected by a wireless connection through a separate tender.
- Additional hardware and services tenders are planned to be initiated in 2014, such as the tender for ICT maintenance agreement and the provision of the needed equipment for the data center infrastructure at the (QRC). It is intended to establish a new data center at the Managing Directorate of Queen Rania Center (MDQRC) for Education and Information Technology to improve the accessibility to the learning resources and to be a redundant datacenter of the existing one in Hashem 1.

ICT New Technologies

Multi seat technology:

Multiseat technology offers shared-computing environment as a smart way to expand resource availability with better cost effective approach.

- Around 1200-multi seat units to equip 100 computer labs are donated to MoE by Microsoft in May 2013, and are currently in the acceptance process.



Help Desk

The Helpdesk system was initiated at the QRC to provide the technical support for schools and field district in the E-learning Portal, E-content, networks, and maintenance.

The key achievements in this area are limited to the training activities on the helpdesk system:

- Around (1000) user accounts for lab technicians are created on the helpdesk system for training purposes in March 2013, and the training plans are submitted in April 2013.
- A new version of the helpdesk system is released for training purposes in April 2013 and over (850) lab technicians are trained on the system in October 2013.

3.2.3 Assessment of Learning

The Item Bank:

The item bank aims at building a collection of experimented scaled test items based on the Item Response Theory. Additionally, the Item Bank is used to save software copies of tests that have certain psychometric characteristics to support teachers in evaluating their students.

The Items Bank for grade 12/ literary stream were implemented on an experimental sample and saved using “CERTS” software in 2013.

Tawjihi Development:

Tawjihi is considered the most critical test for students who plan to join universities in Jordan, as its score is the only criteria considered by the admission policies in all faculties.

- In order to determine the weight of knowledge economy skills measured by Tawjihi exam, the Managing Directorate of Examinations and Tests (DET) conducted an analytical study for the core subjects (Math, science, Arabic)/ Academic stream for the years 2010 to 2012. The (DET) submitted the study’s report in November 2013. This analysis revealed that the analyzed knowledge economy skills are included in Tawjihi exam though there is variance of the percentages of knowledge economy skills included in every subject and cycle. This analyzing will be taken into consideration by future Tawjihi reforms. The table below shows the average percentages of knowledge economy skills weights in the targeted subjects during the Tawjihi cycles (2010-2012) as found by this study.

| Targeted Subjects | Average percentages of Knowledge Economy Skills Weights | | |
|-------------------|---|------------------------|------------------------------|
| | Communication and Interaction | Information Management | Thinking and problem solving |
| Arabic | %62 | %38 | %0 |
| Mathematics | %31.8 | %41.6 | %26.05 |
| Physics | %25 | %68 | %7 |
| Biology | %74 | %15 | %11 |
| Chemistry | %53 | %41 | %6 |
| Earth Science | %56.49 | %37.27 | %6.20 |

- A new perception for the Tawjihi exam was proposed. This perception encompasses implementing the Tawjihi exam once a year, which will reduce the cost of the exam. It also provides students with the opportunity to choose from two paths: the Academic Path, which includes (Natural Science, Mathematics. and Social and Humane Sciences), and the Vocational Path which includes (Industrial, Hospitality and Tourism). This new perception is still under discussion to reach a consensus with various concerned parties.

National Assessment

1. National Survey Test

The National test aims to assess students' subject performance in Arabic, English, Mathematics, and Science in Grades 4, 8 and 10. It also aims to inform decision makers of the quality of education at these benchmark levels, and to provide teachers with information on the weaknesses and strengths in their students' performance to improve the teaching and learning process.

- In January 2013, the DET disseminated an analytical report for the National Assessment Test (2012) for grade four, and received the remedial plans on the students learning based on the survey's results from the concerned field directorates.
- In April 2013, the DET implemented the National Assessment Test /2013 for grade eight, whereas 20% of the students implemented the test electronically. The final report is prepared and submitted to the field directorates who are requested to present their remedial plans accordingly.

2. The National Assessment for Knowledge Economy Study (NAfKE):

This assessment is conducted by the National Center for Human Resource Development (NCHRD) to assess knowledge economy skills for students in grades (5, 9 and 11) in Mathematics, Science and Reading as one of the indicators developed to measure the achievements of ERfKE program.

- In January 2013, the NCHRD submitted the policy brief ; -depth analysis report on the decline factors of NAfKE 2011 results.
- In corporation with the NCHRD, the MoE finalized the revised and developed NAfKE assessment tools to ensure further alignment with knowledge economy skills.
- The field trial of the NAfKE developed instruments was conducted in May 2013, and the data analysis is undergoing. The main survey will be implemented in April 2014.

International Assessment

1. Trends in International Mathematics and Science Study (TIMSS):

This study aims to improve teaching and learning in Math and Science through collecting data on grade 8 students' performance in these subjects. Jordan participated in TIMSS 2011, when the students' results showed decline compared to TIMSS 2007. In this regard, the following activities were implemented to address this issue:

- The NCHRD submitted the final in-depth report on the decline factors of TIMSS 2011 results that were presented to the Planning Committee on 23, October 2013. As a result, the MoE developed an initial plan to improve students' performance in the next assessment in 2015 in the light of in-depth analysis of NAFKE's report and TIMSS 2011 results. It is noteworthy that the NCHRD started the preparation for implementing TIMSS 2015.
- Accordingly, the MoE developed an initial plan based on the in-depth analysis reports and the study's findings, to improve the level of readiness for future national and International assessment studies.

2. Program for International Student Assessment (PISA):

This study aims to assess the performance of 15-year-old students in mathematics, science, and reading. Jordan participated in this study in 2006, 2009 and 2012, and will participate in 2015.

- PISA 2012 results were released by the Organization for Economic Co-operation and Development (OECD) on 3rd December 2013. The NCHRD is currently preparing the results' national report. On the other hand, the NCHRD started preparing for PISA 2015.

The National Survey: Early Grade Reading Assessment (EGRA) / Numeracy Early Grade Mathematics Assessment (EGMA) / Snapshot of School Management Effectiveness / (SSME):

The National Survey of Early Grade Reading Assessment (EGRA) / Numeracy Early Grade Mathematics Assessment (EGMA) Moreover, Snapshot of School Management Effectiveness / (SSME) was conducted in partnership between the USAID and the MoE.

The National Survey aims to gain insight into both student performance in reading and mathematics as the most foundational and predictive skills, as well as to better understand the characteristics of Jordanian schools associated with this performance. The National Survey was conducted in (156) public primary schools across Jordan, with the participation of (3120) students randomly selected from grade two and three. The Survey included interviews with teachers and school principals from the selected classes as well as classroom observations of the selected grade two teachers teaching a reading lesson and a mathematics lesson. The researchers also took inventory of the schools' grounds and the selected classrooms. The National Survey included the following three key instruments:

Early Grade Reading Assessment (EGRA): This instrument revealed that 20% of students in Jordan were unable to read a single word of the story text, and so; were unable to answer any of the comprehension questions related to the reading passage. Moreover, the survey revealed that almost (20%) of the students were able to read with comprehension.

Early Grade Mathematics Assessment (EGMA): This instrument revealed that although Jordanian students in general performed better on the procedural items, they were unable to use that knowledge in the conceptual items, where they did not perform well.

Snapshot of School Management Effectiveness (SSME): This instrument revealed that (32%) of students did not read any additional reading materials other than their textbooks in the classrooms, and (38%) of the students interviewed reported that they never read at home. In addition, (SSME) instrument found that the majority of teachers reported using oral or written tests to measure students' learning. However, only (22%) said they use the test results to modify their teaching according to the students' needs, and less than half of the teachers interviewed reported receiving specific pre- or in-service training on how to teach reading and mathematics in the early grades.

Through 2013, the MoE continued implementing the pilot intervention project based on the Survey's results. The key element of this project is the design of scripted activities that develops key skills and concepts as daily routines all over the year.

- Scripted activities for the first semester were developed and reviewed through three workshops conducted during February and April 2013. On the other hand, sample schools were identified, and supervisors received ToT training on the scripted activities on June 2013. Supervisors trained 300 teachers on



implementing the scripted activities on August 2013, and followed up and supported the implementation of the pilot intervention in the schools throughout the first semester.

- The scripted activities for the second semester were developed and reviewed in the three workshops conducted during October and December 2013. ToT training on these scripted activities was delivered during 26th-30th January 2014 for supervisors, who in turn, trained teachers on the implementation of the scripted activities during 2nd -6th February 2014.

Mapping of Student Assessment Tools and Data Trends in Jordan:

This Mapping will be conducted by the MoE and through the technical assistance of the Monitoring and Evaluation Project (MEP)/USAID in order to map out all major student assessment tools used in Jordan. The mapping process includes comprehensive analyses to support the MoE's policy on measuring student learning and effective schooling in the 21st century education system, as well as evidence-based policy recommendations for moving forward in the field of students' assessment system in Jordan. Accordingly, the ToRs for the Mapping of Student Assessment Tools and Data Trends in Jordan are developed to avoid overlaps and gaps in the assessment tools used for the assessment system, and the necessary data is provided to the (MEP) team for analysis. The draft report is planned to be submitted to the MoE during the first quarter of 2014.

COMPONENT FOUR

Development of Special Focus Programs Development

1.1 : Early Childhood Education(ECD):

Policy Framework for Early Childhood Education

The MoE identified four key Early Childhood policies within the developed policy framework:

1. Increasing the KG budget within the MoE budget.

2. The MoE shall provide a suitable environment to create a well-balanced education for children.

3. KG stage is a formal but not compulsory education stage in the MoE.

4. The MoE shall establish KGs within its capabilities according to a staged plan.

– The (ECD) Policy Framework, along with the ECD staff capacity building assessment plan, are finalized and endorsed in March 2011, and the policy options plan is accordingly developed in February 2012.

– In addition to the continued partnership with the private providers, the policy options scenarios for KG expansion include the following:

(i) Establishing KG classrooms in the existing primary and secondary schools and in two boys' schools as a pilot in 2013.

(ii) Using the available spaces at many underutilized schools to establish KGs.

(iii) Piloting KGs in double-shift schools.

– The Private KGs Licensing Standards were sent to the Secretary General for his recommendation to be accordingly submitted to the Planning Committee in March 2013.



Quality Assurance System (QA):

The “Quality Assurance Framework for Public KGs” is prepared with the technical assistance of the ERSP/USAID and is distributed to all managing directorates of the Ministry and to 43 field directorates, as well as to the Faculty of Educational Sciences at the University of Jordan.

- The Quality Assurance system was implemented in all KGs starting from April 2012. The technical tool was collected from all field directorates in June 2012, and four training sessions on QA data entry were conducted in June 2012.
- The QA report was finalized in December 2012 and the QA Directorate circulated the Auditing Report results to all concerned field directorates for their feedback and action in March 2013.
- The audit of the quality assurance system was conducted at the national level by the field QA staff in April / May 2013.
- Auditing was re-conducted for 10% of KGs for verification purpose by the QA staff in the Ministry in June 2013 and the data entry was completed in July 2013.
- The report on the auditing results is prepared in October 2013. The results showed that the average level of achievement reached by the audited KGs was 85%.

Early Development Instrument (EDI) Study Report

The Early Development Instrument (EDI) Study: The (EDI) Study aims at monitoring the development of early childhood at the national level and children’s level of readiness to learn. The (EDI) Study was implemented in 2010, and will be replicated in February 2014.

- The Study’s key results / 2010 showed that (73%) of children have readiness to learn, while it turned out that (27%) of children (described as vulnerable children) do not have this readiness at one or more of the EDI domains. The results also showed that the highest percentage of children who are not ready to learn was (12.8%) at the physical health domain, followed by (11.8%) at the emotional maturity domain. Moreover, the results showed that the highest proportion of children who are in the level of risk (described as at risk) regarding their readiness to learn reached (18.4%) at both the physical health domain and communication skills and general knowledge domain.



- Based on the EDI results, an implementation plan was prepared by the Managing Directorate of Education (MDE) in September 2011 to implement appropriate development programs in poor areas and raise parents' awareness in this regard.
- A technical committee developed the Parent Child Packages "PCP" in March 2012, targeting children who were not able to attend KGs, as well as targeting their mothers, to raise children's readiness to learn. The core training team received training on "PCP" in April 2012. "PCPs" were distributed and every training center was provided with educational aids and materials in August 2012. "PCP" activities were implemented in (24) locations reaching (418) children and (418) mothers.
- Training workshops on (PCP) to raise children's readiness to school are conducted for (1526) kids and (1455) mothers in (32) field directorates during 29/5-11/6 /2013
- Preparation for conducting the EDI for the second time started in late 2013.
- The license for using and implementing the EDI agreement between the MoE and McMaster University was signed in November 2013. The Technical Committee held a meeting and identified the study's detailed implementation plan that will be conducted in February 2014 as well as its expected analysis and deliverables.

Professional Development Training Programs

- A technical committee revised the Comprehensive Training Program (CTP), along with the (CTP) Tests and presented the required modifications. All modifications are finalized and the (CTP) was submitted for the ETC for endorsement in August 2013.
- (22) KG supervisors received ToT training on CTP in March 2013, while (150) KG teachers completed training on CTP in June 2013.
- The Enriched Training Manual for grades 1-3 teachers was endorsed in March 2013, and (110) supervisors received ToT training on this Manual in March 2013, and trained (700) grades 1-3 teachers during April - June 2013.

Expansion in Quality Kindergartens

The MoE focuses on enhancing children's enrollment in Kindergartens, though this enrolment is not compulsory yet, due to the limited available resources. This is evident in the increase in the number of the KGs that reached (1060) KGs and the enrollment rate that increased up to (58%) since the beginning of ERfKE II.

- The MoE conducted a mapping exercise for the expansion of KGs to identify the needs for establishing KGs and ensure a balanced coverage of KGs all over the country. The coverage plan articulated the estimated cost of the KGs expansion as the Ministry is currently planning for considering the pre-school stage a compulsory one within a five- year period.
- (317) KGs have been renovated and equipped with furniture and necessary indoor and outdoor equipment, (100) KGs of which have been renovated in 2013.

National ECD Network

The Ministry established the National ECD Network (regional groups) in November 2012. major roles and tasks of these groups are as follows: identify needs for KGs, mobilize community and private sector support for KGs, coordinate with public/private universities for practical training of university students specialized in Early Childhood Development(ECD), lead communication campaigns and present monthly report on the achieved progress.

- The regional groups' visits were implemented during March 2013. The regional groups held meetings in the south, north and middle regions in September 2013 to revise the progress made and the support gained from the private sector. A conference on Public KGs was held in Mu'tah University, in cooperation with the regional groups, on 29th October 2013. The conference highlighted the importance of Early Childhood Development (ECD) in education, the status of public KGs in the south region, the role of the local community and universities in supporting public KGs programs
- The needs assessment for the (ECD) related needs in the three regions is conducted in March 2013.
- Ways of collaboration between the Ministry and the Children Museum's officials were discussed during the meeting held on 20th June 2013.
- Aqaba field directorate accepted the donation for building a KG classroom in Al-Deiseh by Ayla Aviation Academy in June 2013.

Parent and Community Involvement

Parent Involvement Program (PI)

- All KGs conducted the Parent Involvement (PI) Open House activity and implemented (PI) Program and all schools conducted the open day in March 2013.
- (PI) training was delivered for the newly appointed Parent Involvement coordinators (PICs) of the first three grades in the middle, north and south regions in December 2012. Refresher training was conducted for (28) (KG- grade 3) PICs on 29th January 2013, and for KGs (PICs) in the three regions in September 2013.
- Training (506) newly appointed first three grades teachers and (84) principals in February 2013.

Better Parenting Program

- Four new trainers are trained on the Better Parenting Program in March 2013, and caregivers training workshops were conducted in April 2013.
- The guide of Better Parenting Program training is modified to go in line with the format endorsed by the ECT during July - September. 2013.

4.2: Vocational Education:

Multiple entities are responsible for providing Technical and Vocational Education and Training (TVET) programs and services that are requisite for Jordan's evolution towards a knowledge-based economy. The MoE provides Vocational Education in its vocational secondary schools, The Vocational Training Corporation (VTC) under the Ministry of Labor provides training, and public and private community colleges (under the Ministry of Higher Education) provide technical education.. The overlapping mandates have naturally led to several challenges in terms of the fragmentation and weak management and oversight of this sub-sector.

4.2.1 Reformulation of the Policy Framework

- The Vocational Education Strategy for the MoE is being reviewed and the operational plan for the Strategy is developed and finalized in line with the TVET Sector policies.
- The General Framework for Education Reform and Development and the Development Plan are endorsed by the Prime Ministry including a scenario for Vocational Education reforms that entail restructuring the technical path to include the industrial branch, hospitality and tourism, as well as reorienting students from grade ten towards the careers needed by the labor market.

4.2.2 Development of Curriculum and Learning Resources

- The Board of Education approved five textbooks / level 3, seven textbooks / level 4, and eight textbooks / level 1 for different subjects of vocational branches. Committees are formed to author the teachers' guides for (Agriculture, Home economics, Hospitality and Tourism) / levels 3&4.
- Committees were formed in order to modify the pre-vocational education textbooks for grades (4, 6, 8, &10).
- All the 1st group of the Industrial Branch levels (3&4), including twenty textbooks for five specializations were completed and will be implemented in the second semester 2013/2014.
- All the 2nd group of the Industrial branch levels (3&4) / sixteen textbooks were completed. The textbooks for two specializations out of four specializations for this group will be implemented in the second semester 2013/2014.

4.2.4 Rationalization, Re-deployment, and Procurement of Tools and Equipment

- The standard equipment list is developed and approved in line with the newly developed curriculum.
- The tender for Welding & General Mechanics workshops equipment and the tender for the Home Economic are in the delivery process whereas the tender for Hospitality equipment is completed. The equipment for the workshops of office Machines & Computer Maintenances is in the technical evaluation process.

4.3: Special Education

Policy Framework for Special Education

The Policy Framework for Special Education is developed and approved. This framework consists of the following twelve main policy areas:

- 1. Right to an Appropriate Education:** The standard to which developed nations adhere is one in which every child, regardless of ability or disability, is entitled to an appropriate public education at no cost.
- 2. Definitions:** Currently, the Ministry is unclear in its definitions of who is considered a student with special needs and criteria for those which are stated are unclear.

- 3. Placement:** The Law on the Rights of Persons with Disabilities includes a definition of “integration” but not “inclusion”. The Education Law does not contain definitions for either. Accordingly, amendments are proposed to the Education Law.
- 4. Identification and Assessment:** It is important to differentiate the role of the Ministry of Health and its role in medical diagnostic work from the task of educational diagnosis, which should be squarely in the hands of the Ministry of Education. There is a distinct difference between clinical and educational diagnostic work, and these have become confused. In the absence of educational diagnostic services in the Ministry of Education, personnel in the Ministry of Health have attempted to fill the gap.
- 5. Programming:** Students with special needs learn in different ways and at different rates. Therefore, it is important that the provided educational programs are based on Individual Education Plans which are designed to maximize students’ learning potentials.
- 6. Assessment of Learning (Evaluation and Reporting):** Currently, it would appear that the major emphasis is on the assessment of students with special needs for the purpose of determining their eligibility for services, rather than for determining what instructional strategies might be effective in developing their potential.
- 7. Certifications:** Students who are intellectually disabled but follow a functional program based on an IEP do not receive any ministry-issued acknowledgement of their accomplishments.
- 8. Parental Rights and Responsibilities:** The rights of parents of children with special needs are not addressed by current educational laws. These laws only address rights of children with special needs to education. However, many parents may not be aware of their children's rights addressed in the Law for Persons with Disabilities and other educational laws.
- 9. Appeals:** There is no provision in Education legislation for the right of appeal of a decision made by any Ministry official, from the classroom teacher right up to the Minister. An appeal procedure needs to be put in place as part of the Education Law and consistent with other legislation in the Kingdom.

10. Accountability: The supervisory role appears to be primarily evaluative, and the notion of clinical supervision for the purpose of improvement of instruction does not seem to exist in the current framework.

11. Standards: Standards for special education need to be established at all levels of the organization, from the classroom teachers to resource room teachers to teachers in special classes/special schools, to administrative and supervisory personnel.

12. Funding of Special Education: At present, there is a heavy reliance on the NGO's and the private sector to provide programs for students with special needs. Therefore, there is a need for significant capital investment in more appropriate facilities, and in the provision of an array of materials necessary for effective instruction.

Institutional Development of Central and Field Directorates

- The Managing Directorate of Special Education was restructured in the MoE's center to include two directorates with relevant divisions. The Managing Directorate was staffed based on the new structure's functions.
- A memo on establishing six special education divisions in the field directorates was presented to the Secretary General and to the Managing Directorate of Human Resources in April 2013 to take the necessary action in this regard. This process is still pending for being part of the overall restructuring of the Ministry at all levels.
- A committee is developing the job description for all supervisors in order to develop the job description for Special Education supervisors accordingly.
- The job description for teachers of all areas of SE is being revisited for more modifications In October 2013.

Quality of Learning Programs, Services and Resources

Resource Rooms

- A formal letter was sent to the field directorates to establish ten new resource rooms for the gifted students in March 2013.
- The site visits for the gifted students' rooms and the learning difficulties rooms are completed in August 2013.
- The needs of specialized resources and aids are identified and submitted to the Managing Directorate of Procurement and Supplies to take the necessary action in March 2013.

- (177) hearing aids, (41) enlarged textbooks, and (347) Braille textbooks are delivered to the relevant students during September - October. 2013.

Early Identification Tool

- The Early Identification Tool for Students in (KG - Grade 3), which was developed by the relevant technical committee, was integrated in the Comprehensive Training Program (CTP) for KG teachers.
- Training on the (CTP) is being conducted during April- May 2013.

Awareness

- Awareness workshops on the Integration programs are conducted for families in Qasabat Amman and Marka field directorates in cooperation with Mercy Corps in March 2013.

Teachers Training and Professional Development

- The Professional Standards for Special Education teachers and Supervisors' documents, developed in 2012, were endorsed by the Planning Committee in July 2013.

Construction and Renovation of Facilities and Equipment

- Al Tafeela School for the Deaf is completed and operated by the MoE in April 2013.
- Al Kerak School for the Deaf is completed and operated in September 2013.
- Regarding King Abdullah II Schools for Excellence, there are currently ten schools. The MoE is planning to build (2) other schools in Amman and one in Jerash to have one school for the gifted in every governorate all over the country.

COMPONENT FIVE:

Improvement of Physical Learning Environments

5.1 Alignment of the MoE Standards with International Design Standards and Education Reform Requirements

The guidelines' designs are developed during the preparation stage of ERfKE II and submitted to the Ministry of Public Works and Housing for consideration in the design and construction works.

5.2 Efficient Construction of New Schools and Provision of Extensions to Existing Schools

Construction of New schools financed by the World Bank Loan:

1. Construction Status

- (26 new schools): Construction works for nineteen schools with nineteen contracts are commenced. The progress status is summarized as follows:
 - i. Eleven schools are completed and operational.
 - ii. Five schools with (73%-86%) progress rate.
 - iii. Three schools with (8%-53%) progress rate.
- Seven schools are currently in the design stage with physical progress status as follows:
 - i. Five schools with (85% - 100%) progress rate.
 - ii. Two schools with (35%) progress rate.

Construction of New Schools under ERFKE II.

- *Eleven schools are completed & operational.*
- *Eight schools are under Construction.*
- *Sixteen schools are under*

Construction of School Extensions financed by the World Bank (39 schools):

- (21) schools are in the construction stage with different physical progress status as follows:
 - i. Fifteen extension schools are completed.
 - ii. Four schools with (50%-75%) progress rate.
 - iii. Two schools with (5%-8%) progress rate.
- The remaining extensions for eighteen schools are as follows:
 - a) Seventeen Schools are in the design stage with physical progress status as follows:
 - i. Eleven schools with (97%) progress rate.

Construction of School Extensions under ERFKE II:

- *21 schools are completed & operational*
- *67 schools are under Construction*
- *Eighteen schools are under Design*

- ii. Five schools with (75%) progress rate.
 - iii. One school with (25%) progress rate.
- b) One School is to be designed.

2. Furniture and Equipment facilities financed by the World Bank Loan

- i. Twelve new schools and fifteen schools extensions are provided with furniture.
- ii. Three new schools and one school extension are in the procurement process and are expected to be provided with furniture by the end of August 2013.
- iii. The rest of equipment (laboratory, computer, arts, pre-vocational,etc) is expected to be purchased in other stages in 2014.

New schools financed by the EU (through the budget support funding)

The MoE identified six new schools to be financed by the EU budget support grant. The schools are in the design stage with different progress status of the design as follows:

- i. Five schools with (60% - 80%) progress rate.
- ii. One school with (20%) progress rate.

New schools financed by the KfW– Debt Swap Agreement

The KfW is currently financing the construction of three new schools. One school is ready for tendering the construction work, and the other two schools are in the design stage with (85%) progress rate.

Alongside ERfKE II Project, the Ministry of Education implements the following construction projects that aim at improving the physical learning environments:

New schools financed by USAID construction Program rehabilitation):

The United States Agency for International Development in Jordan (USAID) support the Ministry of Education's efforts to enhance the learning environment and increase access to schools, (Jordan School Construction and Rehabilitation Project (JSP I). The project includes five phases, four of which are completed as follows: (27) new schools are completed and operational, (33) extension schools are rehabilitated, and one new school from phase four (Al Taybeh School) is currently under construction with (9%) progress rate while phase v is still in the construction process.

- 1. Phase V: (Rehab 67 schools): One contract for six schools is completed. The remaining packages including (61) schools are in the construction procurem

stage with different physical progress status as follows: (This phase is included in the ERfKE II Project /component 5).

- i. Nine schools with (71%-99%) progress rate.
- ii. (26) schools with (50%-70%) progress rate.
- iii. 26 schools with (1%- 50%) progress rate.

Furniture and Equipment

1. (27) schools are equipped and furnished by the USAID and are currently operational

KfW Schools Constructions Program

1. Phase I: Twelve new schools are completed and operational with a cost of (JDs 10,411,619.558).
2. Phase II: (Twelve New schools): Seven schools are completed and operational with a cost of (JDs 10,484,148.315). Three schools are under construction with an estimated cost of (JD s 6 millions) and the other two schools are in the procurement process for construction work with an estimated cost of (JD s 3 millions).
3. Phase III: (Thirteen New Schools): Eight schools are completed with a cost of (JDs 11.73 millions), four schools are under construction with an estimated cost of (JDs 4.65 millions) and one school is in the procurement process for construction work with an estimated cost of (JDs 1.36 millions).

FINANCIAL PROGRESS

The Loan Agreement has recently been amended through getting the approval on the reallocation of the loan proceeds and the revised results framework.

The financial disbursement rate has been increased significantly during the year 2013 to reach approximately (44%) for the World Bank Loan contribution to the ERfKE-II project including two designated accounts balances. All quarterly financial reports were sent to the World Bank in due time as well as the Audited Financial Reports

The Ministry of Education continues its commitment to ERfKE II by providing necessary human and financial resources to achieve the reform objectives. ERfKE II allocations have been requested to be allocated under the MoE budget for 2014 against the loan share, whereas the loan share allocations have been allocated under the MoPIC 2013 budget.

The European Union is providing budget support funding modality to the Second Phase of the Education Reform with a total program amount of Euro 63 million (Euro 60 million sector budget support + Euro 3 million complementary support) over four years period of implementation. The support is focused on the following five areas: EMIS, Teacher professional development, Early Childhood, Special needs, and Learning Environment. Due to the Syrian refugee crisis, the agreement has supported part of the added cost to national education cost system (fees, teachers' salaries, double shifting, etc.) in the scholastic year 2013-2014 in order to help these children and their Jordanian counterparts cope up with their predicament.

Despite the fact that the project is ongoing with funding support provided by several donors, some sub-components still need funding in order to be accomplished. The estimated total cost of the gap is about US\$ 148.8 Million, distributed as follows based on the cost estimate and needs made during the preparation stage:

- Component two: Policy, Planning, Monitoring and Evaluation, and Organizational Change still needs US\$ 1.2 Million for the subcomponent; Organizational Development.
- Component three¹: Teaching and Learning Resources, needs US\$ 14 Million for the subcomponent; Teacher Policy and Professional Development and US\$ 27.8 Million for the subcomponent; Curriculum, Assessment, and Learning Resources
- Component four: Special Focus Program Development needs US\$ 3.8 Million for Vocational Education subcomponent
- Component five: Physical Learning Environment needs US\$ 102 Million; for the construction of remaining school buildings.

¹ The financial gap for component 3 excludes the cost of implementing the ICT strategy which was drafted in 2012

ERfKE II Financial Status up to 31/12/2013

| HASHEMITE KINGDOM OF JORDAN | | | | | | |
|--|---|--|-------------------------------|--|-----------------------|--------------------|
| SECOND EDUCATION REFORM FOR KNOWLEDGE ECONOMY (ERfKE II) | | | | | | |
| Funded | Brief description | Amounts allocated | Duration of the project-years | Disbursements (USD)31/12/2013 | Implementation period | Disbursements % |
| World Bank | School construction, consultancy services, and innovation fund | US\$ 60,000,000 | 6 | 24,989,548 | 2009/12/30-2015/12/29 | 44 |
| USAID-Works | Jordan School Construction and Rehabilitation (JSP) | US\$ 199,000,000 (out of which US\$ 75 million considered under ERfKE scope and costing) | 5 | not available | 2009-2014 | not available |
| USAID-ERSP | Education Reform Support Project (ERSP) (ECD,PD,DU,STC) | US\$ 50,000,000 | 5 | not available | 2009-2014 | not available |
| CIDA | Develop a national school based development system | US\$17,000,000 | 5 | 12,750,000 | 2010-2014 | 75 (approximately) |
| GOVT. | Treasury's contribution in all activities of the project | US\$ 69,500,000 | 10 | 15,105,663 | 2009-2019 | 22 |
| EU | To achieve the identified indicators of the key five areas (budget support) | Euro 63,000,000 | 3 | Euro 34,000,000 Paid directly to MoF for the achieved indicators | 2012-2015 | budget support |
| KfW | School Construction (Dept Swap) | Euro 5,506,274 | 4 | 0 | 2011-2015 | 0 |

Key Challenges and Issues facing the Education Reform

Over the last four years, ERfKE II implementation has continued to advance with regard to education quality interventions in several key areas as highlighted in the previous sections. The implementation progress of ERfKE II continues to be deemed as satisfactory by the donors represented in the supervision missions. Given the wide scope of the project and the increasing demands that the MoE has to meet, the followings are the key challenges and implementation constrains:

The impact of the Syrian Refugee Crisis on the Jordanian Education System:

The influx of the Syrian refugees has had significant impact on the delivered educational services in Jordanian schools in the communities accommodating those refugees. Such impact is mainly represented in the physical and spatial obstacles created by the crisis. Among other obvious challenges pertaining to this issue are the following:

- Introducing an information system for quick tracking of Syrian students in the school age.
- Exploring concrete ways of using and adapting ERfKE-related activities, tools, procedures and units to address the system-wide implications of the inflow of Syrian students.
- Providing additional financing for ERfKE II to better respond to the rapidly growing number of Syrian students.
- Taking into account the areas of high refugee concentration when planning for school construction.

The National Resilience Plan (NRP) was developed in response to the impact of the Syrian Refugee Crisis on Jordanian Hosting Communities for the key impacted sectors among which is the education sector. The (NRP) specified the following two strategic objectives:

Strategic Objective 1: Strengthening the capacity of the MoE to respond to emergency situations to ensure the continuous delivery of quality education **services**.

Strategic Objective 2: Ensuring access to quality educational services for all, particularly the most vulnerable children.

The Quality of Education/ Teacher Policy Framework:

The competency of teachers is the key factor to maintain the quality of education. Therefore, the Ministry needs to adopt a new policy to recruit teachers following merit-based standards, so

that teachers are able to improve the quality of students' learning outcomes. On the other side, the Ministry should provide sustainable alternatives for the teachers' preparation programs, as the MoE is currently providing the induction program for the newly appointed teachers, though at a tight scale, due to the lack of pre-service training programs, which is the responsibility of the higher education institutions. Bridging such gap is expected to positively influence the students' performance level in the key fields such as reading, math and science.

ICT in Education:

The MoE spent large investments in e-learning and ICT hardware in the last years to facilitate the accessibility to the E-learning resources into the schools. However, there are several issues preventing the MoE from utilizing its ICT resources effectively, such as the large number of "out of date" equipment in the schools, in addition to the limited connectivity and maintenance. By the end of 2010, the MoE had developed the ICT Strategy to guide all related activities in a well-planned manner, but there is no official approval for the ICT Strategy up to now. Furthermore, financial gaps hinder the implementation of the Strategy, and so; the MoE should accelerate the formal approval of the Strategy and request the donors and partners to provide the required funding.

School Mapping:

The current school mapping process resulted in the inefficient use of the existing facilities and resources as revealed by the school rationalization study as was previously highlighted in the preparation study on school planning conducted by the Ministry. This mapping process is not efficiently addressing the issue of overcrowded and underutilized schools. Therefore, there is an urgent need for better determined action planning and more rationalized use of the existing infrastructure that support the MoE in terms of human and physical resources utilization.

General decline of the Quality in the Teaching / Learning Performances:

A decline in the quality in the teaching / learning performances of the Jordanian educational system has been revealed in the past three years through the national and international result studies such as NAfKE, TIMSS and PISA. In this respect, the National Survey including the evaluation tools of Early Grade Reading Assessment (EGRA) and Numeracy Early Grade Mathematics Assessment (EGMA) for grades 2 and 3, revealed the weak performance at earlier stage which requires substantial and urgent plans to overcome this challenge.

System Management /Accountability and Decentralization:

Decentralized governance of the education system requires transferring responsibilities and resources to lower levels of the system, in order to deliver the educational services more efficiently.

Decentralization in education planning refers to the concept of a school-based development system as described by Component 1 and ascribes an increased role of the field directorates and schools. Although the reform progresses, it is vital for ERfKE II's success to reinforce the mandate of the central MoE in terms of the capacity building in strategic planning, operational programming and budgeting, as well as in accountability, monitoring and evaluation and resource management.

Vocational Education and Training:

Despite the participation of multiple stakeholders in the development of vocational education and training, there is an urgent need for further efforts to ensure better coordination and integration at the sectoral level. In addition, there is need for a clear vision on the rationalization of vocational education track in order to improve the level of relevancy with the labor market employability. Furthermore, the role of the private sector in the planning, implementation and other aspects of (E-TVET) should be enhanced at all functional levels of all (TVET) providers.

Improvement of Physical Learning Environment:

Construction efforts continue as planned, although at a slower pace than programmed and with slow disbursements of the earmarked budgets. Efficiency of the administrative and procurement procedures and follow up are the key reasons behind this delay. The MoE and the MoPWH systems should be strengthened to better plan and implement the school infrastructure projects. The school design guidelines should be reviewed to reflect the necessary modifications based on the previous experienced, and to be followed and adopted for all construction activities funded by several donors. Improved school operation and maintenance should also be established with functioning preventive maintenance system.

ANNEX (1): REVISED RESULTS FRAMEWORK

| PDO Level Results Indicators* | Core | D= Dropped C= Continue N= New R= Revised | Unit of Measure | Baseline (2009) | Cumulative Target Values | | | | | | Frequency | Data Source/ Methodology | Responsibility for Data Collection |
|--|------|---|-----------------|-----------------|--|---------------------|---|---------------------|---|--|-----------|-----------------------------|------------------------------------|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y4 | Comments | | | |
| | | | | | (2010-11) Actual | (2011-12) Actual | (2012-13) Actual | (2013-14) Target | (Actual) | | | | |
| <p>Indicator One:</p> <p>Increase in scores on national assessments aligned with knowledge economy skills</p> | | R | Number | | <p>Results of NAFKE 2011</p> <p>Grade 5: Math: 29.6, Science: 43.7; Arabic: 38.5</p> <p>Grade 9: Math: 33.3; Science: 36.3; Arabic: 39.9</p> <p>Grade 11: Math:</p> | | An average increase between Y2 and Y4 of one point for Math, Science and Arabic | | <p>NAFKE will be implemented in 2014</p> | Yr 2 is the baseline , Yr 4 (NAFKE test years) | NAfKE | NCHRD | |

SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

| | | | | | | | | | | | | | |
|--|--|---|------------|---|-------|---|-------|-------|---|--|--------|------|---|
| | | | | | | 22.8; Science: 28.2; Arabic: 45.8 | | | | | | | |
| Indicator Two: Enrollment rates: maintain current high net enrollment rates in Basic Cycle and increase NER in Secondary Cycle | | C | Percentage | Basic Cycle 2 (1-10): 97.6% Secondary Cycle: 76% | 97.8% | 78% | 98.1% | 97.8% | - | Data is still under processing for the Scholastic year 2013-2014 expected to be available by the first Quarter of 2014 by EMIS. | Annual | EMIS | Directorate of Educational Planning (DEP) |

SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

| PDO Level Results Indicators* | Core | D= Dropped C= Continue N= New R= Revised | Unit of Measure | Baseline (2009) | Cumulative Target Values | | | | | | Frequency | Data Source/ Methodology | Responsibility for Data Collection |
|--|--------------------------|---|-----------------|------------------|--------------------------|--|---------------------|---------------------|--------------|----------|------------------------|--------------------------|---|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| Component 1: Establishment of a National School-Based Development System | | | | | | | | | | | | | |
| <p><i>Intermediate Outcome Indicator One</i></p> <p>Development and implementation of enabling policies, guidelines and procedures</p> | <input type="checkbox"/> | C | Text | No | Draft | Report on general framework of education policy and procedural policies is final | - | - | - | | Annual (first 2 years) | DCU Progress Reports | DETC/School and Directorate Development and Planning and Monitoring |

SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

| PDO Level Results Indicators* | Core | D= Dropped C= Continue N= New R= Revised | Unit of Measure | Baseline (2009) | Cumulative Target Values | | | | | | Frequency | Data Source/ Methodology | Responsibility for Data Collection |
|---|---|---|-------------------------------------|---------------------|--------------------------|---------------------------------|-----------------------|-----------------------|-----------------------|--|-------------------------------|---|---|
| | | | | | Y1 (2010-11) | Y2 (2011-12) | Y3 (2012-13) | Y4 (2013-14) | Y4 (Actual) | Comments | | | |
| | | | | | Actual | Actual | Actual | Target | | | | | |
| <p><i>Intermediate Outcome Indicator Two</i></p> <p>a) Number of schools that are implementing improvement plans</p> <p>b) Number of Field Directorates that are implementing improvement plans</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> | <p>R</p> <p>N</p> | <p>(*) Number</p> <p>(*) Number</p> | <p>789</p> <p>7</p> | <p>789</p> <p>7</p> | <p>1033</p> <p>11</p> | <p>1536</p> <p>17</p> | <p>2044</p> <p>23</p> | <p>2555</p> <p>28</p> | <p>Group 1(789)</p> <p>Group 2 (239)</p> <p>Group 3 (493)</p> <p>Group 4 (505)</p> <p>Group 5 (529)</p> <p>Group 1 (7)</p> <p>Group 2 (4)</p> <p>Group 3 (6)</p> <p>Group 4 (6)</p> <p>Group 5 (5)</p> | <p>Annual</p> <p>Annual</p> | <p>ERfKE Progress reports</p> <p>ERfKE Progress reports</p> | <p>DETC</p> <p>DETC</p> |
| <p><i>Intermediate Outcome Indicator Three</i></p> <p>A single School Evaluation Instrument focused on ERfKE outcomes, agreed and</p> | <p><input type="checkbox"/></p> | <p>C</p> | <p>Text</p> | <p>No</p> | <p>Draft</p> | <p>Instrument was developed</p> | <p>-</p> | <p>-</p> | <p>-</p> | <p></p> | <p>Annual (first 2 years)</p> | <p>DCU Progress reports</p> | <p>DETC/School and Directorate Development Planning</p> |

SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

| PDO Level Results Indicators* | Core | D= Dropped C= Continue N= New R= Revised | Unit of Measure | Baseline (2009) | Cumulative Target Values | | | | | | Frequency | Data Source/ Methodology | Responsibility for Data Collection |
|--|------|---|-----------------|------------------|--------------------------|-----------------------|----------------------|--|----------------------------------|-----------------------------|--|--------------------------|------------------------------------|
| | | | | | Y1 (2010-11) | Y2 (2011-12) | Y3 (2012-13) | Y4 (2013-14) | Y4 (Actual) | Comments | | | |
| | | | | | Actual | Actual | Actual | Target | | | | | |
| being used for school self-evaluation and for public and professional accountability | | | | | | | | | | | | | and Monitoring |
| <i>Intermediate Outcome Indicator Number Four</i> | | | | | | | | | | | | | |
| Number of schools having received financial support from MoE to continue implementing School Improvement Plans | N | Number | 0 | 0 | 0 | 2044 Schools | 789 | Schools From (Group one of the FD s) | Survey conducted mid-term and Y6 | Survey of stakeholder views | As will be identified in the M&E framework | | |
| Number of Field Directorates having received financial support from MoE to continue implementing Field Directorate Improvement Plans | N | Number | 0 | 0 | 0 | 23 Field Directorates | 7 Field Directorates | (Group One) | | | | | |

SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

| PDO Level Results Indicators* | Core | D= Dropped C= Continue N= New R= Revised | Unit of Measure | Baseline (2009) | Cumulative Target Values | | | | | | Frequency | Data Source/ Methodology | Responsibility for Data Collection |
|--|------|---|-----------------|-----------------|--------------------------|---------------------|--|---------------------|-------------|--|-----------|--------------------------|------------------------------------|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| Component 2: Policy, Planning and Organizational Development | | | | | | | | | | | | | |
| <i>Intermediate Outcome Indicator One</i> Review and realignment of mandate and responsibilities of MoE organizational structures required by ERfKE II to ensure effective and efficient implementation of the reform | | R | Text | No | Initial review completed | | Review for MoE center as well as field and school is ongoing | - | - | - | Y1 and Y6 | MoE reports | Human Resources Directorate |
| <i>Intermediate Outcome Indicator Number Two</i> Number of non-school staff participating in ongoing professional development programs to support the delivery of the school improvement | | C | Number | 0 | | | 614 | 800 | - | The Training is undergoing, the Total Number will be collected by the End of December 2013 - | Annual | MoE progress reports | DETC |

SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

| PDO Level Results Indicators* | Core | D= Dropped C= Continue N= New R= Revised | Unit of Measure | Baseline (2009) | Cumulative Target Values | | | | | Frequency | Data Source/ Methodology | Responsibility for Data Collection | |
|---|------|---|-----------------|-----------------|--------------------------|---------------------|---|---------------------|-------------|---|----------------------------------|------------------------------------|-------------------------------|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | | | | Comments |
| program (*) (* includes Directorates staff only) | | | | | | | | | | | | | |
| <i>Intermediate Outcome Indicator Number Four</i> Report on stakeholder perception on extent to which implemented studies are responsive to the M&E framework and the approved implementation plan is carried out and disseminated | | R | Text | No | | | No data yet – Survey by NCHRD is underway and expected to be delivered in 2013 | | | The Study Report of the Relevance and Utilization of NCHRD's ERfKE II Studies: Stakeholders Perspectives Baseline Study was Issued August 2013 | Survey conducted mid-term and Y6 | Survey of stakeholder views | NCHRD/ M&E Advisory Committee |
| <i>Intermediate Outcome Indicator Number Five</i> Report on stakeholder perception of relevance of M&E reports for informing policy and planning is carried out and | | R | Text | No | | | | | | | | Conduct a study mid-term and Y6 | Study of stakeholder views |

SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

| PDO Level Results Indicators* | Core | D= Dropped C= Continue N= New R= Revised | Unit of Measure | Baseline (2009) | Cumulative Target Values | | | | | | Frequency | Data Source/ Methodology | Responsibility for Data Collection |
|---|------|---|-----------------|-----------------|--------------------------|---------------------|---|---------------------|---------------|--|---------------|-----------------------------|---|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| disseminated | | | | | | | | | | | | | |
| <i>Intermediate Outcome Indicator Number Six</i> Extent to which SIS/EMIS is producing data for continuous monitoring of the 32 key performance indicators | | C | Number | 10 indicators | 12 indicators | 16 indicators | 18 indicators | | 19 indicators | | Y1, Y3 and Y6 | External assessment of EMIS | Directorate of Educational Planning (DEP) |
| Component 3: Teaching and Learning Resource Development | | | | | | | | | | | | | |
| <i>Intermediate Outcome Indicator Number One</i> Teacher policies revised to support application of national teacher standards | | C | Percentage | 0 | Policies identified | Policies identified | 50% target policies revised (target met) | . | 50% | The achieved value is still 50%. No further progress is made | Y1, Y3 and Y6 | MoE reports | DETC/DEPR |
| <i>Intermediate Outcome Indicator Number Two</i> Percentage of newly appointed permanent | | R | Percentage | 0 | 5.9% | 16.7% | 21.6% | | 40% | 40%): 923 newly appointed teachers completed the | Annual | MoE reports | DETC |

SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

| PDO Level Results Indicators* | Core | D= Dropped C= Continue N= New R= Revised | Unit of Measure | Baseline (2009) | Cumulative Target Values | | | | | | Frequency | Data Source/ Methodology | Responsibility for Data Collection |
|---|------|---|-----------------|-----------------|--------------------------|--------------------------|--|-------------------------------|-------------|---|---------------|--------------------------|------------------------------------|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| teachers completing post-recruitment initial training in ETC | | | | | | | | | | MoE in addition to 691 trained on ERSP. (4252) newly appointed teachers are appointed until 01.08.2013 Newly appointed teachers who didn't train on (MoE or ERSP Induction) received 2-weeks training program provided by MoE | | | |
| <i>Intermediate Outcome Indicator Number Four</i> Review of subjects by grade to better ensure | | C | Text | No | No data | General framework review | General and specific outcomes for all subjects | General and specific outcomes | 20 | 20 out of 22 General and specific outcomes for | Y1, Y3 and Y5 | MoE reports | DCT |

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|--|------|---|-----------------|--|--------------------------|---------------------|--|---------------------------|-------------|---|---------------------------|-------------------------------|---|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| alignment with knowledge economy skills | | | | | | d and approved | reviewed | for all subjects approved | | | all subjects are approved | | |
| <i>Intermediate Outcome Indicator Number Five</i> Tawjihi examinations reviewed and arrangements put in place for harmonization with the goals of the ERfKE curriculum | | C | Text | No | No data | No data | Review conducted | - | - | - | Mid-term and Y6 | MoE reports | Directorate of Examinations and Testing (DET) |
| <i>Intermediate Outcome Indicator Number Six</i> Extent of e-learning/ICT utilization in the teaching and learning process (by subject, grade) as revealed by nationally representative | | C | Percentage | Percentage of classroom usage of ICT in average is | No data | No data | (MoE / JEI survey in 2011/2012 indicates that 69% (out of 70% target) of Jordanian schools use e-materials on e-learning | | No data | TOR has been drafted to assess the extent of e-learning /ICT utilization in the teaching and learning process for core subjects | Mid-term and Y5 | Classroom observation studies | NCHRD |

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|---|------|---|-----------------|-----------------|--------------------------|---------------------------------------|---------------------|--|-------------|---|-----------|--------------------------|------------------------------------|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| classroom observation studies | | | | 67% | | | platform) | | | and selected grades | | | |
| <p><i>Intermediate Outcome Indicator Number Eight</i></p> <p>The content and design of NafKE is reviewed for overall technical soundness and alignment with ERfKE curriculum and arrangements put in place for any necessary revision</p> | | C | Text | No | | Review of tool under process by NCHRD | Review Completed | Revised NafKE Tool tested and piloted ready for implementation in 2014 | - | NafKE tools were reviewed, and the pilot stage was implemented between (5-9/5/2013) ready for implementation in the year 2014 | Mid-term | Study commissioned | NCHRD |

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|---|------|---|-----------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-------------|---|-----------|--------------------------|------------------------------------|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| Component 4 : Development of Special Focus Programs | | | | | | | | | | | | | |
| 4.1 Early Childhood Development | | | | | | | | | | | | | |
| Intermediate Outcome Indicator Number One Percentage of eligible children enrolled in KG2 in the all authorities | | C | Percentage | 51.8% | 56% | 56.9% | 57.5% | 58% | 58.98% | GER is used as an indicator of the expansion and coverage of KG services. Age 5years children population =146700 Children enrolled in | Annual | EMIS | DPER |

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|---|------|---|-----------------|-----------------|--------------------------|--------------|--|--------------|-------------|--|-----------|--------------------------|---|
| | | | | | Y1 (2010-11) | Y2 (2011-12) | Y3 (2012-13) | Y4 (2013-14) | Y4 (Actual) | Comments | | | |
| | | | | | Actual | Actual | Actual | Target | | | | | |
| | | | | | | | | | | KG2 =86525 GER= 58.98% (Oct.2013) | | | |
| <i>Intermediate Outcome Indicator Number Two</i> Percentage of KG teachers/ supervisors successfully completing prescribed training program for early childhood education (National Curricula/Working with young children, Comprehensive training program) | | C | Percentage | 93% | 94.2% | 94% | No training conducted because of development of the Comprehensive Training Program (CTP) | 98% | 75% | The number of teachers who did not attend any previous training programs is (200). Only (150) teachers out of the (200) attended the CTP training, | Annual | DETC | Only (150) teachers out of the (200) attended the CTP training, |
| <i>Intermediate Outcome Indicator Number</i> | | R | Number | 2000 | 5000 | 6000 | 5221 | 5000 | 4904 | - | Annual | MoE | Directorate of |

SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

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|---|------|---|-----------------|-----------------|--------------------------|---------------------|---------------------|---------------------|-------------|----------|-----------------|--------------------------|------------------------------------|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| <i>Three</i> Number of parents of KG students enrolled in volunteer programs | | | | | | | | | | | | reports | General Education |
| <i>Intermediate Outcome Indicator Number Four</i> Percentage of KG classrooms that meet MoE quality assurance standards (* QA standards were developed and approved in 2011) | | R | Percentage | 0% | 0% | 65% | | 70% | 78% | | Bi-annual | MoE report | Directorate of Quality Assurance |
| Subcomponent 4.2.: Vocational Educati | | | | | | | | | | | | | |
| <i>Intermediate Outcome Indicator Number One</i> Percentage of programs aligned with vocational/ technical | | D | Percentage | 0 | 0% | 0% | 65% | - | - | | Mid-term and Y5 | Independent Review | Vocational Education Directorate |

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|--|------|---|-----------------|------------------|------------------------------------|-------------------------------------|---------------------|---------------------|--------------|----------|---------------|--------------------------|------------------------------------|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| | | | | | | | | | | | | | |
| <p>guidelines/ standards for textbooks</p> <p>Percentage of programs aligned with vocational/ technical guidelines/ standards for equipment and facilities.</p> <p>Percentage of VET textbooks aligned with market requirements and adopted for grade 11 and 12.</p> | | D | Percentage | 0 | 0% | 0% | 65% | - | - | | | te | |
| | | N | Percentage | 0 | 0% | 0% | - | 65% (15/23) | 65% | | | | |
| Subcomponent 4.3 :Special Educati | | | | | | | | | | | | | |
| <p><i>Intermediate Outcome Indicator Number One</i></p> <p>Revision and approval of policies to support</p> | | C | Text | Zero | Policy framework completed (target | Current Education Law & regulations | | | | | Y1, Y3 and Y6 | MoE reports | Directorate of Special Education |

SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

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|---|------|---|-----------------|-----------------|--------------------------|--|---------------------|---------------------|-------------|----------|-----------|--------------------------|------------------------------------|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| special education programs and services | | | | | achieved) | revised based on policy framework (waiting for endorsement of Education Low) (target partially achieved) | | | | | | | |

THE HASHEMITE KINGDOM OF JORDAN
 MINISTRY OF EDUCATION
 SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

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|---|------|---|-----------------|---|--------------------------|---------------------|---------------------|---------------------|--------------|--|-----------|--|------------------------------------|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| <p><i>Intermediate Outcome Indicator Number Two</i></p> <p>Number of teachers trained and qualified according to national standards for:</p> <p>-Gifted students</p> <p>-Students with disabilities</p> | | C | Number | 0 teachers for Gifted students 0 teachers for students with disabilities | 0 | 0 | 0 | 50 | | No training programs are developed yet based on the national standards | Annual | EMIS | Directorate of Special Education |
| <p><i>Intermediate Outcome Indicator Number Three</i></p> <p>Number of students enrolled in special</p> | | | | | | | | | | — Resource rooms were not established according | Annual | DSE reports (EMIS reports not available) | DSE |

THE HASHEMITE KINGDOM OF JORDAN
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|---|------|---|-----------------|------------------------------------|--------------------------|--------------|--------------|--------------|-------------|--|-----------|--------------------------|------------------------------------|
| | | | | | Y1 (2010-11) | Y2 (2011-12) | Y3 (2012-13) | Y4 (2013-14) | Y4 (Actual) | Comments | | | |
| | | | | | Actual | Actual | Actual | Target | | | | | |
| education programs | | | | | | | | | | | | | |
| -Gifted students | | C | Number | 3875 (Gifted students) | 6133 | 6995 | 7851 | 8150 | 8102 | to plan due the density caused by the Syrian students | | yet) | |
| -Students with disabilities | | | | 13894 (Students with disabilities) | 15891 | 15891 | 17895 | 18100 | 18081 | <ul style="list-style-type: none"> — Learning difficulties Resource rooms were not established according to plan due the density caused by the Syrian students — Two excellence schools in Amman and one in Jerash planned to be constructed | | | |
| <i>Intermediate Outcome Indicator Number Four</i> | | C | N | | | | | | | | Annual | DSE reports | DSE |
| Number of special | | | | | | | | | | | | | |

SECOND PHASE OF EDUCATION REFORM FOR KNOWLEDGE ECONOMY PROJECT (ERfKE II)

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|--|------|---|-----------------|--|--------------------------|--------------|--------------|--------------|-------------|--|----------------------------------|--------------------------|------------------------------------|
| | | | | | Y1 (2010-11) | Y2 (2011-12) | Y3 (2012-13) | Y4 (2013-14) | Y4 (Actual) | Comments | | | |
| | | | | | Actual | Actual | Actual | Target | | | | | |
| education students with access to services relevant to their individual needs -Gifted students -Students with disabilities | | | Number | 3875 (Gifted students) | 6133 | 4500 | 7851 | 5500 | 8102 | Disabled students received services (hearing aids, enlarged textbooks and Braille textbooks)(200)more hearing aids, and (14) wheel chairs are expected to be received by MoE in December 2013 | (EMIS reports not available yet) | | |
| | | | | 238 students (with wheel chair and hearing aids) | 413 | 134 | 558 | 678 | 566 | | | | |

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|--|------|---|-----------------|---|--------------------------|--------------|--------------|--------------|---------------|---|-----------|-------------------------------------|---|
| | | | | | Y1 (2010-11) | Y2 (2011-12) | Y3 (2012-13) | Y4 (2013-14) | Y4 (Actual) | Comments | | | |
| | | | | | Actual | Actual | Actual | Target | | | | | |
| Component 5: Physical Learning Environments | | | | | | | | | | | | | |
| <i>Intermediate Outcome Indicator Number One</i> Number of students with access to learning in a safe and well-managed physical environment (MoE schools)(i.e. s one shift school owned by MoE) | | C | Number | 859867 | 903867 | 911525 | 931839 | 938336 | 938723 | | Annual | EMIS | Directorate of Educational Planning/ EMIS |
| <i>Intermediate Outcome Indicator Number Two</i> Decrease in number of underutilized schools in all fields directorate | | C | Number | 1891 schools considered underutilized as per school rationalization | 0 | 0 | 0 | 4 schools | | The no. of underutilized schools decreased substantially due to the additional no. of Syrian students and students moved from | Annual | EMIS/NCHRD school utilization study | DEPR/EMIS/NCHRD |

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|--|------|---|-----------------|---|--------------------------|---------------------|---------------------|---------------------|-------------|---|-----------|--------------------------|------------------------------------|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| | | | | study conducted by NCHRD | | | | | | private to public schools. Based on EMIS data, the no. of schools decreased by 539 (no. of underutilized is 1352) | | | |
| <i>Intermediate Outcome Indicator Number Three</i> Decrease in number of overcrowded schools in all fields directorates | | C | Number | 1244 schools considered overcrowded as per school rationalization study conducted | 0 | 0 | 0 | 4 schools | | Number of overcrowded Schools increased to 1298 due to the Syrian crisis and the flow of refugees to Jordan, and the movement of students from private to public schools | Annual | EMIS | DEPR/EMIS |

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|---|------|---|-----------------|-----------------|--------------------------|---------------------|---------------------|---------------------|---------------|---|-----------------|--------------------------|---|
| | | | | | Y1 (2010-11) Actual | Y2 (2011-12) Actual | Y3 (2012-13) Actual | Y4 (2013-14) Target | Y4 (Actual) | Comments | | | |
| | | | | ected by NCHRD | | | | | | | | | |
| <i>Intermediate Outcome Indicator Number Four</i> Number of additional classrooms/lab spaces for science and ICT constructed as an extensions to existing old schools(Extensions financed by WB+USAID) | | C | Number | 0 | 0 classrooms | 0 classroom | 54 classrooms | 236 classrooms | 60 Classrooms | (There is a delay in constructions for Ext. Financed by USAID) | Annual | EMIS | Directorate of Educational Planning/ EMIS |
| | | | | 0 ICT labs | 0 ICT lab | 0 ICT lab | 0ICT labs | 7 ICT labs | 5 ICT labs | | | | |
| | | | | 0 Sc. Labs | 0 science lab | 0 science lab | 1science lab | 20 science lab | 4 Science lab | | | | |
| <i>Intermediate Outcome Indicator Number Five</i> Policies created for continuous building maintenance and approved | | R | Text | No | Policy developed | | Policy reviewed | - | - | - | Y1 and Mid-term | MoE reports | Directorate of Building and International Project |