# Concept Note

# Technical Assistance to Strengthen Jordan's Education Sector Planning and Policy Development for Systemwide Impact

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| **Geographic scope/benefitting country(ies)** | Jordan |
| **Duration (in months)** | 18 months |
| **Partner(s) institutions** | Global Partnership for Education (GPE) -System Capacity Grant |
| **Tentative Total budget in US$** | 550,000 USD + 7% PSC |

## Education Context in Jordan

### *Jordan's Commitment to Education*

The fundamental right to quality education as established in Article 26 of the Universal Declaration of Human Rights is recognized and guaranteed by the Government of Jordan (GoJ) through its Constitution. Strong national commitments have been made to maintain the right to education grounded in the 2030 Agenda for Sustainable Development, in particular SDG4 to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". In the newly launched Economic Modernization Vision (EMV) 2023-2033, under the auspices of His Majesty King Abdullah II, education, from early childhood to higher education is a key pillar. The transformative Vision recognizes education as a key driver to ensuring economic growth, and important socio-development milestones in the Kingdom. The EMV also underscores the importance of equal

educational opportunities for women and men to support sustainable economic growth.

Jordan also renewed its commitment to the right to education in 2022 through the Jordan Declaration on Inclusion and Diversity in Education, and its National Statement of Commitments at the 2022 UN Transforming Education Summit.

More specifically, the Declaration includes the definition of inclusion and diversity in education and specifies ten groups of children most vulnerable to exclusion from and within education, as well as a commitment to action.

The UN Transforming Education Summit (TES) was another opportunity for Jordan to renew commitment to the Right to Education for All. The Government committed to further prioritizing key actions to move forward with the transforming education agenda in the Kingdom and ensure sustainability of the learning recovery responses post COVID.

At the TES Summit, Jordan presented its National Statement of Commitments which focuses on the following priorities: universalization of KG2; provision of enabling, safe, healthy, and accessible learning environments and support systems for all children, with special emphasis on vulnerable children such as children with disabilities and refugee children; implementing crisis and risk management strategy from central to school levels; strengthening evidence based planning and management information system, including for school infrastructure plans; reforming the TVET system, to enhance quality and relevance and better respond to the requirements of the labour market; monitoring gender, disability and vulnerabilities to respond to specific needs through data disaggregation across all the SDG4 indicators.

### *Education Sector Plan (2018-2025)*

The Ministry is currently in the last leg of implementation of its Education Strategic Plan (ESP) 2018-2025, and its associated Strategy for Mainstreaming Gender Equality in Education, that were derived from the National Strategy for Human Resources Development (2016-2025), and clearly articulate national priorities and education goals.

The ESP currently covers six domains (Early Childhood Education and Development (ECED), Access and Equity, System Strengthening, Quality, Human Resources and Vocational Education). It was developed during the height of the Syrian crisis with UNESCO support and represents a good practice of transition between humanitarian and development priorities, proposing a system-wide approach to meet the education needs of all children and youth in Jordan, with no distinction of status nor nationality in the spirit of leaving no one behind.

In 2022, the MoE finalized their ESP Midterm Review (MTR) process with UNESCO support, assessing the performance of the ESP since its launch in March 2018, and ensuring the relevance of the plan considering the contextual changes, such as the impact of the Covid-19 pandemic on the education sector in Jordan. As such, the ESP MTR was an opportunity to re-align the components of the ESP, including indicators and targets with newly emerged policies and priorities, notably with regards to distance/blended learning, inclusive education, TVET and universal KG2, as well as to further align the SDG indicators with the ESP indicators. The ESP was also extended until 2025, along with its Strategy for Mainstreaming Gender Equality in Education, which was updated with a second Gender Equality Action Plan for the period 2023-2025.

### *Key Challenges*

Despite its strong national commitments, and progress made in the education sector, Jordan has needed to adapt to different shocks and crises under the leadership of the Government of Jordan.

The percentage of gross enrolment in basic education (grade 1-10) increased to 97.52% in 2022-2023, with completion rate at 100%. Participation in KG2 has also picked up, increasing from 65.1% in 2021-2022 to 67.4% in 2022-2023. The numbers of children with disability have also increased from 24,869

in 2020-2021 to 26,800 in 2021-2022[1]. Yet, despite progress in enrolment, challenges remain in terms of quality and equity of education across all levels, from early childhood education to TVET and tertiary education.

In general, vulnerabilities across the Kingdom have increased in recent years, due to a series of shocks, including COVID-19, followed by the additional economic aftershocks from the ongoing war in Ukraine and war on Gaza, impacting Jordan's economy and by extension, the education sector, and hindering achievements, progress and reforms initiated over the past years.

Jordan has also been one of the countries most affected by the Syria crisis since 2011 hosting the second-highest share of refugees per capita in the world and placing significant strains on the public education sector since 2011. The COVID-19 pandemic in 2020 further increased economic pressures on vulnerable households, impacting students' attendance and learning, and exacerbating existing vulnerabilities. Jordan had one of the longest school closures in the world, interrupting face-to-face learning. According to the 2022 Vulnerability Assessment Framework (VAF), while in 2018 70% of individuals had responded that all school-aged children in their families attended school, the number dropped to 50% in 2021. In 2018 as well, only 29% of Syrian refugees were identified as severely vulnerable in terms of formal education, while the number jumped to 48% in 2021[2].

Despite the absorption of large numbers of refugees in Jordanian schools, and challenges faced because of Covid-19, Jordan has still maintained and increased access to education for refugees and vulnerable Jordanians.

To meet the increasing demand for education, and ensure no child is left behind, Syrian refugees have been integrated into the national education system, and a double-shift system has been implemented to absorb refugees and reduce overcrowding in classrooms in the education sector. Of the total 150,510 Syrian refugee children aged 5-17 enrolled in MoE public schools, 24 % are enrolled in Syrian Refugee camp schools (Za'atari, Azraq, and EJC); 49 % in double shifted schools for Syrians; and 27 % in MoE morning shift schools[3].

The provision of vocational education for students has also continued to face major challenges in terms of accessibility, relevance, and governance. Findings from the ESP mid-term review conducted by the Ministry of Education highlight that vocational education has largely been neglected due to limited resources, the inferior social status of TVET and the limited capacity of the Ministry to properly map labour market needs to the vocational education offer.

To respond to the different needs and achieve the TVET reforms, the MoE has already started implementation of several measures and plans. Among the most important are the opening of the new pathway allowing students to join vocational education as of Grade 10. The MoE took the important decision to make all new streams accessible to both girls and boys, a significant step toward eliminating gender segregation in TVET and enhancing gender equality in education. To expand access to and diversify options in vocational education for both boys and girls, MoE is also introducing six new vocational education specializations (bringing the total to 10) to make better links with labour market priority sectors and improve employment opportunities for its VE graduates. This is being done gradually through the introduction of the BTEC programme in grade 10 in 2023-2024, and then rolled out to Grade 11 in 2024-2025 and to Grade 12 in 2025-2026.

Before COVID-19, Jordan already faced a learning poverty crisis with 52% of children at late primary age not proficient in reading. Following the pandemic, extended school closures, uneven access to online learning and varying ability of teachers and parents to support students' learning have further expanded inequalities among children. This has resulted in learning gaps at various levels for both

[1] *Jordan Ministry of Education. Annual Monitoring and Evaluation Report of the Ministry of Education Strategic Plan. Year 2022-2023.*

[2] *Vulnerability Assessment Framework, Population Survey of refugees living in host communities, Jordan 2022, UNHCR*

[3] *MOE EMIS data as of 2022/2023 academic year*

children who could access distance education and those who could not, impacting Jordanians, Syrians and non-Syrian refugees. The 2022 MoE-UNICEF National Diagnostic Assessment (NDA) found that many students lacked an understanding of writing and basic mathematical concepts that underpin higher level learning. This was also captured in the 2022 PISA results where students in Jordan scored less than the OECD average in mathematics, reading and science, and average 2022 results were lower compared to 2018 mathematics results and no higher than 2006. No progress was made from 2018 to 2022 in reading and science.

With regards to gender inequalities, several studies have shown a 'reverse gender gap' in Jordan, where female students outperform male students in both literary and scientific subjects. However, women in Jordan continue to face an extreme low participation in the labour market (14%). As such, Jordan exemplifies a 'gender equality paradox' common in the MENA region, where advances in women's education coexist with traditional gender roles that limit women's employment opportunities.

### *Public Sector Reform*

Within the landscape, the Ministry of Education (MoE) is also in the midst of implementing an ambitious reform agenda to improve access, quality and equity across the education system.

Currently, under the leadership of the MoE, Jordan's education system operates at pre-primary (Kindergarten 1 & 2), primary (Grade 1-6), secondary (Grader 7-12), and vocational levels covering over 2.2 million students. This includes education services (KG2 to G12) provided by the MoE to Syrian children living in the Zaatari and Azraq refugee camps.

Based on a Government memo circulated on 30 April 2024 confirming the government's overall vision for the reform of the education sector, the reform will lead to the establishment of a new Ministry of Education and Human Resource Development, including nurseries, KG1/2, basic education, secondary education and Vocational education and training, and higher education. TVET and ECD have been identified as key major education reforms for the current MoE.

In addition to the merger mentioned above, five Secretary Generals will be appointed (Basic Education, General Education, Vocational Education, Higher Education and Strategic Planning and Performance Management). There is also a plan to reduce the number of Field Directorates from 42 to 12 (1 per Governorate). Further changes and restructuring regarding accreditation and quality assurance are also in the plans.

It is within this framework that Jordan has became eligible for GPE (Global Partnership for Education) funding in December 2023, and subsequently became a member of GPE in the Spring of 2024, making it eligible for funds under the System Capacity Grant and the Multiplier.

## Why UNESCO?

Education is a fundamental human right of every woman, man, and child. This right is a global priority for UNESCO and at the heart of UNESCO's mission to ensure equal and inclusive access to quality education for everyone. It is also further aligned with the sustainable development agenda which sets out a universal and transformative vision for education by 2030, with Sustainable Development Goal 4 (SDG 4) calling on Member States to "Ensure equal access to quality education for all and promote lifelong learning opportunities". Gender Equality is one of UNESCO's priorities. UNESCO and its partners work to provide solutions to reduce inequalities in and through education, to empower women in science and technology for environmental action, to promote inclusion and combat gender-based violence, to bridge the digital gender divide and to support women's empowerment in crisis, emergency and early recovery contexts.

In 2018, UNESCO in partnership with its International Institute for Educational Planning (IIEP) supported the MoE to develop their Education Strategic Plan (ESP), including the development of a financial simulation model to cost the plan. UNESCO also provided support to the MoE for the development of the Strategy for Mainstreaming Gender Equality in Education (SMGEE) which was launched in July 2018.

Following the adoption of the current ESP, UNESCO has been implementing the System Strengthening Partnership (SSP) programme with the Ministry of Education (MoE), since 2019, to provide technical support for the implementation and monitoring of the Education Strategic Plan (ESP), including the Strategy for Mainstreaming Gender Equality in Education (SMGEE) and its first joint Gender Equality Action Plan.

Through a Multi-Year Trust Fund (MPTF) with the generous funding of Canada, the Italian Agency for Development and Cooperation, Switzerland and Norway (through in-kind NORCAP expertise), UNESCO is supporting the strengthening of the core functions of the MoE in planning and budgeting, monitoring and reporting, strategic planning, research and evaluation, data and information management, and coordination and partnership. Furthermore, the programme aims to further strengthen an enabling institutional environment for crisis-sensitive planning in Jordan, including risk management. As part of this system strengthening approach, UNESCO also supports the collection and analysis of data through a comprehensive digitalized education management information system (EMIS) and WebGIS-based school mapping for informed decision-making to respond strategically to emerging challenges, evolving contexts and to address learning and equity losses. UNESCO supported the mid-term review of the first Gender Equality Action Plan and built on its findings, conclusions, and recommendations to develop the second plan for the period 2023-2025, which is currently being implemented by the MoE and its 42 Field Directorates.

Under the SSP programme, further technical assistance was provided to the MoE during the mid-term review of the ESP, which led to the extension of the plan to 2025. The MoE subsequently requested that UNESCO extend the SSP programme until 2025 as well, to align with Jordan's extended ESP. The MoE requested that the extended SSP programme include the development of the new Education Sector Plan (post-2025), and the development of a comprehensive Education Sector Analysis (ESA) as a pre-requisite to inform the ESP development.

The inclusion of the ESA and development of new ESP in the SSP workplan for 2023-2025 was already endorsed by the SSP Steering Committee in November 2023.

Therefore, through consultations with the MoE and the Policy, Planning and Coordination Committee (PPCC), and in collaboration with the MPTF partners, it was agreed that UNESCO be assigned as the grant agent to support the development of an ESA and ESP under the Global Partnership for Education System Capacity Grant. The ESA exercise was already started in July 2024.

The additional contribution to be provided to UNESCO as grant agent under the GPE System Capacity Grant will provide much needed additional resources to the ESA and ESP exercises for Jordan given its intended scope, which will now cover from early childhood education until higher education, as agreed with the MoE and partners in Jordan following a scoping mission in December 2023. This is in line with Jordan's upcoming public sector reform for the education sector. It will also include consultations at a decentralized level and ensure that the ESA brings together key actors within and beyond the MoE to take stock of the status of the whole education system.

In addition, following GPE secretariat advice, it was agreed through the PPCC, that the same grant agent will be responsible for the development of the partnership compact, therefore nominating UNESCO.

It is worth nothing that an external mid-term review of the SSP programme was commissioned in 2023 and confirmed that the overall programme setup led by UNESCO, and strong capacity of the UNESCO Office in Jordan, proved to be an efficient and effective contributing factor in the successful

implementation of the programme activities thanks to a strong team, management and structure. UNESCO's robust in-country presence, consisting of a large and diverse team providing technical expertise in different areas such as gender, inclusion and crisis and risk management, monitoring and evaluation, data, etc. UNESCO's technical expertise, and strategic positioning in Jordan's education sector (e.g. as technical advisor to the PPCC) will therefore fully be utilized to ensure that the activities under this grant are implemented with the full support of the organization's experience in provided sector-wide policy and planning support to its Member States.

## Scope of Work

It is within the above-mentioned context, and building on the technical support currently provided by UNESCO to the MoE under the SSP programme, that UNESCO will be implementing the following scope of work under the GPE System Capacity Grant and under the leadership of the Ministry of Education and in consultation with the PPCC:

1) Finalize the development of Jordan's Education Sector Analysis
2) Development of Jordan's Partnership Compact
3) Development of Jordan's new Education Sector Plan (ESP), including the new Strategy for Mainstreaming Gender Equality in Education, and its join new Gender Equality Action Plan

The above will ultimately support the MoE to identify the current challenges faced by the Education sector and articulate its education priorities in line with its targets and goals to transform education in Jordan.

The implementation of this grant in support of the ESA, ESP and Partnership Compact is anchored in the national priorities of the Government of Jordan as articulated in the Economic Modernization Vision as mentioned above. Strengthening the capacity of the MoE during the implementation of the grant will be a priority to ensure sustainability. A capacity development approach for all activities will also help enhance the use of available tools and systems for the MoE's core policy, planning and management functions. It has also been purposely designed to be flexible, adaptable and responsive to the Ministry's needs as it emerges, especially in light of ongoing reforms which can change directions as they get set into law.

### 1. Education Sector Analysis

The Jordan Ministry of Education (MoE) has requested support from UNESCO and its International Institute for Educational Planning (IIEP) for the development of an Education Sector Analysis (ESA), to be conducted from July 2024 to March 2025.

The MoE, with UNESCO support, launched their Education Sector Analysis in July 2024. The exercise, which aims to provide a joint evidence-based comprehensive analysis of the whole Jordanian education sector, from nursery to higher education is designed to highlight the main strengths as well as key challenges in allocating and using resources efficiently. The purpose is to guide the design and implementation of national education and training policies and accompanying resources. The ongoing ESA is part of the strategic planning phase of the MoE and will provide a solid basis for the education sector planning exercise that will define the next Education Strategic Plan beyond 2025.

This will be the first comprehensive ESA led by the Hashemite Kingdom of Jordan, following the internationally recognized and widely used UNESCO/IIEP methodology. It also offers relevant analytical information for the dialogue between the Government and the key actors involved in education sector policy dialogue, including international development partners, national stakeholders, and civil society organizations.

The ESA will bring together key actors within and beyond the MoE to take stock of the status of the whole education system. This will provide a solid basis for the education sector planning exercise that will define the next Education Strategic Plan (ESP) of the sector beyond 2025. The ESA is also timely vis a vis Jordan's National Statement of Commitment made at the Transforming Education Summit (TES) in September 2022, and the follow-up actions by the Ministry of Education. Once again, the Statement was an important opportunity for Jordan to renew its commitment to the Right to Education for All. It came just after the endorsement of the Jordan Declaration on Inclusion and Diversity in Education, endorsed by the Government and its partners. The Declaration emphasizes the need to remove barriers to education access, participation, and learning for the most vulnerable children in Jordan, including children with disabilities, refugee children, and out-of-school children. In view of the central role of inclusion and diversity in transforming Jordan's education agenda, the ESA will pay strong attention to existing education barriers across the education system.

*1. Education Planning Cycle*




The development of the ESA is equally timely with the implementation of a wide-ranging public sector reform, with several reforms related to the education sector and within the framework of the Government's Economic Modernization Vision (2023-2033) as it will provide valuable insight into the current state of the education sector which can inform priority actions for the reform including into the new MoE Strategic Plan and the new Education Sector Executive Programme (2026-2028) of the EMV.

The ESA will be a national document, prepared and validated by the Government of Jordan. The development of the ESA is led by the MoE's Directorate of Educational Planning and Research, in close coordination with the Development Coordination Unit (DCU) and supported by the development partners under the overall coordination of the Policy, Planning and Coordination Committee (PPCC). In addition, UNESCO/IIEP recommends that additional consultations with other education stakeholders and state ministry officials, including at sub-national levels, are organized by the MoE as part of the ESA development cycle.

## Outline for the Jordan ESA

Following discussions held with key Ministry of Education officials and development partners during UNESCO/IIEP's scoping visit to Amman early December 2023, the Jordan ESA is proposed to cover the following chapters, while including a gender perspective across the whole ESA:

***Chapter 1: Demographic, Economic and Public Finance Context***

This chapter analyses the overall national context, including but not limited to, socio-demographic, macroeconomic contexts affecting the education sector. Specifically, it outlines the country's development context, including poverty and literacy levels. It studies trends in GDP, GDP per capita, and spending on education over the last decade. The chapter will also pay attention to crisis and risks, including the effects of climate change on the education sector.

***Chapter 2: School Enrolment, Internal Efficiency, and Out-of-School Children***

Following a description of the current structure of the education and training system, this chapter analyses the evolution of the number of children enrolled and school coverage by level of education over the last decade. An analysis of enrolment profiles and school life expectancy is also carried out. Internal efficiency and the children out of school are studied, through dropouts, grade repetition, and transitions between levels.

*It is important to note that an Out of School Children Initiative (OOSCI) study was planned for 2024-2025 between the MoE and UNICEF in order to provide data on the number of out of school children and those at risk of dropping out to inform national policy and programs. This will be the third OOSCI Study in Jordan; the previous studies being jointly published in 2014 and 2020 by MOE and UNICEF.*

*The same data sources and methodology will be used for the ESA supported by UNESCO, as for the Out of School Children study, in accordance with the latest OOSCI Operational Manual (2024) published by UNICEF in partnership with UNESCO and ILO.*

*To avoid duplication of effort, UNICEF and UNESCO have proposed to jointly publish an OOSCI study with MOE in the first quarter of 2025. To achieve this the following roles and responsibilities are proposed by UNICEF and UNESCO, in support of the MOE.*

*UNESCO will provide technical support to the MoE for the analysis of data on out of school children as part of the ESA and support the MoE in making disaggregated data available to UNICEF on out of school children and those at risk of drop out in the form of analyzed and raw data sets.*

*UNICEF will contribute to the development of the ESA Chapter 2 Technical Committee meetings relevant to the analysis of out of school children, take the lead on drafting the Out of School Children publication for review by UNESCO and MOE, and edit, design, and print the Out of School publication after approval by MOE.*

***Chapter 3: Financing and Costs of Education***

The chapter traces trends in the volume and structure of public spending on education, in particular current expenditures, distinguishing between expenditure by level of education and by type: intra-sectoral breakdown, unit cost of schooling by level of education, type of expenditure by level of education, level of teacher remuneration by level of education and by status, etc. The chapter also analyses household spending on education when applicable, as well as the cost of school infrastructure. Specific attention will be given to the ongoing Gender Responsive Budgeting exercise across all MoE's budget programmes, for which an evaluation is scheduled.

***Chapter 4: Education Quality and Management of the Education and Training System***

This chapter analyses learning outcomes and the school and training institution environment and how these resources translate to better learning outcomes. The analysis of learning assessments will not only highlight national achievements but also encompass specific demographic groups (boys vs girls, children with disabilities vs children without disabilities, urban vs rural, children from disadvantaged vs children from affluent backgrounds, etc.). The chapter will also examine teacher management including the analysis of the consistency in their postings, as well as the management of other resources and learning time.

***Chapter 5: Equity, Inclusion, and Diversity***

This chapter addresses various dimensions of inequality, spanning gender and regional disparities, as well as other forms of inequality linked to the ten vulnerable groups of the Jordan Declaration on Inclusion and Diversity in Education. These 10 groups will be clearly defined and cover the following specificities: 1) Children affected by drugs and substance abuse; 2) Children experiencing gender inequality; 3) Children from ethnic, language and social minorities; 4) Children from income poor backgrounds; 5) Children suffering from neglect, abandonment and abuse, incl. orphans; 6) Children who are under-stimulated and disengaged (including first generation learners, children who are not supported by their families, and those who are often referred to as 'gifted' and 'talented'); 7) Children with disabilities; 8) Institutionalized children and children without freedom of movement; 9) Out-of-school children (OSC) (i.e., children who dropped out of school, never enrolled in formal education, and street and working children); and 10) Refugee, returnee, and unregistered children (i.e., children who were never registered at birth or may be registered in another country). The chapter also

examines equity from the angle of the distribution of public resources.

***Chapter 6: Early Childhood Education and Development***

This chapter analyses the different aspects of early childhood education and development (ECED) in all their key dimensions, with a particular focus on education. It covers the national ECED context and governance arrangements, reviews the different ECED service delivery options, assess the level of access for different groups of children and discusses possible reasons for the existing disparities. Finally, the chapter assesses the quality of ECED services, the impact on children's development and primary education and present the impact of the subsector.

***Chapter 7: Technical and Vocational Education and Training***

This chapter will provide an analysis of the technical and vocational education and training subsector, together with an analysis of higher education. Specifically, the analysis will provide information on numbers of learners enrolled, coverage, management, governance, and the financing of the subsectors. The external efficiency is mainly assessed through the links to the labour market. By examining the school-to-work transition period, the quality of jobs, and their alignment with the profiles of school leavers, this chapter provides insights into the relevance of the curriculum in the education and training system. The social and environmental impact of education is also examined. The chapter will benefit from the outputs of the ongoing Gender Analysis in the TVET sector, to be finalized by the MoE and UNESCO b the end of 2024.

***Chapter 8: Higher Education & External Efficiency***

This chapter will provide analysis on higher education, with external efficiency assessed through links with labour market in linkages with Chapter 7. Specifically, the chapter will look at the management and provision of higher education in Jordan, including recent trends and developments, the higher education landscape (providers, streams, etc), and higher education governance and management. The chapter will also look at access, progress and equity (such as participation of girls, persons with disabilities, refugees, others). It will also look at internal efficiencies (retention, drop out, completion and graduation) and quality of delivery of higher education as well as financing. Finally, it will look at the relevant of HED for the labor market.

## Working Modalities

The ESA working modality is participatory and involves national members at all stages of the process (e.g., data collection, analysis and write up). The adoption of such an approach aims to strengthen national capacities through the empowerment of national team members and learning through practice ('learning by doing'), and to ensure national ownership of the results by key national stakeholders. This approach builds on full involvement of national team members, throughout the different steps of the ESA development.

The ESA involves different tasks undertaken and coordinated by the following groups:

a. Higher Steering Committee
b. National Technical Committee
c. National Team with one designated lead per ESA chapter.
d. The UNESCO team (UNESCO/IIEP external technical support team and the UNESCO Jordan team).

The roles and responsibilities of each are defined as follows:

a. The **Higher Steering Committee** is chaired by His Excellency the Minister of Education and is tasked to provide guidance at a strategic level and approve the analysis of the results of the ESA. The members include:

    - Secretary General for Administrative and Financial Affairs

- Secretary General for Educational Affairs
- Secretary General for Higher Education
- Managing Director of the Educational Planning and Research Directorate
- Managing Director of the Financial Affairs Directorate
- Managing Director of the Education Directorate
- Managing Director of the Training and Educational Supervision Directorate
- Managing Director of the Examinations and School Tests Directorate
- Director of the Queen Rania Center for Education Technology and Information
- Managing Director of the Human Resources Directorate
- Managing Director of Vocational Education Directorate
- Director of the Audit Unit
- Secretary General, Jordan National Commission for Education, Culture and Science
- Director of the Education Quality and Accountability Unit
- Executive Director of the Development Coordination Unit
- Director of Educational Research

b. The **National Technical Committee** will manage the administrative coordination of the entire process, including the organization of workshops and consultations, manage the technical coordination of the activity ensuring the monitoring of the work plan, through the conduct of brief regular meetings with the ESA chapter lead, navigate the politics of the activity and its results, and ensure regular liaison with the technical support team of UNESCO/IIEP.
The technical committee is formed as follows:

- Managing Director of the Educational Planning and Research / Leader and Coordinator of the National Team
- Director of the Research Directorate / Deputy Team Leader
- Executive Director of the Development Coordination Unit
- Secretary General of Jordan's National Commission for Education, Culture and Science

c. Members of the **National Team (NT)** will officially be appointed by the MoE. Each of them will work on one chapter. More specifically, the members of the NT shall:

- Identify and compile data.
- Provide deliverables in accordance with the agreed work plan to the chapter lead.
- Participate in the drafting of the chapter (s).

d. In addition, **chapter leads** will be appointed among the NT members and will:
- Ensure chapter coordination: mobilize the members of their chapter, link with the National Coordinator and his/her Deputy, and with the technical support team.
- Ensure technical coordination: ensuring that team members are fully engaged and motivated and provides information and expected deliverables (data collection, analysis, writing) in accordance with the work plan.
- Identify additional support from ministry officials when deemed necessary (specific and/or ad hoc expertise), including supporting field level representation and consultation when and where necessary.
- Provide information and deliverables in accordance with the work plan.
- Make presentations and facilitate national consultations during the development of the ESA.
- Presents the ESA results at a final national workshop.

e. The **UNESCO/IIEP team** will support the whole process, including data collection, and provide elements that may facilitate the data analysis and the ESA development. It will also support the MoE in the administration and organization of ESA activities in Jordan (e.g., workshops and consultations). The UNESCO/IIEP team will work closely with members of the National Team. In particular, each member of the UNESCO/IIEP technical support team will be responsible for technical guidance and quality assurance of one or several chapters. More specifically, this will include to:

   Provide technical support to NT members on:

   - The identification of data to collect.
   - Quality checking of the data collected.
   - Data analysis.
   - Quality assurance of the writing of the chapters.
   - Facilitate online and in person workshops.
   - Support the definition of and update of the chapter(s) work plan(s) between the workshops.

The Policy Planning and Coordination Committee (PPCC) will also play a key role in the ESA, by providing key data and inputs, reviewing and validating analysis and endorsing the final ESA document. Regular updates will be provided to the PPCC on the ESA process for inputs and advice, as well as the four thematic groups (Digital Transformation, Inclusive Education, TVET and Foundational Literacy and Numeracy). Where relevant, the ESA process will be linked and fully aligned with other relevant support activities, particularly those under the SSP programme workplan (2024/2025). For example, the current support under the SSP aimed at "Enhancing financial planning and budgeting," and whose next phase will include a technical assistance component on financial data analysis, will be integrated in the ESA's education finance chapter to ensure full linkages with ongoing work and avoid unnecessary duplication of effort.

### Main ESA steps and timeline

The process of developing the ESA will include the following main steps:

#### Step 1: Scoping Mission (December 2023) -Completed

The purpose of the scoping mission is to discuss the methodology of the ESA with the MoE and relevant education stakeholders and to define the ESA chapter outline.

#### Step 2: Preparation phase: Establishment of the national team (NT) for the ESA (by end of June 2024) - Completed

The establishment of the national team should consider the desired profiles to produce the different ESA chapters. UNESCO/IIEP will provide guidance on recommended profiles per ESA chapter. UNESCO/IIEP will start its technical support once the NT has been officially appointed.

#### Step 3: Preparation phase for data mobilization (July-September 2024) -Completed

UNESCO will initiate preparation for data compilation ahead of the start of the ESA in July. It will be coordinated with other areas of UNESCO's programmatic support to Jordan. UNESCO/IIEP will identify preliminary data needs for the ESA and work with MoE colleagues from July 2024 to begin mapping out data availability. This will also be done with education sector partners and stakeholders, through the PPCC, for data that is collected outside of the Ministry of Education e.g. other line Ministries, research projects, etc.

#### Step 4: Kick-off of the ESA and first workshop with the national team (end of July 2024) -Completed

The objectives of this first workshop are the following:

- Get familiar with the ESA as a whole and the specific chapter per team member.

- Take stock of already compiled data.
- Identify data still to be compiled.
- Develop tentative chapter outlines.
- Clean data.
- Analyze data.
- Homework.

**Step 5: Remote work with the NT on processing compiled data and collect missing data. (August-October 2024) -Completed**

The processing of the compiled data will be supported by UNESCO/IIEP remotely. During this period, the NT will continue mobilizing existing data that could not be collected earlier.

**Step 6: Second workshop on data analysis (early October 2024) -Completed**

The objectives of the second workshop are the following:

- Get familiar with the theoretical aspects of the ESA methodology.
- Continue the data analysis.
- Initial write-up.
- Share and discuss preliminary results.

**Step 7: Remote work with the NT on writing ESA chapters (October-November 2024) - Ongoing**

Following the second workshop, the writing of chapters will continue remotely. During this period results (zero draft materials) can be shared with selected ministry officials and development partners for feedback and possible additions.

**Step 8: Third workshop for write up of ESA chapters in Jordan (end of November 2024)**

UNESCO/IIEP will support the national team in the writing of the ESA chapters through a week of face-to-face working sessions. It may also be relevant to organize consultations on specific themes with key stakeholders (central and decentralized levels, schools, civil society, development partners, private sector actors, etc.).

**Step 9: Remote work with the NT on writing ESA chapters (December 2024-January 2025)**

The writing of chapters will continue remotely. During this period, if relevant, draft analysis can be shared with selected ministry officials and partners for feedback and possible additions.

**Step 10: Presentation of ESA results (February 2025)**

UNESCO/IIEP will support the presentation of the preliminary results of the ESA through a national workshop with key stakeholders, and PPCC members.

**Step 11: Finalization of the ESA (March 2025)**

Following the presentation of the preliminary ESA results, the chapters will be finalized remotely with the national team. This will involve incorporating relevant elements from the discussions during the national workshop.

GPE grant funds will therefore help complete the ESA exercise, in particular the validation of the ESA results and finalization of the ESA (step 9 and 10). See budget for details.

## 2. Education Sector Plan (2026-2030)

Following the completion of the ESA, the MoE, with UNESCO support, will immediately begin the preparations for their next Education Strategic Plan (2026-2030), including the Strategy for Mainstreaming Gender Equality in Education and its joint Gender Equality Action Plan. The new ESP,

which will be a key strategic policy document, will be designed with the right to education at its center to help Jordan's Ministry of Education translate into concrete actions its commitments at the national and international level to support the enforcement of the right to education, while addressing current challenges and gaps in the education sector.

Informed by the results of the ESA and by the MoE Financial Diagnostic exercise, the ESP (2026-2030) will also be aligned with the ongoing public sector reform and cover from early childhood education until higher education, in line with the educational and economic priorities outlined in the Economic Modernization Vision and new reform.

The development of the ESP (2026-2030) will be done through a nationally owned and participatory process. It is expected that the new ESP will be a much larger and comprehensive exercise than the preparation of the ESP (2018-2025). To ensure inclusive participation, consultations at a decentralized level and ensure that the ESA will bring together key actors within and beyond the central MoE to take stock of the status of the whole education system.

The ESP will be the result of a government-led process in its formulation, leading to country-led implementation, and resource allocation aligned around government's educational priorities. The ESP will also build on the positive characteristics of the current ESP (2018-2025) as well as lessons learnt, namely:

- The ESP will be evidence-based by building on the findings of the ESA
- The ESP will build on an operational assessment of the current ESP. The ESP will be measurable and achievable: a full Monitoring and Evaluation framework will be development for the new ESP
- The ESP will be inclusive and pay attention to disparities in line with commitments made under the Jordan Declaration for Inclusion and Diversity in Education and will recognize the key actions needed to prioritize responding to the needs of vulnerable students, including, but not limited to, refugees, out of school children, children with disabilities, boys.

In parallel to the development of the ESP, the introduction of a new SMGEE will further strengthen gender equality efforts by providing a dedicated, comprehensive approach to addressing gender disparities in education. Alongside this, the new Gender Equality Action Plan (GEAP++) will play a crucial role in ensuring a more robust and inclusive approach to gender equality within the education system. Furthermore, gender will be integrated throughout the development of the new ESP, ensuring that gender equality has not only a standalone focus but is also embedded across the entire education system (Twin-track approach). The new SMGEE and GEAP++ will be built on a final evaluation of the current Strategy for Mainstreaming Gender Equality in Education (SMGEE) and its joint Gender Equality Action Plan (GEAP+).

In terms of the team developing the ESP (2026-2030), it is recommended that the MoE builds on the structure implemented for the ESA development (see above) to ensure continuity, efficiency and strengthening of capacities.

More concretely development of the ESP (2026-2030) under this grant, and with complementary funds from the SSP programme, will include the following steps:

**Step 1: Selection of Key Plan Objectives and Priority Areas/Domains**

Based on the findings of the ESA, the MoE in consultation with PPCC partners, will identify the high-level strategic direction of the ESP and how they wish to structure their next ESP.

Through a series of consultation and policy dialogue sessions/workshops, the MoE will also agree how to address some important thematic issues through the domains, with teacher training being one of the highest priorities, but also while addressing areas such as digital transformation, climate change and greening education, learning outcomes, TVET reform and skills development, and the inclusion of nurseries

### Step 2: Design of Priority Domains

Once the priority domains have been outlined, UNESCO will work with the MoE through a series of workshops to design the details of the domains, including the main strategies of each domain and their accompanying priority programmes, including setting key targets and activities to be covered. Once draft design of the priority domains is available, a workshop with PPCC will also be held to present, discuss and validate the policy directions, strategies and priority programmes outlined in the ESP.

### Step 3: Projections, Costing and Financing Framework

Support will also be provided to the MoE for the development of the ESP simulation model to support their operational planning in alignment to the new ESP. This will include the development of policy scenarios, and related financing frameworks. It will also include the estimation of resource requirements for the ESP and anticipated external and internal contribution and financial gaps. Tailor-made training focusing on educational projections and simulations and on the use of the simulation model in operational planning will complete the support strategy with the aim of increasing the sustainability of results.

### Step 4: Design of Monitoring and Evaluation Framework

A monitoring and evaluation framework will also be included in the ESP for the implementation of the Jordan Education Strategic Plan (ESP). The ESP M&E framework will be the roadmap for how the Ministry of Education monitors and evaluates the implementation of the ESP during the 2026-2030 period. It will include lessons learnt from the implementation of the M&E framework 2018-2025 ESP and integrate those in the new framework. The lessons learnt will be assessed collectively and ensure that there is a stronger link with the financial resource planning. It will strengthen accountability, promote learning and help communicate the ESP results. More specifically, the ESP M&E framework will describe:

- **What** is to be monitored and evaluated (results chains and matrices with indicators).
- **When** monitoring and evaluation activities take place (calendar).
- **How** monitoring and evaluation are carried out (organizational structure).
- **Who** is responsible for monitoring and evaluating activities (data collection, analysis, reporting).

### Step 5: Design of the Partnership and Coordination Framework

A partnership and coordination structure will also be elaborated building on the important success of the current ESP Partnership and coordination structure that saw the establishment of the Policy Planning and Coordination Committee (PPCC), technical working groups and thematic groups. The purpose of the partnership and coordination structure will outline an efficient structure between the MoE and its Education Development Partners to ensure effective ESP implementation, monitoring and evaluation through different levels of policy dialogue and technical discussions.

### Step 6 Final assessment of the SMGEE and its GEAP+

The Terms of Reference (ToR) for a joint final assessment of the SMGEE and GEAP+ will be developed to guide a comprehensive and participatory evaluation of the current strategy and action plan. This will include field visits across the country and to Field Directorates, as well as key informant interviews and focus group discussions at the national level. The evaluation will assess the effectiveness of gender equality strategies and their outcomes, providing critical insights that will directly inform the design of the new SMGEE and GEAP++ and the mainstreaming of gender in the ESP for the next phase, ensuring continued progress in gender equality in education.

### Step 7: Independent appraisal of the draft ESP and financialization/endorsement of the ESP

Upon completion of the draft ESP, external education expertise will be brought onboard to conduct an independent appraisal of the plan. The appraisal will be part of the quality assurance review process, and based on five criteria following GPE/IIEP guidelines for education sector plan appraisals:

1) Leadership & Participation
2) Soundness & Relevance
3) Equity, efficiency and Learning
4) Coherence
5) Feasibility, implantability and monitorability

Their comments, as well as any final comments from education sector stakeholders through the PPCC and the MoE (including senior management) will be incorporated, and the ESP will be finalized.

The final version will be presented to all stakeholders in Jordan.

### Step 8: Design/update of the MoE Operational Plan

Following the finalization of the ESP development, technical support will also be provided to the MoE to update their operational plans and align them to the new ESP. This will be done through workshops and will help the MoE to update/design their operational plan templates/structure. Discussions will also be inclusive of the PPCC members to ensure that the plans are reflective of their contribution to the implementation.

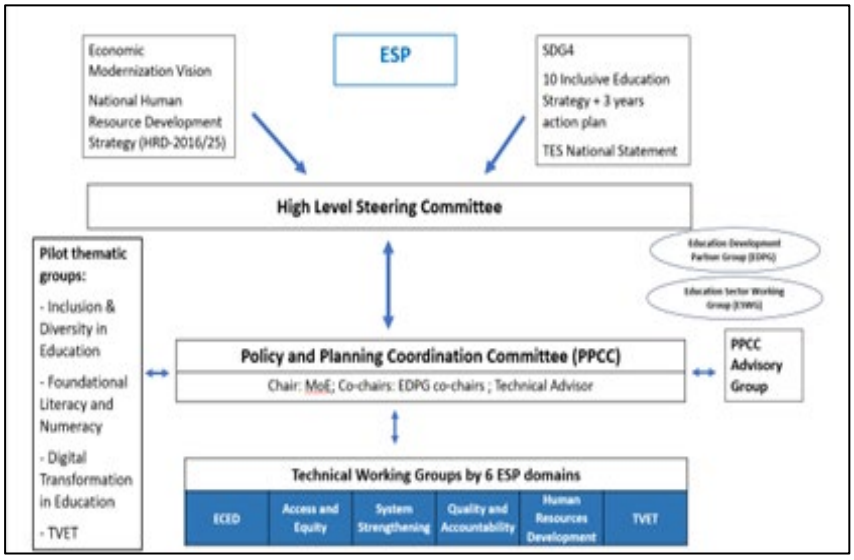
As per the ESA, GPE grant funds, will complement existing funds from the SSP programme to complete the ESP exercise. See budget for details.

## 3. Partnership Compact

UNESCO will also support the MoE in the development of the Jordan Partnership Compact under the GPE grant. The process will be led by the MoE, in collaboration with the Policy, Planning and Coordination Committee (PPCC), which is Jordan's equivalent structure to the Local Education Group (LEG) and will follow the GPE grants guidelines.

The Partnership Compact development process is expected to take up to 6 months. It will be aligned to the planning processes that will be taking place for both the new Education Strategic Plan (ESP) and the new Executive Programme of the Economic Modernization Vision (EMV).

The compact development process as well as the new ESP and EMV planning will be guided by the education sector reform process that is currently taking place in Jordan, which will also define the




*2. ESP Partnership & Coordination Structure- November 2024*

structure of the new education Ministry and help in identifying the urgent priority reforms. This will all be done in a participatory, consultative and inclusive approach, to ensure the involvement, commitment, and ownership of the process of all education stakeholders in Jordan.

As the ESP is a key resource to guide the MoE's strategic and policy engagement with development partners, its development constitutes a good example of inclusive consultation process, embedded in its comprehensive and inclusive partnership and coordination structure, which includes the PPCC, the Technical Working Groups (TWG) and the Thematic Groups and works closely with the Education Development Partners Group (EDPG) and the Education Sector Working Group (ESWG). These entities together ensure the proper planning and implementation of the ESP and will be built on for the development of the partnership compact, which will cover the priority reform area as well as the additional support needed under the System Capacity Grant.

Therefore, the priority reform identification for the GPE funding will be done through the workshops and PPCC meetings that will take place in the context of the ESP development. This will ensure that the identified reform priority is fully aligned with the ESP, has the needed flexibility to contribute to improving education service delivery at scale, and is backed with the needed political will and measures to address all possible obstacles and risks.

UNESCO, as the technical advisor to the PPCC, will also support the MoE in forming the Task Team that is needed for the development process of the Partnership Compact. As discussed during the PPCC, the Task Team will also rely on existing structures through the PPCC Advisory Group which is led by the MoE and includes representatives from the education development partners, the education sector working group and UNESCO. This group will be expanded to ensure the inclusion of experts on gender, disability and refugees as well as expertise on the chosen reform area.

The MoE, supported by UNESCO, and the Task Team will then lead a collaborative analytical process which starts with the Enabling Factors Analysis (EFA) focusing on the four enabling factors identified by GPE for system transformation. The TT will do the first screening questionnaire assessing the enabling factors and then will support the PPCC in doing the full EFA based on the chosen priority reform. The EFA will be done through a series of PPCC meetings and workshops and will build heavily on the Education Sector Analysis that the MoE would have finalized in early 2025 as well as the MoE Financial Diagnostic which took place in 2023-2024. These documents will also serve as the basis for the development of the new ESP as well as will inform the development of the new executive program of Jordan's EMV.

UNESCO will then conduct an EFA review, further analysing the strength and bottlenecks to the four enabling factor areas in relation to the chosen priority reform and will finalize the drafting of the compact following GPE's revision and comments on the EFA. The draft version will be revised by the PPCC and upon endorsement shared with GPE.

As per the GPE guidelines, the tentative outline of the Jordan Partnership Compact document will follow the below structure (to be confirmed with PPCC during the drafting):

I. **Introduction** (approximately 500 words)
*Partners and government counterparts involved; processes and consultations undertaken to ensure that the reform was identified through inclusive dialogue; existing policy frameworks, evidence, sector plans and dialogues that helped to identify the priority reform; summary of enabling factors analysis.*

II. **Priority Reform Overview** (approximately 2,000 words)
*Description of the selected priority reform, highlighting its gender equality and inclusion aspects; rationale for the priority reform, including identification of the specific barriers to improved delivery, root causes and their interconnectedness with other sectors; explanation for how the priority reform advances system transformation, including its impact on advancing gender equality and its potential to leverage large-scale change.*

III. **Enabling Factors Analysis** (approximately 1,000 words)
*Brief overview of the four enabling factors based on country dialogue and inputs from the Independent Technical Advisory Panel; actions to be taken to address gaps in the enabling factors, in particular those rated high-priority and strengthen them to support the achievement of the selected priority reform.*

IV. **Delivering Education System Transformation** (approximately 1,000 words)
*Alignment of partner resources and GPE support; roles and responsibilities of country partners; GPE grants and other assets to be mobilized in support of the priority reform.*

V. **Monitoring and Evaluation** (approximately 1,500 words)
*Theory of Change; selected indicators to measure key milestones along delivery pathways; description of evaluations or reviews that will be used to generate evidence on the implementation of compact priorities; mechanisms that partners will use for the joint learning from evidence and adaptation.*

**Annex: Statement of Endorsement by Government and country partners**
*Mapping of partners' funds and efforts in the education sector in Jordan*

## 2030 Agenda Sustainable Development Goals (SDG) and other Internationally Agreed Development Goals (IADG)

The development of the Education Sector Analysis (ESA), and new Education Strategic Plan (ESP), including its SMGEE and GEAP++ will contribute directly to the achievement of the Sustainable Development Goals (SDGs), in particular SDG4 and the Education 2030 Agenda, as well as Education for Sustainable Development. This approach will also explicitly contribute to the achievement of the SDG 5 on Gender Equality.

More specifically, the ESA and new ESP will help to monitor, assess and report against the progress made towards SDG4 and SDG5 goals and targets. It will also contribute directly to SDG targets 4.1 and 4.2 on the provision of equitable and quality early childhood care and education, primary and secondary education. It will also strengthen national capacities to monitor learning outcomes, and to use results to improve quality and equity in education.

The ESA and ESP also contributes to SDG targets 4.5 on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities and children in vulnerable situations, as well as on the target 5.1 on ending all

forms of discrimination against all women and girls everywhere, by ensuring that the gender perspective is institutionalized and included in MoE policy and planning. This commitment is reflected in the mainstreaming of gender across the MoE, and particularly through the Strategy for Mainstreaming Gender Equality in Education (SMGEE) and its GEAP+.

Evidence-based strategic policy making, planning, and coordination in Jordan's MoE, which will in turn contribute to the further development of a well-functioning, and well-monitored national education system over the long-term, will thus help to ensure equitable and inclusive access to quality education, and improved learning outcomes for all children and youth in Jordan, including the most vulnerable. This contributes to SDG target 4.a, on the increased learning opportunities for persons in vulnerable situations, including crisis-affected populations, as well as persons with learning challenges, including disabilities.

The activities under this grant will also contribute to SDG8 promoting "decent work and economic growth" especially on Target 8.6 focusing on youth employment and education in light of opportunities provided by the ESA and ESP to elaborate further on TVET and include Higher Education.

The development of a partnership compact will also be contributing to SDG target 17 on leading the education 2030 agenda, coordination and partnerships at national level, through existing mechanisms and UNESCO's support of the SDG4 National Committee, as well as the ESP Partnership and Coordination Structure, in particular the PPCC (as technical advisor), and TWGs.

## Timeline

The overall timeframe of the grant implementation will span over 18 months, until 30 June 2026. The timeline below specifies the indicative timeline of the major activities under this grant.

| Key Activities | Year 1 – 2025 | | | | Year 2- 2026 | | | |
|---|---|---|---|---|---|---|---|---|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| **Finalization of the ESA** | | | | | | | | |
| Presentation of the ESA results through a validation workshop | | | | | | | | |
| Finalization of the ESA | | | | | | | | |
| **Development of the new ESP** | | | | | | | | |
| ESP Priorities Selection & Design | | | | | | | | |
| ESP M&E framework design | | | | | | | | |
| ESP Simulation Model | | | | | | | | |
| ESP Partnership and Coordination Structure | | | | | | | | |
| Independent appraisal of ESP | | | | | | | | |
| Endorsement of ESP | | | | | | | | |
| MoE Operational Plan Update & Alignment with ESP | | | | | | | | |
| **Development of the Partnership Compact** | | | | | | | | |
| Enabling factor analysis | | | | | | | | |
| Partnership Compact Development | | | | | | | | |
| Finalization of the Partnership Compact further to ITAP review | | | | | | | | |

| Reporting | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Final Report to GPE | | | | | | | | |

## Stakeholders: Beneficiaries and partners

The key partner and direct beneficiary is the Government of Jordan's Ministry of Education at all administrative levels (schools, education field directorates, and central ministry). Including, but not limited to:

- MoE - Secretary General for Administrative and Financial Affairs
- MoE-Secretary General for Educational Affairs
- MoE - Educational Planning & Research Department (including M&E Unit, Statistics Unit, School Formulation & HR Planning Unit, School Mapping & GIS Unit, Financial Resources Planning Unit, and Gender Equality Division)
- MoE - Queen Rania Center for Education & Information Technology (QRC)
- MoE - Development Coordination Unit (DCU)
- MoE - Buildings & International Projects Department (including Maintenance Unit)
- MoE - Education Quality and Accountability Unit (EQAU)
- MoE - Education Training Centre (ETC) and SDDP Division
- MoE - Fiscal Affairs Directorate (Financial Resources Planning Unit -FRPU)
- MoE - Curriculum and Examination Department

Considering the ongoing public sector reform, a memo by the Cabinet was circulated on 30 April 2024 confirming the GoJ's overall vision for the reform of the education section. The reform will include the establishment of a new Ministry of Education and Human Resource Development covering nurseries, KG1/2, basic education, secondary education and Vocational education and training, and higher education. It will also include the appointment of five Secretary Generals covering Basic Education, General Education, Vocational Education, Higher Education and Strategic Planning and Performance Management. Therefore, once the reform is in place, liaison will be done with the structure in place to ensure full coordination for the implementation of this grant is done in an inclusive and representative manner.

It is important to note that since the totality of the funds are managed and implemented by UNESCO, the creation of the new structure will have no impact on the implication of the grant. It may however result in some minor delays to bring this new structure up to date quickly with the ESP process (in particular) but these will be mitigated closely with the PPCC and understand the leadership of the MoE (see risk matrix below for more details).

Coordination and consultations will also take place with other line Ministries and Government entities such as (but not limited to):

- Ministry of Higher Education and Scientific Research
- Ministry of Labor
- Ministry of Finance and General Budget Department
- Ministry of Digital Economy and Entrepreneurship
- Ministry of Social Development
- Higher Council for Persons with Disability (HCD)
- Technical and Vocational Skills Development Council (TVSDC)

During the implementation phase of this grant, UNESCO will also work to ensure that it engages with

a wide range of stakeholders, and make linkages with other partners through established coordination mechanisms e.g. ESP Partnership and Coordination Structure, EDPG, ESWG, etc.

Appropriate systems and procedures will be established in close coordination with the MoE and PPCC throughout the process of the grant implementation. UNESCO will ensure that all activities will be implemented under the leadership and guidance of the MoE and close collaboration with the coordinating agencies (EDPG co-chairs- EU and World Bank) as well as through regular reporting to the PPCC, to ensure smooth implementation of the grant.

## Risk assessment and Mitigation Measures

| Description of the risk | Likelihood<br><br>Very unlikely<br>Unlikely<br>Possible<br>Likely<br>Very likely | Impact<br><br>Negligible<br>Minor<br>Moderate<br>Significant<br>Severe | Risk Owner | Preventive Mitigation Measures | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Task | Deliverable | When/ Frequency | Who | Status of the task<br><br>Not started<br>Ongoing<br>Implemented |
| Lack of active engagement and/or coordination from the PPCC could result in a lack of consensus around findings of the ESA and ESP, which could delay finalization of the documents. | Unlikely | Significant | UNESCO, MoE, PPCC | - Ensure that updates on the GPE grants are included as a standing agenda item for the PPCC<br>- Engage PPCC members throughout the process of the ESA and ESP development | PPCC MoM | Ongoing (throughout the course of the grant) | MoE and UNESCO | Ongoing |
| Delays in the data compilation for the ESA can cause lead to delays in finalizing the exercise. | Likely | Possible | UNESCO MoE | - Engage as early as possible with MoE technical team to keep them updated on a regular basis on the status of the data.<br>- Organize when needed online and in-person consultation and training sessions to clarify and explain what is required with data and information providers, while indicating possible data sources for consideration.<br>- Provide the MoE with alternative solutions if data is sensitive or difficult to get. | Data mapping and tracking sheet<br><br>MoM | July 2024-March 2025 | MoE and UNESCO | Ongoing |
| Difficulty in validating the ESA findings due to sensitive nature of some outcomes, could result in delays the finalization of the ESA and start of the ESP development. | Likely | Possible | UNESCO MoE PPCC | - Engage as early as possible the Higher Steering committee, MoE technical team and PPCC and share the preliminary analysis to get feedback.<br>- Ensure that all findings are evidence based and that the evidence is well documented. | MoM<br><br>Data analysis | November 2024-March 2025 | MoE, UNESCO, and PPCC | Not started |
| Difficulty in building consensus on prioritization during the development of the ESP delays its finalization. | Likely | Moderate | UNESCO MoE PPCC | - Ensure and advocate for the rationale on the choice of the priorities are evidence-based and anchored in the ESA | MoM Documentation of Analysis/ PPT | March - December 2025 | MoE, UNESCO, and PPCC | Not started |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | - Provide different scenarios for consideration by MoE and PPCC.<br>- Disseminate well in advance the documentation for review, appraisal and internal discussion that can help in decision-making. | | | | |
| Limited technical capacity of MoE leading to delays finalizing the documents to improve quality of the deliverables. | Unlikely | Significant | UNESCO MoE | - Provide on the job training, especially to MoE technical team, to ensure shared and common understanding of the data and information requirements for producing the deliverables of the grant.<br>- Promote learning by doing through coaching and regular monitoring of progress. | Training material | Ongoing (throughout the course of the grant) | UNESCO MoE | Ongoing |
| Turnover at the MoE Senior Management level, including change in government, will result in change in the strategic direction of the grant implementation or delays/changes in endorsement of public sector reform direction, or will result in MoE making change requests, delaying the finalization of the grant activities. | Likely | Significant | UNESCO MoE PPCC | - Ensuring the official documentation and MoM are available<br>- High-level advocacy and dialogue with the MoE and PPCC and engagement with GPE secretariat if necessary | MoM | Ongoing (throughout the course of the grant) | UNESCO MoE PPCC | Ongoing |
| Due to ongoing regional instability and conflict and in case of "force majeure" circumstances, interruptions in travel to Jordan can cause inability of UNESCO/IIEP to travel for technical assistance purposes, causing delays in the implementation in grant activities. | Very likely | Moderate | UNESCO | - Online modalities are to be established, including hybid workshop/sessions to be conducted with UNESCO Jordan team | Online sessions to be organized by UNESCO/ IIEP | Ongoing (throughout the course of the grant) | UNESCO | Ongoing |

## Preliminary Budget Outline

| Outcome | Total Budget (US$) |
|---|---|
| **Outcome 1:** Jordan's education sector analysis is developed. | 209,225 |
| **Outcome 2:** Jordan's education strategic plan for 2026-2030 is developed. | 229,134 |
| **Outcome 3:** Jordan's partnership compact is developed. | 50,000 |
| **Outcome 4:** Overall Support and Coordination | 61,641 |
| **Programme Support Costs** | 38,500 |
| **TOTAL** | **588,500** |