Concept Note

System Capacity Grant for Global Partnership for Education (GPE) in Jordan

Strengthening Data, Governance, and Financing for Equitable Digital Transformation in Education

UNESCO Contact	
Ministry of Education Contact	
GPE Coordinating Agencies	Embassy of Canada to Jordan British Embassy- Jordan
Geographic scope/benefitting country(ies)	Jordan
Duration (in months)	24 months
Partner(s) institutions	Global Partnership for Education (GPE) -System Capacity Grant
Tentative Total budget in US$	1,000,000 USD + 7% PSC

1. Jordan's Commitment to the Right to Education and System Transformation

Jordan recognizes the right to quality education as a fundamental human right, as established in Article 26 of the Universal Declaration of Human Rights and enshrined in the UNESCO Convention against Discrimination in Education, and guarantees this right through its Constitution. This commitment is reaffirmed through Jordan's adherence to the 2030 Agenda for Sustainable Development, in particular SDG4 on inclusive, equitable and quality education and lifelong learning for all.

Education is a central pillar of the Economic Modernization Vision (EMV) 2023-2033, launched under the auspices of His Majesty King Abdullah II. The EMV positions education, from early childhood through higher education, as a key driver to economic growth, social cohesion and competitiveness, with a strong emphasis on human capital development, digital skills, and equal opportunities for women and men. Education reform is therefore framed not only as a social imperative but as a strategic investment in Jordan's long term development trajectory.

Jordan further renewed its commitment to inclusive education through the Jordan Declaration on Inclusion and Diversity in Education (2022) and its National Statement of Commitments to the 2022 UN Transforming Education Summit (TES). The Declaration provides a nationally agreed definition of inclusion and diversity in education, identified ten groups of children most vulnerable to exclusion from and within and education, and commits the system to targeted action.

At the TES Summit, Jordan presented its National Statement of Commitments which prioritises: learning recovery post COVID-19, universalization of KG2, safe, healthy, and accessible learning environments, strengthened crisis and risk management, evidence based planning and management, reforming the TVET system aligned with the labour market needs, and systematic disaggregation of SDG4 indicators by gender, disability and vulnerability status.

2. National Reform and Policy Context

Since 2022, the Government of **Jordan has been implementing wide-ranging public sector reforms** under EMV 2022–2033, and the Public Sector Modernization Roadmap. Within this framework, education is positioned as a core driver of inclusive growth, social cohesion and competitiveness, with expectations extending beyond access to schooling, toward equipping learners, girls and boys, with foundational, digital and transversal skills for employability, innovation and civic participation, in line with Jordan's commitments to the 2030 Agenda, especially SDG 4.

The education sector is undergoing a significant reconfiguration of its governance and management model. Reforms aim to standardise policy frameworks, improve coordination across sub-sectors, and strengthen accountability. In this context, the Government has initiated steps towards the establishment of a Ministry of Education and Human Resource Development (MoEHRD), consolidating responsibilities currently shared between the Ministry of Education (MoE), and the Ministry of Higher Education and Scientific Research (MoHESR). Early reform work led by the newly created Education Management Office (EMO) points to a more coherent governance architecture with clearer mandates, modernised human resource management, and stronger institutional performance systems.

At the strategic level, the Government is aligning the forthcoming Education Strategic Plan (ESP) 2026-2030 with the EMV, the Public Sector Modernization Roadmap, and national digital and gender and inclusive frameworks. This alignment establishes digital transformation, gender equality,

inclusion and resilient service delivery as cross-cutting system priorities rather than stand-alone initiatives. It also builds on lessons from the National Human Resources Development Strategy 2016–2025 and the Education Strategic Plan 2018–2025, which focused on improving the quality, accessibility and labour-market relevance.

The completion of the 2018–2025 ESP coincides with the effective implementation of institutional reforms that will reshape the education system and its management in the coming years. In the emerging ESP 2026–2030 architecture, strategic objectives include enhancing the efficiency and coherence of education sector governance through sector reform and institutional modernisation; aligning budgeting, resource allocation and accountability mechanisms with strategic priorities, using robust financial systems and data analysis for evidence-based decision-making; and ensuring that sustainable, equitable and efficient domestic and external financial resources are mobilised and deployed to support ESP implementation. Within this reform package, the institutionalisation of inclusion and gender equality and **the mainstreaming of digitalisation across the education system** are recognised as core conditions for achieving more effective, equitable and future-oriented education outcomes.

3. Education Strategic Planning: Transition from ESP 2018–2025 to ESP 2026–2030

The ESP 2026–2030 is being developed as a nationally owned plan, led by the Directorate of Educational Planning and Research and coordinated through the Development Coordination Unit and the Policy, Planning and Coordination Committee (PPCC).

The ESP is explicitly aligned with the EMV, SDG 4, and the Public Sector Modernization Roadmap and is framed around four interlinked reform dimensions:

1. Equitable access through inclusive and flexible learning environments.
2. Improved quality through strong teachers, modern curricula, foundational skills and digital learning.
3. Strengthened governance and management through data driven decision making and accountability; and
4. Mainstreamed cross cutting priorities, including through digitalisation**,** gender equality, inclusion, environmental sustainability and crisis resilience.

The GPE-funded SCG (first phase) played a catalytic role in the transition from the ESP 2018–2025 to a more integrated, evidence-based ESP 2026–2030 by financing the Education Sector Analysis (ESA), Enabling Factor Analysis (EFA), technical assistance for ESP development and preparation of the Partnership Compact. The Ministry conducted a comprehensive Education Sector Analysis (ESA) in 2025, covering all levels of education and cross-cutting themes, including governance, inclusion, gender equality, digitalisation, and crisis preparedness, thereby **constituting the primary evidence base for the new ESP 2026–2030.** The ESA was complemented by an Enabling Factors Analysis (EFA), which assessed system capacities in education sector planning, data and evidence, sector coordination, and the volume, equity and efficiency of domestic public expenditure. Together, the ESA and the EFA inform both the ESP priorities and the Partnership Compact, ensuring coherence between analysis, priority selection and capacity development support. UNESCO/IIEP provided technical and organizational support, while the analysis, prioritisation and validation are anchored in national structures and inclusive dialogue.

The new ESP therefore rests on a coherent analytical base and is closely aligned with the Compact's flagship focus on **digital transformation, data use, financing and gender-responsive sector governance,** which the proposed SCG seeks to operationalise at the system level. Importantly, gender equality and inclusion are mainstreamed across the ESP, underpinned by the Gender Equality Action

Plan (GEAP++) and the national Declaration on Inclusion and Diversity. Together, these frameworks are providing indicators and monitoring arrangements, ensuring that equity considerations are systematically embedded in planning, implementation and accountability across all ESP components.

4. Key Challenges as Identified in ESA and EFA

The Enabling Factors Analysis (EFA) identifies **Data and Evidence** and the **Volume, Equity and Efficiency of Domestic Public Expenditure on Education** as **high-priority** enabling factors for Jordan's reform trajectory, and **Sector Coordination** and **Gender-responsive Planning, Policy and Monitoring** as **medium-priority** factors. Together with the Education Sector Analysis (ESA) and the GPE Partnership Compact, they highlight a set of systemic challenges that must be addressed for Jordan's digital transformation in education to be inclusive, sustainable and results-oriented.

The subsections below summarise these key constraints in four areas that are directly relevant to the proposed System Capacity Grant (SCG): equity and inclusion; governance and coordination; financing and public financial management; and data, evidence and digital transformation.

4.1. Equity and Inclusion

Jordan's demographic and socio-economic context generates sustained pressure on the education system. The country has a young and predominantly urban population, with a high concentration of children and youth in a few governorates, and hosts one of the largest refugee populations per capita worldwide. This profile requires the system to serve learners with diverse languages, backgrounds and needs, including those affected by displacement and crisis.

At the same time, constrained fiscal space, high public debt, persistent youth unemployment, low female labour force participation, exclusion of persons with disabilities from both education and employment, and rising poverty in some regions all weigh on households and public budgets. The ESA confirms that Jordan has largely achieved gender parity in enrolment at most levels of general education, including for refugees, but inequities persist in learning outcomes, pathways and transitions. Boys are more likely to lag behind in foundational literacy and numeracy and to drop out in some contexts; girls remain under-represented in certain STEM and TVET pathways and face gendered expectations that shape their trajectories. Refugee children continue to face barriers related to poverty, distance, language and school capacity, with double-shift schools and overcrowded classrooms more common in host communities. Children with disabilities remain under-identified and under-served despite an inclusive education policy framework, and implementation at field level is uneven.

These disparities intersect with geography and socio-economic status and are not always sufficiently visible in routine data and analysis. In particular, existing information systems and digital tools do not yet consistently provide timely, disaggregated views of who is being left behind (by sex, disability, refugee or permit status, language and location). This limits the ability of planners and managers to design, target and monitor interventions, and creates a risk that digital initiatives could reproduce or widen existing inequalities if they are not explicitly guided by equity-focused data and safeguards.

4.2. Governance, Coordination and Institutional Reform

Governance and coordination for the education sector are being reshaped as part of wider public sector modernization and lessons from the ESP 2018–2025 cycle. At the apex, a high-level steering mechanism linked to the Royal Court provides overall leadership for education reform within the Economic Modernization Vision and the Public Sector Modernization Roadmap, reviewing progress

against key ESP and SDG 4 indicators and resolving issues that require inter-ministerial action. As Jordan's Local Education Group (LEG) equivalent, the Policy, Planning and Coordination Committee (PPCC) remains the core platform for sector dialogue, strategic oversight and coordination of ESP implementation and the GPE Partnership Compact. Chaired by the Ministry of Education and supported by the Development Coordination Unit (DCU), it brings together central directorates, key ministries, development partners and specialised units such as the Gender Unit and inclusion focal points, and operates through six ESP Technical Working Groups (TWGs) organised around planning and budgeting, monitoring and feedback, research and evaluation, data and information management, and coordination, with gender and equity as cross-cutting priorities. For digital transformation, a dedicated Digital Transformation Working Group is envisaged to convene MoE technical departments, the Ministry of Digital Economy and Entrepreneurship and partners around the design, sequencing and monitoring of digital reforms. The ESP 2026–2030 implementation tools, notably the key performance indicator matrix and the Multi-Year Operational Plan (MYOP), are intended to translate strategic priorities into costed activities, responsible units and annual workplans for central departments and field directorates.

The ESA, EFA and Partnership Compact classify sector coordination and gender-responsive planning, policy and monitoring as medium-priority enabling factors and highlight several gaps: uneven participation in coordination forums; at times weak transmission of technical analysis into policy and budget decisions; and joint sector reviews and stocktakes that are not yet systematically used to trigger corrective action. Fragmented digital initiatives and limited use of shared data and financing evidence in PPCC discussions further constrain the ability of existing structures to steer a coherent, inclusive digital reform agenda.

Within this context, the proposed SCG will focus on strengthening the existing coordination architecture rather than creating new structures. It will support the Ministry and partners to update and operationalise the terms of reference of the PPCC and TWGs, including the Digital Transformation Working Group, with clear mandates, decision rights and simple escalation protocols for issues requiring higher-level or inter-ministerial resolution. It will help formalise the participation of gender and inclusion stakeholders, civil society and disability advocates, universities and selected private sector actors in the relevant groups, so that classroom realities, equity concerns, accessibility, safeguarding, including risks of technology-facilitated gender-based violence (TFGBV) and SEAH – inform technical choices and the sequencing of digital reforms. Regular PPCC-led stocktakes, drawing on upgraded equity dashboards and concise governance and financing "snapshots", will review a focused set of indicators and milestones and document how evidence is used to adjust implementation and align domestic and partner support with the costed Digital Education Roadmap. A structured PPCC self-assessment using the GPE partnership tool will be facilitated and translated into a time-bound action plan for strengthening inclusiveness, technical quality, influence on policy and budget, and mutual accountability.

In this way, governance and coordination reforms become a direct enabler of digital transformation, providing a single, Ministry-led platform where data, planning and financing for digital education are jointly reviewed, prioritised and adjusted, and where partners align their contributions behind a coherent, equity-focused and sustainable reform pathway.

4.3. Financing, Public Financial Management and Efficiency

Jordan devotes a substantial share of its public budget to education, reflecting the priority given to human capital development and the dual imperative of serving both Jordanian citizens and large refugee populations. Around 11–12 per cent of public expenditure (roughly 3–3.5 per cent of GDP) is allocated to K–12 education. This is significant by regional standards, but remains below the Education 2030 Framework for Action benchmark of 4–6 per cent of GDP and is insufficient to fully

meet growing demand in key sub-sectors such as KG and TVET. Within the Ministry of Education's recurrent budget, salaries and benefits absorb around 90–95 per cent of allocations, leaving limited fiscal space for capital investments, innovation and quality-enhancing reforms, including those linked to digital transformation, accessibility, inclusion and safeguarding.

Against this backdrop, the EFA classifies the "Volume, equity and efficiency of domestic public expenditure on education" as a high-priority enabling factor. It notes that, despite strong political and fiscal commitment and relatively high execution rates, the budget process remains largely input-driven, with weak and uneven links between allocations, performance indicators and equity and gender objectives. Fragmented external financing, incomplete visibility of off-budget funds and capacity constraints in financial management and procurement further limit the system's ability to channel resources where they are most needed and to sustain complex reforms such as digital transformation in education.

UNESCO's long-term engagement on sector budgeting and financial planning with the Ministry – including the diagnostic report Diagnosis for Strengthening Results-Oriented Budgeting and Planning in the Jordanian Ministry of Education (UNESCO-IIEP, 2024) – has helped to clarify these structural bottlenecks and frame a reform agenda. The diagnosis highlights an input-driven budget formulation process, limited predictability of resources, challenges in accurate cost estimation, and fragmented donor funding that is not systematically integrated into core budget documents or fully aligned with ESP priorities. Since 2020, central MoE units have received continuous mentoring on expenditure analysis, identification of financing gaps, scenario modelling and preparation of ESP financial chapters, and a comprehensive Financial Diagnostic and Financial and Technical Assistance Tracking Tool have been developed to support more coherent, transparent tracking of domestic and external resources and to inform results-oriented budgeting.

Looking ahead, the emerging ESP 2026–2030 and the evolving reform programme on strategic planning, financial management, data- and evidence-informed decision-making, resource mobilisation and partnerships set out a more ambitious medium-term agenda. At its core is a transition to programme-based and results-oriented budgeting, stronger alignment of the budget structure with the new ESP and the future MoEHRD, and embedding the fully costed ESP in the Medium-Term Expenditure Framework (MTEF). This includes strategic budget reviews that combine financial and equity analysis, and progressively refined allocation formulas (for poverty, remoteness, disability, double-shift pressures and refugee concentration), so that education investments are more efficient, equitable and well targeted.

For digital transformation in education, these constraints are particularly acute. Many investments in platforms, connectivity, devices, digital content, data systems, cybersecurity and school-level support have historically been project-based, short-term or off-budget. Recurrent operating and maintenance costs, data-protection measures, accessibility adaptations and digital-safeguarding measures are not always explicitly identified, costed or protected in budget structures. This makes it difficult to sustain a coherent digital education ecosystem over time and to ensure that digital investments systematically advance learning and inclusion rather than remain isolated pilots.

The GPE Partnership Compact therefore calls for a financing architecture for digital transformation that integrates digital-related costs into education cost calculations, links funds to learning and equity results, and aligns partner resources behind a single, government-led pathway. Under the proposed SCG, UNESCO will build on existing diagnostics and on tools such as the Guidelines for the Monitoring of National Education Budgets (GPE–UNESCO) and UNESCO's education simulation models (including SimFED – Simulation Model for Financing Education Development) to strengthen the Ministry's capacity to cost and sequence digital reforms, assess their long-term affordability and distributional impact, and reflect them clearly in the ESP multi-year operational plan and the MTEF. In

this way, financing, data and governance reforms are brought together so that digital transformation becomes fiscally sustainable, equity-oriented and embedded in the core architecture of education planning and budgeting, rather than treated as a series of stand-alone projects.

4.4. Data, Evidence and Digital Transformation in Education

Data and evidence systems lie at the heart of Jordan's education reform agenda. Over the past decade, the country has built substantial capacity for data production: the Education Management Information System (EMIS) generates an annual school census and regular statistical bulletins; the Department of Statistics and the Ministry of Education publish education indicators; and Jordan participates regularly in national and international learning assessments such as EGRA/EGMA, PIRLS, TIMSS and PISA. Taken together, these systems provide a strong foundation for evidence-informed policy-making and international reporting.

At the same time, the ESA and the Enabling Factors Analysis (EFA) reveal important gaps in data integration, quality and use, leading GPE to classify "Data and evidence" as a high-priority enabling factor. EMIS coverage of some private providers and vulnerable groups remains incomplete; disability- and refugee-related data, while improving, are still subject to under-identification and inconsistencies; and information systems managed by different units (for example on human resources, finance, school administration and learning platforms) are not yet sufficiently interoperable. Real-time or near real-time dashboards that would allow decision-makers at central, field directorate and school levels to track attendance, progression, foundational learning and early-warning signals are only partially available and not used systematically. Learning assessment results are not consistently fed into planning and resource-allocation decisions, and the routine use of sex-disaggregated and intersectional data for gender analysis and inclusive planning remains limited.

Digital transformation in education accelerated rapidly during the COVID-19 pandemic, when distance and blended learning became essential. Since then, the Jordanian Digital Transformation Strategy and the Implementation Plan 2026 – 2028 and Jordan's Artificial Intelligence Strategy and Implementation Plan 2023 - 2027 have provided an initial roadmap for platforms, content and infrastructure. However, these frameworks pre-date the ESA/EFA and the new ESP 2026–2030, and therefore require updating, costing and integration into the new ESP and its financing instruments.

The ESA, EFA, ESP 2026–2030 and the GPE Partnership Compact converge on the need to move from fragmented, project-based efforts towards a coherent, system-wide digital transformation pathway.

The draft ESP 2026-2030 further highlights the need to finalise and apply common data standards, strengthen interoperability between EMIS, learning platforms, HR, and financial systems, and systematically test data quality and system integration. The longer-term vision is a largely "paperless" administrative environment in which automated workflows, and real time dashboards replace static reporting, and advanced analytics support strategic decision making. Institutions with lower levels of digital readiness will receive targeted infrastructure upgrades and capacity support, and the overall level of "digital maturity" of schools and directorates will be monitored periodically.

Within this agenda, the Compact places particular emphasis on turning data into actionable insight. It calls for education data to be better integrated, more disaggregated and more routinely used at national and decentralised levels, including through equity-focused dashboards that make disparities by gender, disability, refugee or permit status, language and location visible for managers and school leaders. It also stresses the need for clear operating procedures and capacities so that directorates and schools can interpret these dashboards, use them in regular stocktakes, and link them to adjustments in planning, support and resource allocation. This same architecture is expected to underpin a feasible, sustainable approach to SDG 4.1.1(a) reporting on foundational learning,

ensuring that results are not only produced for international reporting but actively inform decisions in classrooms and directorates.

Gender equality and inclusion are integral to this data and digital transformation agenda. The Strategy for Mainstreaming Gender Equality in Education (SMGEE), the Gender Equality Action Plan (GEAP+) and national frameworks on inclusion and diversity provide the normative basis for ensuring that digital policies, platforms and content are accessible, safe and inclusive. In practical terms, this requires reliable capture and protection of sex-, disability- and refugee-disaggregated data; routine intersectional analysis of participation and learning gaps; integration of accessibility and universal design considerations into digital tools and content; and explicit attention to technology-facilitated gender-based violence and online harassment through safeguards, accountability mechanisms and capacity development.

In summary, Jordan's central challenge is no longer the production of data or the existence of digital initiatives, but the integration and routine use of high-quality, disaggregated data across interoperable systems to inform planning, budgeting and day-to-day management; especially to advance foundational learning, gender equality and inclusion. The proposed System Capacity Grant is designed to help the Ministry move from fragmented initiatives to a consolidated, government-led digital education agenda: clarifying integration requirements and governance arrangements for core data systems, developing and operationalising equity-focused dashboards, and building capacities and procedures so that data and digital tools are systematically used in sector coordination, planning and financing decisions.

Why UNESCO?

Education lies at the core of UNESCO's mandate to build peace, eradicate poverty, and advance sustainable development. As the lead agency for SDG 4, UNESCO coordinates the Global Education 2030 Agenda and supports countries in strengthening education systems to respond to digital transformation, climate change, and inclusion across the full lifelong learning pathways. Quality, inclusion and gender equality underpin all areas of UNESCO's work. With active engagement in more than 100 countries, UNESCO offers integrated, evidence-based support across sector analysis, policy development, coordination and governance, curriculum reform, education financing, crisis preparedness and response, and the development of digital and green skills. This breadth of expertise enables UNESCO to deliver coherent, comprehensive, sustainable system transformation.

UNESCO has served as a GPE Grant Agent, bringing a wealth of solid field experience and in-depth technical expertise of intersectoral scope to 69 GPE grants across 33 countries, including 37 System Capacity Grants in 28 countries, for a total of over USD 290 million in GPE funding (see Annexes). UNESCO has been serving as the Grant Agent for the SCG in Jordan, with a strong track record in this role in the Arab region, including Lebanon, Mauritania, Palestine, Sudan, and Yemen. UNESCO's widely recognized expertise in fully costed Education Sector Planning, data systems and evidence generation, and public finance diagnostic for the education sector, among others, in conducting Enabling Factor Analysis and developing Partnership Compact, has positioned it as a trusted and effective partner to governments and Local Education Groups (LEG).

a. Track Record in Jordan

UNESCO is a long-standing partner of the Government of Jordan and the Ministry of Education (MoE) in advancing the national education reform agenda and SDG 4. Over the past decade, cooperation has evolved from project-based interventions to a comprehensive system-strengthening role anchored firmly in national priorities.

Between 2014 and 2017, UNESCO implemented the EU-funded project *"Technical Assistance to Enhance Accessibility and Use of the Jordanian MoE EMIS for Evidence-Based Policy Formulation"*, laying the foundations for a national Education Management Information System (EMIS) and a culture of data-driven decision-making. In 2019, UNESCO supported the development of an EMIS Roadmap and continued technical accompaniment through the OpenEMIS platform. In parallel, UNESCO, through its International Institute for Educational Planning (IIEP) has played a central role in strengthening Jordan's education system, notably by supporting the development and implementation of Jordan's Education Strategic Plan (ESP) 2018–2025, using the advanced simulation tools and costing methodologies. Since 2019, UNESCO Amman has led the "*System Strengthening Partnership* (SSP)" programme with the MoE, an USD8.6 million Multi-Partner Trust Fund (MPTF) supported by Canada, Italy (AICS), Switzerland, and Norway (NORCAP) running through 2026. Through this partnership, UNESCO provides embedded technical assistance across a comprehensive set of system priorities, including strategic policy and sector planning, budgeting, evidence generation and use, EMIS and data, monitoring and evaluation (M&E), gender equality, inclusion, and crisis- and climate-risk management. In 2023, an external review of the SSP confirmed its relevance, performance, value-for-money, and contribution to donor coordination.

Under the leadership of the MoE, UNESCO supported the Midterm Review (MTR) of the ESP 2018–2025 (2022), aligning ESP components, indicators, and targets with emerging priorities such as distance/blended learning, inclusion, diversity, gender equality, TVET, and universal KG2, and tightening the link between ESP and SDG 4 indicators. This MTR included a review of the first Gender Equality Action Plan and the development of the second GEAP+ (2023-2025), which has also been reviewed to inform the new ESP.

From 2023 to 2025, UNESCO played a central role in the development and finalization of the first ever comprehensive Jordan's Education Sector Analysis (ESA), launched in July 2024 and completed at the fall-2025. The ESA provides a comprehensive, evidence-based, gender responsive analysis of the entire sector, from nursery to higher education, and feeds directly into Jordan's broader public sector reform and Economic Modernization Vision (EMV 2023–2033). It has informed the new ESP 2026–2030 and the Partnership Compact development process.

As part of the GPE process and building on the ESA and the 2023–2024 Financial Diagnostic, UNESCO supported the MoE and the Policy, Planning and Coordination Committee (PPCC) Task Team in conducting a collaborative Enabling Factors Analysis (EFA). Through PPCC meetings and workshops, the EFA ensured consistent use of evidence on system performance, financing, and equity across the ESA, ESP, and Compact processes.

UNESCO is now supporting the MoE to lead and finalize the development of the ESP 2026–2030 as a nationally owned, costed, gender-responsive, and monitorable plan. The new ESP will guide sector reform and investment, establish a shared vision among stakeholders, and support resource mobilization, treating digital transformation, gender equality, inclusion, and crisis/climate resilience as cross-cutting priorities embedded throughout the plan rather than as stand-alone strategies.

These efforts are embedded within Jordan's wider public sector modernization agenda under the EMV and the Public Sector Modernization Roadmap, including the MoE Economic Modernization Office (EMO)-led overhaul of the education architecture. In this context, UNESCO's SSP and ESP support are closely aligned with MoE-led reforms and the Partnership Compact, positioning the Organization as a core partner for the next phase of digital transformation one that will require sustained institutional capacity, coherent financing, and strong MoE-led coordination.

b. Technical expertise and relevance to EFA priorities in convergence with the digital transformation agenda

Data **and evidence**: Over the past decade, UNESCO's support has enabled Jordan's technology-enabled EMIS to evolve from a data repository into a core digital public good for policy formulation and sector-wide planning. EMIS now manages and analyses data for more than 7,500 schools and 2.2 million learners, empowering the MoE to ground decisions in robust evidence. Through a nationwide capacity-development programme across all Field Directorates, a decentralized network of EMIS focal points now ensures data entry, validation, and use at the local level, embedding data-driven practices in daily operations and strengthening accountability. In 2019, UNESCO supported the development of an EMIS Roadmap and has since provided continued technical accompaniment through OpenEMIS and its transition toward EduWave. Between 2022 and 2025, UNESCO also supported the preparation and operationalization of the EMIS Policy and Action Plan, clarifying institutional responsibilities and reinforcing data-governance structures. Together, these efforts position EMIS and its policy framework as foundational tools for strategic planning, resource allocation, and reform implementation. Complementing this, technical support to the Statistics Unit has improved the production of Statistical Yearbooks, dynamic dashboards, and visualization tools, enhancing data literacy among central and field staff (250 MoE staff trained) and enabling the MoE to move from reporting outputs to analyzing trends, forecasting needs, and prioritizing investments.

Planning tools and WebGIS / SSMM for eco-responsive investment: Complementing EMIS, UNESCO designed and institutionalized the WebGIS platform, a geospatial system for infrastructure mapping, school rationalization, and eco-responsive investment planning. WebGIS and the Smart School Maintenance Module (SSMM), have transformed how the MoE identifies infrastructure needs, prioritizes investments, and integrates risk and climate considerations. In 2025, all 42 Field Directorates began conducting online school rationalization exercises using WebGIS supported by UNESCO technical teams.

Sector budgeting and financial planning: UNESCO has also invested heavily in strengthening financial planning and performance-based budgeting capacities in Jordan. Despite recent growth in public spending, Jordan's K12 education budget has stayed around 3% of its GDP, which remains below the Education 2023 Framework for Action's recommended allocation of 4% to 6%. At the same time, high share of salaries (95%) in MoE recurrent budget, problems with predictability of allocated resources, inefficiencies in cost estimations, and fragmented donor funding/alignment were the key areas in UNESCO's diagnosis for strengthening budgeting and planning in the Jordanian MoE. Since 2020, MoE units have received continuous mentoring on expenditure analysis, financing gaps, scenario modelling, and preparation of ESP financial chapters. In 2024, UNESCO supported the development of a Financial and Technical Assistance Tracking Tool and co-led the Financial Diagnostic of the education sector (2023–2024). This work, combined with ESP costing and simulation tools, is enabling the MoE to progressively shift toward results-oriented budgeting and financing-for-development strategies. This first full-cycle exercise, led by the MoE and endorsed by the Minister, demonstrated that the Ministry is now able to undertake complex financial analyses with decreasing external assistance.

Monitoring, evaluation, and results-based management: UNESCO has been instrumental in designing and institutionalizing the ESP M&E framework and associated tools. Together with the MoE, UNESCO has supported the preparation of three ESP Annual Reports, including the 2023–2024 report, embedding gender across the reports and paying specific attention to the progress achieved through the implementation of the Gender Equality Action Plan 2023-2025 and the institutionalization of M&E procedures (indicator cards, SOPs, templates, dashboards). EMIS data are the primary source for the ESP M&E results framework indicators and feed into the EMIS Monitoring Tool and related dashboards used by MoE units and Field Directorates to review progress on access, learning, equity and finance, making EMIS a core enabler of digital, evidence-based monitoring**.** UNESCO also supported the organization and facilitation of three Joint Annual Review Meetings (JARMs), each gathering over 200 stakeholders from government, development partners, civil society, and other

actors. These JARMs serve as the primary platform for reviewing ESP progress, identifying bottlenecks, and aligning partner support around a shared evidence base. MoE units now lead the annual M&E process, with UNESCO providing light-touch technical backstopping.

Sector governance, and coordination: Through the SSP, UNESCO has supported the operationalization of PPCC as the central forum for sector policy dialogue and partner coordination. PPCC membership has been broadened to include key national actors such as MOPIC, the Higher Council for the Rights of Persons with Disabilities (HCD), the Queen Rania Foundation (QRF), and the Queen Rania Teacher Academy (QRTA), strengthening inclusiveness and coherence. This translated into improved planning, including financial planning, for timely ESP delivery by systematizing the five core functions (planning & budgeting; monitoring & feedback; research & evaluation; data & information management; and coordination), with gender and equity embedded as cross-cutting priorities. These gains were evident in the joint preparation of the ESA (2024–25), the EFA (2024–25), and the ongoing development of the ESP 2026–2030.

Digital Transformation: Building on its system-wide work on digital transformation, UNESCO established, in partnership with a wider-rage of stakeholders (including GPE and UNICEF), the Digital Transformation Collaborative (DTC), together with a global six-pillar DTC framework (connectivity, capacity, content, complemented with coordination and leadership, cost and sustainability, and data and evidence). The DTC's toolkits (including Digital Transformation Maturity Model, assessment questionnaires, and financing models) can provide Jordan with a structured, nationally owned pathway from diagnostic to implementation and from projects to scale. The organization of the DTC initiative launch through a first workshop is conducted in begin February 2026. UNESCO's support through the DTC aims to ensure that Jordan's digital transformation priorities are shaped through a participatory and coherent approach across the ESP 2026–2030, the MoE Digital Transformation Plan, and the Digital Education Roadmap.

c. Capacity-building experience (institutional systems, on-the-job training, mentoring)

UNESCO's system-strengthening model in Jordan is characterized by long-term, embedded technical assistance rather than short-term consultancy. Through the SSP programme, UNESCO staff are co-located with MoE units and work side by side with national counterparts. This includes daily on-the-job mentoring, joint task forces, structured training, and iterative capacity strengthening for central and field directorates. A key feature of this model has been the deployment of five full-time NORCAP experts in gender, data and statistics, M&E, partnerships and coordination, and crisis/risk management. Embedded as part of UNESCO's in-country team, these experts support internal reform processes within the MoE and progressively transfer skills and responsibilities to MoE staff.

In crisis and risk management (CRM), UNESCO helped the MoE design and implement a national CRM Strategy and costed operational plan. CRM structures and TORs were developed at ministry, directorate, and school levels, and contingency planning was integrated into sector planning and school development processes.

UNESCO has also invested heavily in strengthening financial planning and performance-based budgeting capacities. Since 2020, MoE units have received continuous mentoring on expenditure analysis, financing gaps, scenario modelling, and preparation of ESP financial chapters. The 2024 Financial Diagnostic, spearheaded by the Ministry of Education with UNESCO's technical support and formally endorsed by the Minister, highlighted critical gaps in financial planning that require targeted technical assistance and sustained system strengthening measures.

These capacity-building efforts are closely tied to coordination and governance strengthening. Through multi-year mentoring, UNESCO has supported the MoE to take full leadership of the PPCC,

TWGs, thematic groups, and JARMs. The MoE now coordinates partners, drafts review reports, and convenes sector-wide consultations with increasing autonomy, while UNESCO provides technical advice and facilitation when requested.

d. Gender equality, inclusion, and equity methodologies

Institutionalizing gender equality and gender-responsive planning
Gender equality is one of UNESCO's global priorities and a core component of its support to GPE partner countries. In Jordan, UNESCO has been a key partner in institutionalizing gender equality within the education system. Through the SSP programme, UNESCO supported the MoE in developing and implementing the Strategy for Mainstreaming Gender Equality in Education (SMGEE) and in designing and operationalizing two Gender Equality Action Plans (GEAPs). This included building the capacity of MoE leadership and staff across central level and all 42 field Directorates – to plan, implement and monitor decentralized gender actions. As a result, 42 localized gender action plans have been developed and put into practice. To sustain capacity, UNESCO co-developed Jordan's first accredited Gender and Leadership training programme, enabling professional development credits within the MoE system. This has been complemented by ongoing on-the-job mentoring on gender analysis, policy formulation, SRGBV, and institutionalization of the Gender Focal Point Network.

Gender considerations are also fully integrated into the ESA 2025 and the ESP 2026–2030 with UNESCO supporting the Gender Equality and Strategic Partnerships Division (GESPD) through tools, guidelines, mentoring, and coaching to lead gender-responsive sector planning and monitoring.

Looking ahead, Jordan's participation in the GPE Gender Equality Technical Assistance Initiative (GE-TAI) will reinforce the development of the SCG by advancing gender responsive planning and budgeting, coordination and leadership, areas highlighted in the EFA. The GE-TAI inception phase (scheduled for Q1 2026) will further strengthen policy dialogue, partner mapping, and capacity assessment to ensure SCG alignment with broader sector reforms. The GE-TAI will also support the Ministry of Education in advancing gender-responsive budgeting, building on the ongoing GRB process led by the Ministry of Planning and International Cooperation (MoPIC). MoPIC has already integrated the Ministry of Education as one of the first pilot ministries in this process. Building on this initial engagement, the GE-TAI will help extend the use of the established GRB analysis and coding tools beyond the TVET budget programme, which served as the Ministry's first practical exercise.

Inclusion, diversity, and inclusive data systems
Inclusion and diversity are central to Jordan's Transforming Education commitments and the 2022 Jordan Declaration on Inclusion and Diversity. Under the new National Framework for Inclusion and Diversity in Education (2025), UNESCO supported a nation-wide dissemination and capacity-building process in all Field Directorates, in partnership with the MoE and HCD. This included workshops, mentoring, field visits, and tailored coaching to translate policy into practice.

UNESCO also helped operationalize inclusion within EMIS by integrating **refugee, disability, and talented learner data** and aligning MoE, UNHCR, and UNRWA systems. This has enabled automated enrolment of refugee students, more accurate disaggregation by disability and talent, and strengthened monitoring of access and progression for vulnerable groups.

Across all areas, equity is treated as a cross-cutting principle: digital tools (EMIS, WebGIS, dashboards) systematically incorporate disaggregation by gender, disability, refugee status and geography, and sector coordination structures (PPCC, thematic groups) ensure representation of actors working on inclusion and rights.

Rationale and approach of the proposed Programme and alignment with EFA and Partnership Compact

1. Strategic Rationale and Focus on Enabling Factors

As outlined in the context and diagnostic sections, Jordan has now established the core analytical and strategic foundations for sector reform. A comprehensive ESA, an EFA and a Partnership Compact have been completed, all of which highlight digital transformation and data-driven reform as key levers for education transformation, especially improving foundational learning and equity. The forthcoming ESP 2026–2030 further embeds digitalisation, gender equality and inclusion as cross-cutting priorities, while ongoing reform programmes under the Education Modernisation Office (EMO) are advancing governance, planning and financing.

This proposed SCG Programme responds directly to this landscape. The main challenge is no longer to define *what* should change, but to strengthen *how* the system is strengthened to deliver that change: how the MoE steers and leverage the potential of digital technologies and transformation to (1) further strengthen systemic enabling factors as analyzed in the EFA (such as education data systems as a coherent, safeguarded "data spine" for decision-making; coordination, planning and governance; domestic financing and smart investments), while at the same time (2) establishing a conducive system environment for tackling the critical challenges to address priorities as identified in the Priority Reform and Partnership Compact, such as equity and foundational skills.

The EFA has identified three enabling-factor areas as particularly critical for Jordan's next phase of reform:

- **Data and evidence,** with an emphasis on better integration across education data systems, improving the quality and systemic use of disaggregated data (including sex, disability, refugee status and geographic location) and strengthening the use of learning assessment/outcomes data for sector planning, budgeting and decision-making.
- **Sector coordination, governance and gender-responsive planning**, including the effectiveness of the PPCC and its Technical Working Groups and the consistent integration of gender equality, equity and inclusion considerations into sector planning, monitoring and review processes.
- **Volume, equity and efficiency of domestic public expenditure on education**, with particular attention to the continued predominance of input-driven budgeting, weak alignment between allocations and learning and equity outcomes, limited visibility of off-budget financing, and the need to sustainably finance operations, maintenance and safeguarding costs associated with digital transformation.

This Programme therefore concentrates on strengthening these three areas, with a deliberate focus on how digital transformation as the entry point can be harnessed to achieve the following three outcomes:

Outcome 1 – Data & EMIS
EMIS and education data systems are strengthened, with disaggregated data increasingly used to address equity gaps and foundational learning needs

Outcome 2 – Governance & Coordination
Sector coordination, governance and gender-responsive planning are effectively steering digital transformation

Outcome 3 – Financing

Education financing is more efficient, equitable and adequate, with digital-related costs integrated into cost calculations, planning and budgeting.

2. Alignment with the EFA

The design of the Programme is tightly anchored in the findings of the EFA and the priorities set out in the Partnership Compact.

Outcome 1 – Data & EMIS
EMIS and education data systems are strengthened, with disaggregated data increasingly used to address equity gaps and foundational learning needs

On data and evidence, Jordan has relatively strong EMIS and assessment systems, but the EFA underlines that data are not yet sufficiently interoperable or routinely used to inform planning, budgeting and resource allocation. Gaps remain in the disaggregation of data for vulnerable learners, including students with disabilities, refugees and children in remote or disadvantaged areas, and there is no consolidated, system-wide approach to using foundational learning indicators, including SDG 4.1.1(a), to steer the sector in a digitally transforming environment. These gaps are particularly acute for children with disabilities: findings from the annual school census and learning outcomes surveys indicate that cultural stigma and inconsistent definitions of disability at field level contribute to under-reporting, while fragmentation between the Managing Directorate of the Queen Rania Centre (QRC), responsible for key assessment and digital-learning functions, and the MoE's Monitoring and Evaluation division undermines coherent integration of data across platforms and systems.

Outcome 1 responds directly to EFA findings on **Data and Evidence** by focusing on the **quality, disaggregation, interoperability and use of education data** within a digital transformation agenda. It will help address current gaps by:

- applying the **Education Management Information System – Policy and Analysis for Transformation Tool (EMIS-PATT)** as the "assessment tool for transformation" to review EMIS performance, governance and **interoperability gaps** between EMIS and other core systems; nd
- **development of a sequenced roadmap for improvement** that sets out practical actions to strengthen data standards and integration, and to **strengthen the use of both disaggregated data and foundational learning indicators, including SDG 4.1.1(a), in planning, budgeting and management.**

In practice, Outcome 1 will support the Ministry to make **safeguarded, disaggregated data** more visible and usable at central and directorate levels, and to **progressively improve how information flows between key systems**. Equity-focused dashboards and other digital tools will be used more systematically to identify who is being left behind and to guide remedial action. This ensures that digital transformation is grounded in **more inclusive, better-used and better-connected data systems**, rather than in stand-alone technology investments.

Outcome 2 – Governance & Coordination
Sector coordination, governance and gender-responsive planning are effectively steering digital transformation

On sector coordination and planning, the EFA and Partnership Compact recognise Jordan's existing architecture, especially the **PPCC** and its Technical Working Groups, as a key institutional strength that has successfully guided the **ESA, EFA, ESP and Compact** processes. At the same time, they

highlight persistent gaps: uneven participation in coordination forums; unclear decision rights and escalation pathways; limited systematic integration of gender and inclusion into operational planning and monitoring; and structures that are not yet fully configured to steer complex, cross-cutting digital reforms.

Outcome 2 responds to these gaps by improving how existing Ministry-led mechanisms *actually function* as steering instruments for digital transformation. Under the SCG, terms of reference and **standard operating procedures (SOPs)** for the PPCC and key TWGs will be updated and operationalised to clarify mandates, decision-making authority and escalation routes, including for cross-ministerial issues such as financing, interoperability and digital governance. The PPCC will serve as the primary forum for endorsing strategic directions, validating major deliverables (such as the costed Digital Education Roadmap and revised planning and budgeting tools), and reviewing progress and risks, while TWGs will lead detailed technical review, sequencing and follow-up within their updated mandates. A unified, digital-transformation–focused annual operational planning template, with results-based logic, gender and inclusion markers, and accessibility and safeguarding considerations, will be introduced and used systematically in PPCC and TWG cycles. Equity-focused tools and dashboards will be institutionalised in regular stocktakes so that structured, evidence-based discussion, rather than information-sharing alone, drives adjustments and partner alignment. The UNESCO Digital Transformation Collaborative (DTC) maturity assessment framework will be used as a shared diagnostic and learning tool to identify governance bottlenecks, prioritise actions and periodically review progress. Through these measures, Outcome 2 turns coordination arrangements into an effective, inclusive steering mechanism for digital transformation, firmly grounded in data, equity and accountability.

Outcome 3 – Financing
Education financing is more efficient, equitable and adequate, with digital-related costs fully integrated into cost calculations, planning and budgeting.

The EFA finds that Jordan's education budget remains largely **input-driven**, with weak links between allocations and learning or equity results, **fragmented external financing** and incomplete visibility of off-budget funds. This undermines **cost-effectiveness, strategic resource allocation and adaptive management**, particularly for the learners most in need; school-level discretionary funding for improvement is minimal, and **lengthy procurement processes** further constrain implementation. It also highlights specific risks for the **sustainability of digital investments**, as operating, maintenance, data-protection, accessibility and safeguarding costs are not always clearly identified or protected in budget structures.

Outcome 3 responds to the high-priority enabling factor on **Volume, Equity and Efficiency of Domestic Public Expenditure on Education** with a specific focus on digital transformation. It aims to **embed digital-related costs** (for platforms, connectivity, devices, content, data systems and safeguarding) into education cost calculations and planning tools, and to **strengthen results-oriented, equity-sensitive budgeting** so that digital investments can be adjusted based on their contribution to foundational learning and inclusion.

Building on existing work – including the PPBS diagnosis and related financial diagnostics – the Programme will draw on the **Guidelines for the Monitoring of National Education Budgets (GPE)** and **UNESCO education simulation models** (such as SimFED) to cost and sequence digital reforms, test alternative scenarios and assess their long-term affordability and distributional impact.

In this way, Outcome 3 helps ensure that **digital transformation in education** is fiscally sustainable and that financing decisions reinforce, rather than undermine, the data and governance reforms pursued under Outcomes 1 and 2.

3. Methodological Approach

The programme's approach builds on the promising methodological approaches and practices used to design and implement digital transformation and learning, including but not limited to the Digital Transformation Collaborative (DTC) framework for digital system change and EMIS-PATT as the technical instrument for diagnosis and planning. The methodology used to implement the SCG project and deliver on the outcomes is structured around three phases: **Assessment & Scoping, Roadmap Development, and Operationalization**.

Outcome 1: EMIS and education data systems are strengthened, with disaggregated data increasingly used to address equity gaps and foundational learning needs

The methodological approach for Outcome 1 combines the **Digital Transformation Collaborative (DTC)** as the overall lens for digital system change and **EMIS-PATT** as the core technical instrument for EMIS diagnosis and planning. DTC provides the structured, multi-stakeholder process (assessment, joint workshop, roadmap, follow-up), while EMIS-PATT offers a detailed framework to analyse EMIS performance, governance, interoperability and data use and to prioritise reforms. Together, they ensure that EMIS strengthening is both technically sound and embedded in a broader digital transformation pathway.

Phase 1 – Assessment & Scoping

In this phase, the programme applies EMIS-PATT to establish a clear baseline on EMIS and data use. The digital transformation maturity assessment will:

- map the current EMIS architecture, data flows, governance (including data protection and security) **and identify key interoperability gaps between EMIS and other core systems** (e.g. HR, finance, learning platforms);
- review the coverage, quality and **disaggregation** of data by sex, disability, refugee status and location, and assess how far these data are used in planning, budgeting and resource allocation;
- analyse existing and emerging approaches to **foundational learning measurement**, including Jordan's readiness to report and use **SDG 4.1.1(a)** not only for international reporting but also for system management; and
- identify bottlenecks that particularly affect **children with disabilities and other vulnerable groups**, including cultural stigma, inconsistent definitions at field level and fragmentation between the Queen Rania Centre and the MoE Monitoring and Evaluation division, which currently undermines integrated analysis and follow-up.

The programme will ensure that this assessment is conducted with key stakeholders (central units, selected field directorates, partners) and explicitly links EMIS issues to wider questions of governance, capacity and sustainability.

Phase 2 – Roadmap Development

Building on the assessment, a co-constructed EMIS and data-use roadmap will be developed with the Ministry and key stakeholders, as part of the broader DTC digital transformation process. The roadmap will:

- set priorities and sequencing for improving EMIS architecture and data standards, **clarifying institutional roles and coordination**, and strengthening **data governance, including protection, privacy and security**;
- define strategies to improve system interoperability and integration, the disaggregation and visibility of data for refugees, children with disabilities and learners in remote or disadvantaged areas, **while ensuring the safe and ethical handling of sensitive information** through a data protection policy package (privacy, security, ethical use).
- outline a feasible, sustainable approach to SDG 4.1.1(a), including how foundational learning indicators will be generated, validated and used at central and directorate levels; and
- specify how equity-focused dashboards should be enhanced or developed and used at national and directorate levels (what indicators, how often, by whom, for which decisions), and how they link to the broader digital education reform roadmap.

The roadmap will include timelines, responsibilities and clear links to the Digital Education Roadmap, so that EMIS and data-use reforms are fully integrated into the wider digital transformation trajectory.

Phase 3 – Operationalization

In the third phase, selected elements of the roadmap will be translated into concrete instruments, procedures and capacity-development actions. This will include:

- developing or updating **policies and standard operating procedures** on data protection, privacy, security and ethical use of student data, with explicit attention to equity-related variables (sex, functional difficulty, refugee status, language);
- establishing a **regular data-quality review cycle** (including checks on disaggregation and consistency across EMIS, assessment and related systems) and embedding responsibilities in the relevant units; and
- integrating the use of EMIS-based **equity and foundational-learning dashboards** into annual planning therefore institutionalizing sustainability measures for ongoing improvements, supported by targeted capacity building and on-the-job coaching.

Outcome 2 – Governance & Coordination
Sector coordination, governance and gender-responsive planning are effectively steering digital transformation

Phase 1 – Assessment & Scoping

A focused institutional and process assessment will examine how existing mechanisms steer (or constrain) digital transformation. Building on the ESA, EFA and Partnership Compact, and using DTC diagnostic tools, this phase will:

- review how the **PPCC** and key **Technical Working Groups** currently function (mandates, decision rights, escalation pathways, links between technical work, planning and financing);
- assess the extent to which **evidence, equity dashboards and learning indicators**, as well as **gender and inclusion concerns**, are actually used in PPCC/TWG agendas, annual planning and review cycles;
- map **partner engagement and decision flows** around digital initiatives to identify fragmentation risks and opportunities for better alignment; and
- conduct a **Mid-Term Review of the Partnership Compact** with a specific focus on governance and coordination for digital transformation.

Phase 2 – Roadmap Development

On the basis of these findings, a **coordination and governance strengthening roadmap for digital transformation** will be co-developed with the Ministry of Education and key stakeholders. The roadmap will set out:

- **updated terms of reference and standard operating procedures (SOPs)** for the PPCC and priority TWGs, to clarify mandates, decision-making authority and escalation routes for digital-related issues;
- agreed routines for **using equity-focused tools and structured stocktakes** in PPCC/TWG meetings, so that dashboards and other evidence systematically inform decisions and corrective action;. and
- a **digital-transformation–focused annual operational planning template** that integrates results-based logic, gender and inclusion markers, and accessibility and safeguarding (including TFGBV/SEAH) considerations.

Sequencing, responsibilities and linkages with ESP, MYOP and budget cycles will be made explicit, drawing where useful on instruments such as the **Tool for Strengthening the Effectiveness of Local Education Groups**.

Phase 3 – Operationalisation

The final phase will embed these governance improvements in routine practice and consolidate a culture of **evidence-based, gender-responsive coordination** for digital transformation. It will include:

- targeted **capacity-building and on-the-job coaching** for PPCC/TWG members and MoE units on using dashboards and other evidence to steer digital investments, and on systematically integrating gender, inclusion, accessibility and safeguarding in decisions;
- regular **PPCC self-assessments**, using the Local Education Group self-assessment and performance feedback tools, followed by time-bound action plans to strengthen inclusiveness, technical quality and influence on policy and budget; and
- formal incorporation of updated **ToRs, SOPs and planning templates** into MoE's standard annual planning and review instructions, to ensure consistent application across cycles and teams.

Outcome 3 – Financing: Education financing is more results-oriented, equitable and sustainable, with digital-related costs more systematically integrated into cost calculations, planning and budgeting.

Phase 1 – Assessment & Scoping

Building on the PPBS diagnosis and the EFA, this phase will review the MoE's budget cycle and related capacities with a specific focus on digital transformation. It will:

- analyse how current budget formulation, execution and reporting link (or not) allocations to learning and equity outcomes, particularly for the most vulnerable learners;
- map how digital-related expenditures (such as platforms, connectivity, devices, data systems, operations and maintenance, accessibility and safeguarding) are currently budgeted and financed, including fragmented off-budget and project-based funding; and
- identify key constraints in school-level funding and procurement that delay or limit the implementation of priority digital initiatives, and clarify the baseline data and parameters

needed to cost and phase a Digital Education Roadmap within existing ESP / MYOP and MTEF processes.

This assessment will be informed by the *Guidelines for the Monitoring of National Education Budgets* (GPE–UNESCO) and, where appropriate, by UNESCO's education simulation models (such as SimFED) to frame questions on fiscal space, trade-offs and the equity implications of different digital investment options.

Phase 2 – Roadmap Development

On the basis of the diagnostic, a concise **financing roadmap** will be co-developed with the MoE and key stakeholders. The roadmap will:

- set out practical steps to move from largely input-driven budgeting towards more results-oriented, equity- and gender-responsive financing that reflects learning and inclusion objectives;
- define how digital-related costs will be incorporated into cost calculations, planning tools and budget structures (e.g. through clear tagging and more systematic treatment of operations, maintenance, data protection, accessibility and safeguarding); and
- propose a simple, usable mechanism (such as a light digital-education financing tracking tool or dashboard) to improve visibility of on- and off-budget resources for digital transformation and reduce risks of duplication and gaps.

Where feasible, the roadmap will also highlight priority measures to strengthen school-level funding arrangements and streamline those procurement steps that are most critical for timely implementation of digital investments.

Phase 3 – Operationalisation

The final phase will focus on putting the roadmap into practice and embedding improved financing practices within at least one planning and budgeting exercise, where feasible. Activities will include:

- targeted capacity-building and on-the-job coaching for MoE units responsible for financial planning, budgeting and procurement, with a focus on costing digital reforms, linking allocations to learning and equity objectives, and using light tracking tools; and
- development and initial application of standard costing templates and simple expenditure-tracking instruments that relate digital investments to expected improvements in foundational learning and inclusion, and their use within ESP / MYOP and MTEF processes, including documentation of lessons learned to inform future domestic and external financing discussions.

In this way, **Outcome 3** responds directly to the EFA's high-priority enabling factor on **Volume, Equity and Efficiency of Domestic Public Expenditure on Education** and to the Compact's emphasis on the **sustainability of digital transformation**, ensuring that financing decisions reinforce the data and governance improvements pursued under Outcomes 1 and 2.

4. Consultative Process for Developing the SCG Application

The preparation of this SCG proposal has followed, and will continue to follow, a consultative, Ministry-led process consistent with GPE's partnership principles.

A **kick-off meeting** with the Ministry of Education launched the process, confirming the focus on the three enabling-factor areas identified in the EFA and Partnership Compact. On this basis, UNESCO, MoE departments and key partners engaged to refine The SCG Programme priorities, and articulate the results framework around the three outcomes.

A first **draft SCG application package**, including narrative, results matrix, indicative budget, is shared internally within MoE and with the PPCC for review and feedback. This internal review allows members of PPCC working groups to validate the proposed focus, ensure alignment with the ESP 2026–2030 and the PC and ongoing reforms, and confirm the feasibility of the proposed activities within existing structures.

Following incorporation of comments and **formal endorsement by the PPCC**, the SCG application will be submitted to GPE through the agreed channels. Throughout implementation, the same partnership structures (PPCC, TWGs and DCU) will be used to steer and review SCG progress, ensuring continuity between application, implementation and subsequent Multiplier design.

Theory of change

As supported by the first GPE System Capacity Grant (SCG), Jordan has now put in place the analytical and strategic foundations for reform: a comprehensive ESA; an EFA, Partnership Compact that identify digital transformation and data-driven reform as priorities; and a new ESP 2026–2030 that embeds digitalisation, crisis risk management, gender equality, greening and inclusion as cross-cutting themes.

The remaining bottleneck is not knowing *what* to achieve but rather preparing the system to work better: how digital transformation is steered and sequenced, how strong decision-making is building on data and evidence, and how coordination and financing frameworks consistently align resources to support gender-responsive inclusive digital reforms. The proposed SCG therefore focuses on a 24-month institutional readiness phase: investing in system capacities rather than direct service delivery and setting the foundations for the GPE Multiplier and aligned partner investments.

Challenge: Jordan has strong education systems and coordination structures, but gaps remain in data use, inclusive governance, and financing efficiency.

Intervention: The program focuses on three outcomes:

- Better data use and disaggregation to inform policy and capture vulnerable groups.
- Stronger coordination and governance through the PPCC and working groups, embedding gender and inclusion.
- More efficient and equitable financing linked to digital transformation, learning outcomes, with greater school-level autonomy.

Logic: By strengthening data, governance, and financing, the key enabling factors, and the system will be able to steer and sustain inclusive digital transformation in education.

This logic unfolds through three mutually reinforcing pathways, each corresponding to one outcome in the results matrix.

Cross-cutting gender equality, inclusion and digital safety

Strengthening MoE's accountability in overseeing digital education initiatives is critical in Jordan, where rapid digitalization of learning is creating both opportunities and risks. Ensuring that

accessibility and safeguarding standards are institutionalized will support inclusive education for all learners. The programme will comply as such with safeguards and obligations, in particular those associated with sexual exploitation, abuse, and harassment (SEAH) and identify related risks.

- **Data** are systematically disaggregated by sex, disability, nationality and geography, and allow intersectional analysis of compounded disadvantage.
- **TFGBV:** Systematic focus on avoiding technology-facilitated gender-based violence (TFGBV) to protect students, particularly girls, from online harassment, abuse, and discrimination.
- **Planning and budgeting templates** for digital transformation carry explicit gender/inclusion, accessibility and safeguarding tags for digital-related activities, making equity objectives and expenditures visible and trackable.
- **Frameworks for data protection, accessibility and digital safeguarding** ensure that the expansion of digital tools does not amplify existing inequalities or risks, and that learners who face multiple barriers (e.g. girls with disabilities, refugee children in double-shift schools, learners in remote areas) are deliberately considered in design and resource allocation.

Over time, this configuration of strategies, systems, coordination and financing is expected to enable Jordan to use digital transformation as a lever for more equitable learning, rather than assuming that benefits will reach all learners automatically, through a trickle-down process.

Summary of outcomes, outputs and activities

Overall Objective

To strengthen Jordan's institutional capacity to lead an inclusive, gender-responsive digital transformation of the education system, ensuring that data and evidence are systematically used to improve foundational learning and equity in line with ESP 2026–2030 and the Partnership Compact.

Outcomes

By the end of the SCG implementation period, the Ministry of Education has strengthened its institutional capacity to lead an inclusive, gender-responsive digital transformation of the education system, through:

- **Outcome 1:** EMIS and education data systems are strengthened, with disaggregated data increasingly used to address equity gaps and foundational learning needs
- **Outcome 2:** Sector coordination, governance and gender-responsive planning are effectively steering digital transformation
- **Outcome 3:** Education financing is more results-oriented, equitable and sustainable, with digital-related costs integrated into cost calculations, planning and budgeting.

To deliver each of the outcomes, a set of proven frameworks and tools will be selectively applied during the inception and implementation phases, in close consultation with MoE technical teams and key stakeholders. For Outcome 1 (data and EMIS), the **Education Management Information System – Policy and Analysis for Transformation Tool (EMIS-PATT)** could be used as the core diagnostic and planning instrument for strengthening EMIS performance, interoperability specifications and data use. For Outcome 2 (governance and coordination), the **Digital Transformation Collaborative (DTC) framework** could provide the overarching lens for digital transformation, complemented by instruments such as the **Tool for Strengthening the Effectiveness of Local Education Groups** and the **Local Education Group Self-Assessment and Performance Feedback tools** to clarify mandates, decision-making and stocktake routines. For Outcome 3 (financing), the Programme could draw on the **Guidelines for the Monitoring of National Education**

Budgets (GPE–UNESCO) and **UNESCO's education simulation models** (including **SimFED – Simulation Model for Financing Education Development**) to support costing and sequencing of digital reforms, analyse fiscal space and trade-offs, and strengthen results-oriented, equity- and gender-responsive budgeting for digital transformation.

Table 1. Activity matrix

Outcome 1: EMIS and education data systems are strengthened, with disaggregated data increasingly used to address equity gaps and foundational learning needs
Assumptions: Full commitment from MoE's relevant team. Availability of data system information Security conditions allow conducting the activities
Output 1.1: Conduct digital transformation maturity assessment
Activity 1.1.1: Undertake a structured diagnostic of EMIS and related education data systems, including architecture, governance (including data protection and security), data flows and linkages to other core systems (e.g. HR, finance, learning platforms), and identify key integration gaps.
Activity 1.1.2: Review the coverage, quality and disaggregation of education data (sex, disability, refugee/permit status, language, location) and analyse bottlenecks affecting vulnerable learners, including cultural stigma, inconsistent disability definitions at field level and fragmentation between relevant units
Activity 1.1.3: Assess current capacity to report and use SDG 4.1.1(a) and foundational learning indicators
Deliverables • Diagnostic report on EMIS and education data systems (performance, integration, disaggregation and use) • Baseline mapping on SDG 4.1.1(a) and foundational learning readiness and equity gaps
Output 1.2: Roadmap to strengthen EMIS integration, disaggregation and data use for equity and foundational learning
Activity 1.2.1: Co-develop roadmap for improving data utilization, disaggregation, and protection.
Activity 1.2.2: Define strategies to strengthen systems integration and interoperability, improve disaggregated data and use foundational learning indicators (including SDG 4.1.1(a)) in planning and management with appropriate data safeguards.
Deliverables: • Roadmap endorsed by MoE and partners. • Action plan with timelines and responsibilities
Output 1.3: Policies, procedures and capacities for inclusive data use operationalised
Activity 1.3.1: Develop and operationalize a data protection policy package (privacy, security, ethical use).
Activity 1.3.2: Establish procedures for regular data quality reviews.
Activity 1.3.3: Institutionalize sustainability measures for ongoing improvements.

Activity 1.3.4: Targeted training and capacity-building for MoE technical staff on data interpretation and use
Deliverables • Data protection and ethical-use policy package adopted. • Documented data-quality review mechanism • Updated planning/review guidance incorporating EMIS-based equity and foundational-learning dashboards. • Technical MoE staff trained and coached on data interpretation and use
Outcome 2: Sector coordination, governance and gender-responsive planning are effectively steering digital transformation
Assumptions: Current proposed structure is well equipped to support the newly suggested MoEHR. Dedication of effort and time by MoE relevant staff Engagement of relevant partners Security conditions allow conducting the activities
Output 2.1: Strengthened coordination and governance architecture for digital transformation
Activity 2.1.1: Review the PPCC and relevant thematic/technical working groups (including Digital Transformation, Data & Evidence / Monitoring & Learning, Gender & Inclusion), function (mandates, membership, decision rights, escalation, links to planning and financing) in relation to digital transformation.
Activity 2.1.2: Update and endorse mandates, terms of reference and standard operating procedures (SOPs) for the PPCC and and relevant thematic/technical working groups, including a clear decision-making and escalation framework for digital issues, including inter-ministerial matters where relevant.
Activity 2.1.3: Establish a light inter-ministerial coordination node (hub or mechanism as relevant) to address cross-cutting issues related to digital governance, interoperability and financing.
Deliverables • Updated and endorsed ToRs for PPCC, Thematic groups and priority technical working groups. • Documented decision-making and escalation framework for digital transformation.
Output 2.2: Institutionalized use of evidence and equity considerations in coordination and planning
Activity 2.2.1: Define and operationalize routines for the systematic use of equity-focused tools (e.g. Dashboards), learning indicators and other evidence in PPCC and TWGs meetings (e.g. regular stocktakes).
Activity 2.2.2: Embed gender-responsive and inclusion-sensitive considerations into coordination and monitoring processes, including explicit review of impacts on girls, learners with disabilities, refugees and learners in disadvantaged contexts and risks of TFGBV/SEAH.
Activity 2.2.3. Conduct a Mid-Term Review of the Partnership Compact
Deliverables: • Agreed stock-take templates and guidance notes for evidence-based stocktakes in PPCC/TWGs • Documented routines for evidence-based review of equity and gender/inclusion in PPCC/TWGs. • A Mid-Term Review of the Partnership Compact completed and endorsed.

Output 2.3: Governance practices for digital transformation operationalised and institutionalised
Activity 2.3.1: Provide targeted capacity-building and on-the-job coaching for members of the coordination group and MoE technical units on evidence-informed, gender-responsive planning and coordination and decision-making for digital transformation.
Activity 2.3.2: Introduce periodic PPCC self-assessment to review coordination effectiveness and identify areas for continuous improvement.
Activity 2.3.3: Formalise updated ToRs, SOPs and digital-transformation-focused planning templates within MoE's standard annual planning and review instructions to ensure institutionalised and sustainable practice
Deliverables • PPCC and TWG members trained and coached on evidence-informed, gender-responsive coordination. • PPCC self-assessment tool and action plans produced and used. • Updated coordination and planning instruments reflected in MoE standard procedures for digital transformation.
Outcome 3: Education financing is more results-oriented, equitable and sustainable, with digital-related costs integrated into cost calculations, planning and budgeting.
Assumptions: Full support and endorsement of MoE management. Engagement and allocation of time by MoE relevant staff. The structure of the new MoEHR is clear by Q3 2026.
Output 3.1: Financing gaps and digital-cost needs diagnosed
Activity 3.1.1: Review the MoE budget cycle, links to learning and equity outcomes, school-level funding and procurement bottlenecks, building on the PPBS diagnosis and related financial analyses
Activity 3.1.2: Map how digital-related expenditures (platforms, connectivity, devices, data systems, operations and maintenance, accessibility and safeguarding) are currently budgeted and financed (on- and off-budget).
Activity 3.1.3: Assess discretionary funding at school level.
Deliverables: • Diagnostic report on efficiency, ewquity and digital financing gaps. • Summary mapping of digital-related expenditures and funding channels
Output 3.2: Financing roadmap and tracking approach for digital transformation developed
Activity 3.2.1: Develop a comprehensive financing roadmap to advance performance-based, results-oriented, equity and gender-responsive budgeting, strengthen school-level funding, and streamline procurement.
Activity 3.2.2: Integrate costing and sequencing of digital transformation into financing plans to improve visibility of domestic and external funding.
Activity 3.2.3: Design a unified financing tracking mechanism/dashboard to consolidate budget lines, domestic and external sources financing, and enable systematic monitoring of expenditures
Deliverable: • Financing roadmap developed.

• Digital transformation costing and sequencing plan integrated into the financing framework. • Unified financing tracking mechanism established.
Output 3.3: Operationalization
Activity 3.3.1: Provide targeted training and on-the-job coaching for central MoE staff on costing, scenario analysis and results-oriented, equity- and gender-responsive budgeting in line with Roadmap recommendations.
Activity 3.3.2: Link smart investment with digital learning, connect budgets to learning outcomes, support equity, outcome, and gender responsive budgeting aligned with the ESP multi-year operational plan.
Deliverables: • MoE staff trained and equipped with enhanced financial planning and resource management skills. • Standard costing and expenditure-tracking tools approved and reflected in MYOP documents and equivalent • Short lesson-learned brief on financing for digital transformation

Timeline

Mapping of Outcomes to DTC Phases

The proposed SCG will be implemented over an indicative 24-month period using the three-phase DTC methodology (Assessment & Scoping; National Workshop & Roadmap Design; Integration & Sustainability Planning).

Table 2. Project Timeline

Objective	Phase	Activity	Timeline
Initiation and Planning phase	Planning phase for the 3 outcomes	Draft the detailed plan for the 24-month period	Q1
Strengthen Data Utilization & Disaggregation	Phase 1 – Assessment & Scoping (Conduct digital maturity assessment)	EMIS diagnosis and map integration gaps across systems	Q2
		Review coverage, quality and disaggregation of education data (gender, disability, refugee, etc) and bottlenecks	
		Assess capacity to report SDG 4.1.1(a) and other foundational learning indicators.	
	Phase 2 – Roadmap Development	Co-develop roadmap with MoE & partners	Q3
		Define integration & reporting strategies	
	Phase 3 – Operationalization	Draft & finalize data protection policy	Q4 and Q7
		Establish data quality review procedures	

		Institutionalizing sustainability measures	
		Targeted training and capacity-building for MoE technical staff	
Strengthen Sector Coordination, Governance and Gender-Responsive Planning to Steer Digital Transformation	Phase 1 – Assessment & Scoping (Strengthened coordination and governance architecture for digital transformation)	Review how the **PPCC** and relevant thematic/technical working groups function for digital transformation (mandates, membership, decision rights, escalation, links to planning and financing).	Q2
		Map coordination and decisions making linkages between technical, planning and financing processes related to digital transformation	Q3
		Assess how gender, inclusion and equity considerations are currently integrated into coordination, planning and monitoring processes	Q3
	Phase 2 – Roadmap Development (Institutionalized use of evidence and equity considerations in coordination and planning)	Co-develop a coordination and governance strengthening roadmap for digital transformation with MoE and key partners	Q3
		Update Terms of Reference and standard operating procedures for PPCC and priority technical working groups	Q4
		Design a unified annual operational planning template and stocktake routines for digital transformation, integrating results-based logic, gender and inclusion markers, accessibility and safeguarding considerations, including the conduct a Mid-Term Review of the Partnership Compact	Q4
	Phase 3 – Operationalization	Roll out structured stock-take routines across PPCC and relevant TWGs	Q5
		Deliver phased capacity-building and on-the-job coaching for MoE and TWG leads on evidence-based, gender-responsive coordination	Q6 - Q7
		Introducing periodic PPCC self-assessment cycles and document coordination practices to embed reforms in routine sector governance	Q7 - Q8
Education financing is more results-oriented, equitable and sustainable, with digital-related costs integrated into cost calculations,	Phase 1- Assessment & Scoping	Review budget cycle and processes & links to learning and equity outcomes	Q2
		Map how general and digital related expenditures are budgeted and financed (on- and off-budget)	
		Assess discretionary funding at school level	
	Phase 2- Roadmap Development	Develop a comprehensive financing roadmap to advance performance-based, results-oriented, equity and gender-responsive budgeting, strengthen school-level funding, and streamline procurement.	Q3 - Q5
		Integrate costing and sequencing digital transformation into financing	
		Establish a unified financing tracking mechanism/dashboard to consolidate budget lines,	

planning and budgeting.		domestic and external financial sources, and enable systematic monitoring of expenditures	
	Phase 3- Operationalization	Targeted training and capacity-building for staff, enabling effective costing, scenarios analysis, planning for education and digital transformation	Q6 - Q7
		Link smart investment with digital learning, connect budgets to learning outcomes, support equity, outcome, and gender responsive budgeting	
Reporting and finalization	Reporting and finalization	Reporting and finalization	Q8

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 and Strategic Partnerships 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 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- Canada and FCDO) 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** Very unlikely Unlikely Possible Likely Very likely	**Impact** Negligible Minor Moderate Significant Severe	**Risk Owner**	**Preventive Mitigation Measures**				
				Task	**Deliverable**	**When/ Frequency**	**Who**	**Status of the task** Not started Ongoing 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 - 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
Insufficient alignment of development partner–supported digital education initiatives with the priorities,	Possible	Significant	MoE, PPCC, UNESCO	- Use the PPCC as the primary platform for partner coordination and alignment around digital transformation priorities.	PPCC meeting minutes reflecting partner alignment discussions and agreed	Periodic (aligned with PPCC meetings)	MoE, UNESCO, PPCC	Not started

sequencing and standards set out in the Digital Education Roadmap could lead to fragmentation, duplication of efforts, or uneven implementation of digital transformation reforms.				- Institutionalize the use of the Digital Education Roadmap as the reference framework for partner-supported activities. - Introduce regular PPCC stock-takes to review alignment of partner support and address emerging gaps or overlaps. - Partner mapping and alignment review through PPCC stock-takes	follow-up actions			
Coordination mechanisms may function effectively during the SCG period but weaken once external technical support is reduced, limiting the sustainability of partner	Possible	Moderate	MoE, PPCC, UNESCO	- Embed coordination practices, stock-take routines and partner alignment mechanisms into existing PPCC mandates and standard operating procedures. - Build the capacity of PPCC members and TWG leads to sustain	Updated PPCC SOPs and documented coordination practices	By end of SCG implementation period	MoE, UNESCO, PPCC	Not started

alignment and collective steering of digital transformation reforms.				coordination functions independently of external support. - Institutionalization of PPCC coordination routines and partner alignment practices				
Delays in the data sharing for the Phase 1 – Assessment & Scoping: under Objective 1: Strengthen Data Utilization and Disaggregation for Equity and Foundational Learning and Objective 2: Improve Efficiency, Equity, and Volume of Domestic Financing for Education				- Delays in the data sharing for the Phase 1 – Assessment & Scoping: under Objective 1: Strengthen Data Utilization and Disaggregation for Equity and Foundational Learning and Objective 2: Improve Efficiency, Equity, and Volume of Domestic Financing for Education				Delays in the data sharing for the Phase 1 – Assessment & Scoping: under Objective 1: Strengthen Data Utilization and Disaggregation for Equity and Foundational Learning and Objective 2: Improve Efficiency, Equity, and Volume of Domestic Financing for Education

Difficulty in validating the roadmap and assessment findings, could result in delays in the finalization of the implementation	Likely	Possible	UNESCO	- Difficulty in validating the roadmap and assessment findings, could result in delays in the finalization of the implementation.	Likely	Possible	UNESCO	Difficulty in validating the roadmap and assessment findings, could result in delays in the finalization of the implementation.
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. - 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	Likely	Significant	UNESCO MoE PPCC	- Ensuring the official documentation and MoM are available	MoM	Ongoing	UNESCO MoE PPCC	Ongoing

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.				- High-level advocacy and dialogue with the MoE and PPCC and engagement with GPE secretariat if necessary		(throughout the course of the grant)		
Due to ongoing regional instability and conflict and in case of "force majeure" circumstances, interruptions in travel to Jordan can cause inability of	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

UNESCO/IIEP to travel for technical assistance purposes, causing delays in the implementation in grant activities.								

Preliminary Budget Outline (estimated)

Outcome	Focus	Share of SCG	Approx. amount (USD)
Outcome 1	EMIS and education data systems are strengthened, with disaggregated data increasingly used to address equity gaps and foundational learning needs		**$ 384,540.00**
Outcome 2	Sector coordination, governance and gender-responsive planning are effectively steering digital transformation		**$ 189,040.00**
Outcome 3	Education financing is more results-oriented, equitable and sustainable, with digital-related costs integrated into cost calculations, planning and budgeting.		**$ 299,292.00**
Overall Support and Coordination			**$ 97,128.00**
Grant end-line Evaluation			**30,000.00**
Programme Support Costs		7%	$ 70,000.00
Total			**$ 1,070,000.00**