



EDUCATION FOR PROSPERITY:
DELIVERING RESULTS

A NATIONAL STRATEGY FOR HUMAN RESOURCE
DEVELOPMENT 2016 – 2025

OVERVIEW





“ In our view, successful reform is not an event. It is a sustainable process that will build on its own successes – a virtuous cycle of change.”

His Majesty King Abdullah II

Introduction

Overview

This document presents an overview of Education for Prosperity: Delivering Results – A National Strategy for Human Resource Development 2016-2025.

The Strategy has been produced in response to a letter from His Majesty King Abdullah II to His Excellency the Prime Minister, Dr. Abdullah Ensour, dated 24th March 2015, establishing a National Committee for Human Resource Development. His Excellency Dr. Wajih Owais chaired the Committee and led the creation of this Strategy in response to His Majesty's request.



1

A VISION FOR TALENT-DRIVEN PROSPERITY

For a nation like Jordan, lacking mineral resources or other natural advantages, prosperity, stability, and wellbeing depend almost entirely on the talents and enterprise of its people. The competitiveness and productivity of its industries, the quality and effectiveness of its public services, and the welfare of its families and communities all depend on the availability of a well-educated and highly skilled populace. For these reasons, investment in education and skills has been a national priority since the establishment of the Kingdom. As a result, over many years the progress of education in Jordan exceeded other countries in the region, in both quality and quantity.



Over recent years, however, that progress has stalled, and our education system is no longer producing the results the Kingdom needs. Whether judged by enrolment and progression rates, the results achieved in school examinations, or the employment and employability of those graduating or leaving education, the system is failing to meet expectations. The National Committee for Human Resource Development (HRD) was commissioned by His Majesty King Abdullah II to investigate the evidence and the root causes for this, and to develop ‘an integrated, comprehensive, strategic and well-defined system for human resource development.’

The National Committee, drawing on current National Strategy initiatives including *Jordan 2025* and the *National Employment Strategy*, has identified wide-ranging reform programmes and action plans designed to establish an HRD system that will realise the vision offered here:

Jordan’s HRD system will enable the Kingdom to meet its goals for sustainable development, which includes the development of the nation in economic, cultural, social, and environmental terms. It will ensure current and future generations develop the skills and capabilities they need to live happy and fulfilled lives, and collectively realise the ambition of a prosperous and resilient Jordan.

Specifically, the HRD system will deliver the following:

For the Kingdom:

A workforce with the skills, qualifications, capabilities, and behaviours necessary to achieve Jordan’s economic and societal ambitions

For children, students and learners:

The opportunity to realise their full potential as happy, healthy, empowered, and active citizens who have a love of life-long learning and who follow their own aspirations – academically, economically, and socially

For education providers and teachers:

The capacity and tools to support learners across the Kingdom to realise their ambitions – with respect, fulfilment, and rewards to match

For the community as a whole:

A system for education and HRD of which all can be proud and which contributes to productive, collaborative, and resilient communities.

While drawing from best practice from around the world, this approach to HRD reform is customised to Jordan's specific needs and aspirations.

HRD will be focused on strategic national goals and clear priorities. At the same time, it will be resilient to external and internal challenges and responsive to the changing global context, adapting approaches to teaching and learning to enable individual and national success in a rapidly changing world.

These reforms and this vision strive to achieve the following, which encompass the objectives for the HRD Strategy:

- By 2025, ensure that all children have access to quality early childhood learning and development experiences that promote primary school readiness, ensure healthy lives, and promote their future wellbeing
- By 2025, ensure that all children complete equitable and quality primary and secondary education, leading to relevant and effective learning outcomes
- By 2025, substantially increase the number of youth and adults who have relevant technical and vocational skills for employment, decent jobs, and entrepreneurship
- By 2025, ensure fair access to affordable, relevant, and quality university education opportunities.

The following sections of this Overview set out the National Committee's proposals for achieving this vision and these objectives over the coming ten years and beyond, and in particular their recommendations for ensuring that ambitious recommendations and plans are translated into changes that deliver real benefits for the Kingdom and its people.





2

THE CHALLENGES TO BE OVERCOME

It would be entirely wrong to suggest that the HRD system in Jordan – comprised of early childhood education and development, school level education from grades 1-12, technical and vocational education and training, and higher education – has completely insurmountable challenges or that those responsible are not striving to make it better. The system is well-developed in many regards, and efforts are continuing to introduce improvements, for example:

- The Kingdom has high enrolment rates for primary, secondary, and higher education compared to countries of similar income levels. Jordan had already achieved gender parity in primary enrolment in 1979, in contrast to the average upper middle income country which still enrolls more boys than girls¹, and has one of the highest female literacy rates in the region, at 95.2%²
- Teacher training is being improved through a range of initiatives led by the Queen Rania Teachers Academy (QRTA), the Jordan Education Initiative (JEI), the Early Grade Reading and Math Project (RAMP) and others; QRTA's efforts in this area are being expanded through a new Initial Teacher Education Programme to train future teachers
- Early childhood healthcare is relatively strong - with high vaccination rates, free health insurance for children under six, and well-developed antenatal care
- International donor agencies have shown they are willing and able to invest in education and training initiatives in Jordan if the initiative has clear objectives and a well-designed plan. Examples are two Education Reform for the Knowledge Economy (ERfKE) investment programmes (although programmes aimed at Syrian refugees have experienced only mixed success in meeting funding requirements)
- Significant efforts to reform the core processes of how ministries function are ongoing at the Ministry of Education (MoE) and other Ministries; for example the MoE is devolving responsibilities to its field directorates and schools, presenting greater opportunities for teachers, school leaders, and communities to improve the system from within
- The MoE's recently re-vamped Education Management Information System (EMIS)³ will enable data-driven decision making for primary and secondary education
- Piloting new approaches: The Ministry of Labour (MoL) has supported the establishment of Model Skill Centres of Excellence (MSCoE) for vocational training in the form of public-private partnerships which can provide a foundation for future efforts.

However, despite these initiatives and many others, student learning outcomes are lagging and the skills of graduates are not meeting the needs of the economy. Every year, over half of school students fail their Tawjihi exams and leave school without clear alternative pathways or

¹ UNESCO, 2015.

² Ibid.

³ An Education Management Information System is designed to collect and report data, provide standard education indicators and data visualizations to facilitate planning and data-driven decision making for government agencies and school leaders

support. There is an oversupply of university graduates and chronic undersupply of skilled craftsmen and technicians. As a result, youth unemployment is running at 31.8%⁴ and total workforce participation is only 41%, one of the lowest rates in the world. Behind these facts and figures are the personal stories and struggles of young people who cannot find jobs or build lives for themselves, parents who worry about their children's futures, employers who struggle to find workers with the skills they need to grow their businesses, and leaders concerned with the fate of the nation.

There are a number of recurring themes underlying these worrying outcomes at all levels:

- **Governance:** Governance tends to be centralised across all stages of education and training, and is often fragmented across more than one entity without clear coordination and communication channels or a clear over-arching strategy
- **Quality assurance:** Quality assurance measures are not routinely enforced to ensure continuous monitoring, evaluation, and enhancement of the system
- **Educators:** At the K-12 level, teacher quality has declined due to a lack of targeted recruitment and inadequate pre-service and in-service training; outdated teaching methods persist at all education levels



⁴ ILO, 2014.

- **Private sector provision:** There has been insufficient deliberate research and planning to promote the development of high quality private provision to help fill gaps in public sector offerings or consider financial and tax incentives or voucher programmes to stimulate private provision and competition
- **Mindset change:** Jordanian families greatly value education but do not always see themselves as having an active role in their children's learning journey, and hold certain high-value educational pathways, e.g. TVET and teaching, in low regard
- **Employer engagement:** There has been minimal employer engagement (through sector skills councils or similar organisations, for example) to identify the relevant skills learners should develop despite the well-understood need for the education and training system to meet the demands of the labour market
- **Funding and Innovation:** Vision for funding is limited to traditional sources (i.e. government and direct donor assistance) which may not be sustainable in the long-run. Opportunities to use structures such as public-private partnerships (PPPs) to create additional capacity (to increase enrolment in kindergartens, for example) have not been fully seized

While the wider context for Jordan offers a number of positive indications for the future of HRD, as shown in Figure 1 across, the benefits of these are compromised by negative factors that limit the growth of the economy and diminish the demand for more and better prepared human talent.

In addition to these factors, Jordan faces particular challenges associated with the huge influx of refugees from Syria. Notwithstanding financial support from the international community, Jordan's generosity and support for more than 1.3 million Syrians places extra demands on the education system and labour market, in addition to other national services and infrastructure.

Figure 1: Opportunities Driving Growth and Challenges Restricting Growth⁵

Opportunities Driving Growth	Challenges Restricting Growth
Economic Growth of 3.1% 	Ranked 113th Globally for business environment 
FDI Net inflows of \$1.8bn 	Ranked 64th in World Economic Forum competitiveness index 
Service-based economy 66.4% of GDP 	Rising living costs 47th highest consumer price index 
2014 GDP of \$35.83bn 	Youth unemployment 31.8% 
Adult Literacy rate of 98.4% 	5th worst rate of economically active workforce participation globally 
Total population of 9.5 million 	77th on equality index 

The challenges are compounded by the continuing rapid expansion in Jordan's population, which is expected to increase by 1.4% per year for the next decade. Consequently, increasing demands for school and further education places are feeding growing numbers into the labour market. The Higher Population Council has pointed out that this expansion provides a unique economic opportunity for Jordan because the working population will exceed the dependent population for the next twenty years. Nevertheless, based on current projections, there will be a need for over 660,000 new jobs over the next decade, if the national target of 8% unemployment (set in *Jordan 2025*) is to be met.

Education is the key to transforming these daunting demographic challenges into opportunities for growth and development. However, significant changes are required across Jordan's education and training systems to realise this goal.

⁵ World Bank, 2014; World Economic Forum, 2016; ILO, 2014; Department of Statistics, 2015.



3

GOVERNING PRINCIPLES FOR EDUCATIONAL REFORM

The Committee recommends that the future design and operation of the HRD system, within and across each phase of education and development, should be informed by the following key principles emphasised in successful systems around the world (such as Finland, South Korea or Singapore):

Figure 2. Principles for HRD System Reform



Applied to the HRD system in Jordan, these principles provide a framework for the outcomes that the system should deliver for its stakeholders at every stage of the education and learning journey, and a set of tests against which provision and experiences can be judged.

Application to HRD in Jordan

Access

All learners have fair access to quality education, training, and equal opportunities at every stage of their education journey and reach a minimum level of attainment regardless of their background, gender, disability, or individual needs. Every learner has a fair chance to pursue the pathways best suited for them based on their performance, capability, and passion.

Quality

Our system strives to provide world-class experiences and outcomes for all involved. It aligns with the needs of the local and global economy. It is globally respected and meets, if not exceeds, international standards through accreditation, certification, and quality assurance. We continually monitor ourselves to identify and implement improvements.

Accountability

The regulation of our system is based on a transparent set of rules for decision-making. We empower institutions to take responsibility for their performance through delegating responsibilities and devolved, local decision-making. Setting SMART (Specific, Measurable, Attainable, Relevant, and Time-bound) targets and regular reporting supports us in holding all stakeholders accountable for their respective responsibilities. Learners are accountable for doing their best and using the resources and information available to find suitable pathways.

Innovation

Our system delivers the outcomes needed through innovative and creative approaches and the thoughtful use of technology. We identify innovative ideas around the world and adapt them to meet our unique needs in Jordan. We use international and public-private partnerships and innovative approaches to financing to do more with less. We make the most of our successes through shared practice and learning across the system.

Mindset

Our system instills our national values in our learners, honours our heritage, and promotes unity in our citizenry. The parents and communities of our learners are engaged and involved with their educational institutions, creating a wide support network which promotes the value of education, lifelong learning, and being productive members of society and the economy.



4

CROSS-CUTTING THEMES FOR THE FUTURE HRD SYSTEM

In the following sections, the application of these principles to each stage of the education system will be set out, covering Early Childhood Education and Development (ECED), Basic and Secondary Education (Schools), Technical and Vocational Education and Training (TVET) and Higher Education (HE). As these analyses will show, a number of recurrent issues emerge with regard to these principles from each sub-system, which must be addressed as common threads within the vision of a modern, responsive, high-performing HRD system.

Access

A young person's education and learning should be seen as a progressive journey that starts in their earliest years and extends into their adult life.

That journey will involve numerous transitions and choices of direction, for example through and after school years and between academic or vocational pathways. It is vital that the HRD system is designed to provide a range of different pathways and choices that enable every individual to continue learning and developing their skills according to their abilities, aptitudes, and interests.

This is not true of the current system, which has multiple points of failure at which students who do not make the required grades (for example in Tawjihi) are diverted towards unattractive alternatives or fall out of the formal HRD system altogether. In addition to measures designed to enhance access to each phase of the learning journey, the Committee has proposed initiatives that will improve individuals' progression through the system, such as improved careers advice and guidance starting in schools, an integrated National Qualifications Framework, and closer links between further education and working life.

Quality

International research agrees that the single most important determinant of educational success, at every stage, is the expertise and commitment of teaching staff. While there are many dedicated and excellent teachers working in nurseries, kindergartens, schools, colleges, and universities, the Committee has identified shortcomings in the overall quality of the teaching workforce as a recurrent issue. They have accordingly proposed far-reaching reforms in the selection, initial preparation and on-going training of staff who teach and train. The HE system, in particular, has an important role to play in improving professional formation for the whole HRD sector.

The quality and relevance of what is taught and how it is assessed also need to be addressed. Reforms to the curriculum will be required throughout the system – from ECED where it is currently lacking, to schools where it is outmoded, and TVET and HE where it is misaligned with the labour market. Alongside this, there must be reform of assessment methods – in particular of the Tawjihi exam as the key passport to higher levels of education.





Accountability

The HRD system in Jordan is characterised by a very high degree of centralisation in decision-making, control and regulations within the relevant ministries responsible for each HRD sub-system, coupled with relatively limited co-ordination between ministries. This inhibits the responsiveness of the HRD system to national needs in two respects: cross-cutting issues around access and quality are not addressed in coordinated ways, creating a system of fragmented silos rather than seamless transitions, and the leaders of schools, vocational training institutes, colleges, and universities have very limited responsibility or incentives for improving the quality or performance of their provision.

For these reasons, the Committee has made a number of recommendations to improve decision-making and accountabilities across and within the HRD system. These include the establishment of representative oversight bodies to set policies in each sub-system and also devolving responsibilities for education service delivery to front-line providers. Delivery must be overseen by independent regulatory bodies to assure standards and quality, as well as motivate professional development of staff through systematic licencing and relicencing schemes. Encouraging and incentivising ongoing training and development outside of licencing schemes is also imperative.

Innovation

An innovative HRD system is one in which all of the key decision-makers are continuously seeking to improve the performance of their areas of responsibility and the experiences of the students they serve. It involves adopting approaches and technologies that may be new to Jordan – but are already driving change elsewhere – across the spectrum of reforms, from improvements to current operations, to the introduction of new learning services or pedagogies, to opening new models of provision.

Innovation is not the same as invention; it is most often about identifying, adapting, and adopting good ideas from elsewhere in the world, and is generally most effectively achieved through partnerships with others who are experienced with implementing these new ideas. For this reason, public-private partnerships (PPPs) often provide the most effective means of introducing proven innovations, and the Committee has made a number of recommendations to this end. PPPs also offer a means of securing additional capacity relatively quickly, sometimes bypassing the constraints of public funding.

Mindset

Finally, the transformation of Jordan's HRD system will require change in the institutional cultures and individual mindsets. There is an opportunity to harness family and community support for education to create the conditions in which, throughout all stages, learners are supported as they progress from one stage to another. Expectations from families should be high – both in relation to the outcomes achieved by their children and to the performance of the HRD system as a whole. Above all, the prevailing mindset must become one of personal and professional responsibility for learning outcomes. To support this mindset shift, high quality information and continuous communications will be key, and the Committee has made a number of specific recommendations in this regard. Effective information sharing is particularly important at the interfaces between the elements of the system, so that, for example, good careers advice is available as those graduating or leaving the system make important choices about where to focus their education in the next stage of their development.

In the following sections, the Committee's findings and recommendations for each sub-system within the national HRD system are summarised; details are provided in the main Strategy Report.



5

EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (ECED)

The learning experiences of very young children lay the crucial foundations for their subsequent personal and intellectual development and prepare them for successful transition into the formal education system. The term ECED here covers all care provision and education for children from birth up to the age of six. This includes informal early learning and developmental experiences within the family, as well as more formal provision in nurseries and kindergartens (KG1 and KG2) in both the public and private sectors. The Committee found significant shortcomings in access, participation and quality of current ECED provision, including:

- A lack of family and community engagement in formal and informal ECED activities
- Low levels of participation in formal ECED programmes, especially for nursery and KG1 provision
- Poor quality teaching and facilities, either with no formal curriculum or curricula that are outdated or little used
- A lack of investment in ECED at national or local levels
- Knowledge, attitudes, and practices which do not reinforce the connection between early childhood health, nutrition and the development of early childhood learning

The Committee recommends that reform of the ECED system should be directed towards the following outcomes:

Figure 3: Outcomes sought from the ECED system

FOR THE KINGDOM:

- High scores on the Early Development Instrument (EDI) assessment
- High scores on the Early Grade Maths Assessment and Early Grade Reading Assessment (EGRA and EGMA)
- TIMSS/PISA scores match those in selected benchmark countries (neighbouring, regional, global) or Jordan raises scores to specific target levels
- All early years provision meets international expectations for quality
- Gender parity and more female participation in the workforce
- ECED efforts are well-coordinated between all relevant stakeholders to achieve the largest impact
- Monitor and evaluate all ECED efforts and make related decisions based on accurate data

FOR CHILDREN:

- All children have access to quality early childhood learning experiences (nurseries, KG1, KG2, informal learning) and services (e.g. health, nutrition, psychosocial support)
- All children are taught by appropriately qualified early years educators with a modern curriculum that combines literacy, numeracy and opportunities for imaginative play to develop social and emotional skills in a safe and healthy environment
- All children are fully prepared for the first formal stage in their academic and social lives with the skills, knowledge and expectation that they will need to succeed
- All children experience cognitively stimulating, emotionally supportive home environments with adequate resources
- All children's rights are protected and upheld through the implementation of policies and programmes to support children and families

FOR EMPLOYERS:

- Lower absenteeism rate from female employees because they have the childcare they need
- Enhanced educational attainment and productivity of workers as a result of them having a strong ECED grounding in life

FOR TEACHERS, CAREGIVERS, AND SOCIAL AND HEALTH WORKERS:

- ECED teaching is a well-recognised and respected profession
- ECED teachers are well rewarded and provided with relevant incentives
- ECED teachers receive quality pre- and in-service training as well as adequate supervision and mentorship
- ECED teachers are engaged in sharing best practice and ideas
- ECED teachers are aware of learning difficulties and physical disabilities and can facilitate in their early identification
- Health and social workers in family and child centres receive adequate training and support

FOR THE COMMUNITY:

- Families and communities understand the importance of ECED
- All parents have access to pre and post-natal services and parenting programmes
- Communities are engaged with early years providers to improve ECED provision
- Working parents receive ECED support from their employers



In order to achieve these outcomes, the Committee recommends the following intervention projects, supporting five interlocking objectives. The objective and project numbers in the table below refer to the full report of this Strategy.

STRATEGIC OBJECTIVES	PROJECTS
ECED1 Access – Ensure that Jordan’s ECED infrastructure and provision develops to provide a basic level of access for all children in Jordan	<p>ECED1.1 Increase KG2 capacity and enrolment</p> <p>ECED1.2 Increase KG1 and nursery enrolment through encouraging the expansion of private and non-governmental provision that meets specified standards</p> <p>ECED1.3 Improve the health and nutrition of children and mothers</p>
ECED2a Quality – Revise, update, and develop the curriculum and assessment framework	ECED2a.1 Develop a new curriculum for ECED that meets the needs of young Jordanians
ECED2b Quality – Improve the quality and size of the ECED workforce	<p>ECED2b.1 Redesign admissions requirements for teachers and caregivers</p> <p>ECED2b.2 Improve and expand training opportunities for the ECED workforce</p>
ECED3 Accountability – Strengthen accountability and coordination at all levels in the ECED system	<p>ECED3.1 Reform and consolidate legislation related to ECED provision</p> <p>ECED3.2 Establish a single body to coordinate all ECED activities and decision making</p> <p>ECED3.3 Establish an independent inspectorate for public and private sector nurseries and KG</p> <p>ECED3.4 Introduce an accreditation/qualification system for ECED teachers and caregivers</p> <p>ECED3.5 Create data-led decision processes to facilitate continuous system wide improvement</p>
ECED4 Innovation – Use innovation to leverage change in ECED	<p>ECED4.1 Better use technology and the media to support improvements in ECED provision</p> <p>ECED 4.2 Examine feasibility of and pilot innovative financing approaches to ECED</p>
ECED5 Mindset – Mobilise families to support learning, health, nutrition, and social protection at home and school	<p>ECED 5.1 Improve training outreach to parents and other primary caregivers</p> <p>ECED5.2 Mobilise families to better support learning and early childhood development at home and increase their engagement in their child’s formal learning</p>

The government and the public should measure success in terms of the Key Performance Indicators (KPIs) and five- and 10-year targets shown here.

KPI	5-YEAR TARGET	10-YEAR TARGET
Enrolment rates in KG2, KG1 and nursery.	80% KG2 Enrolment 25% KG1 Enrolment 10% Nursery Enrolment	100% KG2 Enrolment 35% KG1 Enrolment 20% Nursery Enrolment
Percentage of KG2, KG1 and nursery teacher and caregiver completion of pre-service training, and percentage completion of in-service training in the last two years	50% caregivers complete pre-service training 50% caregivers completing over 20 hrs CPD/year in the last two years	75% caregivers complete pre-service training 75% caregivers completing over 20 hrs CPD/year in the last two years
Proportion of KG2, KG1 and nurseries ranked as 'good' or 'outstanding' (according to the proposed inspectorate)	30% of KGs and nurseries rated 'good' or 'outstanding'	70% of KGs and nurseries rated 'good' or 'outstanding'
Scores on the Early Development Instrument (EDI) assessment and the Early Grade Maths Assessment and Early Grade Reading Assessment (EGRA and EGMA)	EDI: Increase % of children 'ready to learn' by 7.5% EGRA and EGMA: Reduce % of students with zero scores by 5% Increase in mean score for each subtask by 10 points	EDI: Increase % of children 'ready to learn' by 15% EGRA and EGMA: Reduce % of students with zero scores by 10% Increase mean score in each subtask by 20 points
Proportion of parents and other primary caregivers who demonstrate relevant knowledge, attitudes and practices towards early childhood learning, health, nutrition and social protection	Baseline + 15%	Baseline + 30%



6

BASIC AND SECONDARY EDUCATION

The Committee believes that the role of schools should be to ensure that every child is supported to realise their potential, develop a love for learning and for Jordan's national values, acquire valuable knowledge and skills, gain important qualifications, and prepare for a happy and prosperous life.

The main challenges for Jordan's schools are:

- A curriculum and assessment system that is outdated and does not meet the requirements of today's society and the labour market
- A high stakes secondary leaving examination (Tawjihi) that fails the majority of students without offering alternative, attractive options or support for those who fail
- A teaching profession that is not attractive to high quality applicants, does not provide them with suitable initial or continuing teacher education, and does not support or motivate them enough
- A substantial increase in student numbers due to domestic demographics and Syrian refugees which is placing major strains on existing capacity
- A limited capacity to provide equitable education to the most in-need students both in terms of access and quality education leading to differential learning outcomes
- A lack of effective accountability and leadership throughout the system (from school level to the ministry)
- A lack of community and family engagement in informal and formal education
- An absence of reliable data to drive and inform data-led decision processes

These challenges are reducing the quality of education received by all Jordanian school children and restricting growth and improvement of the system. The Committee believes that our schools system should aspire to deliver the following outcomes for its stakeholders:

Figure 4: Outcomes sought from the national schools system

FOR THE KINGDOM:

- The system prepares Jordanians for work and life
- Research and data analysis identify challenges which are addressed by nimble, well-coordinated, and strategic policy process
- Jordan publishes data showing progress on student performance, teacher quality, violence levels and other indicators to further drive improvement
- Percentage of TIMSS, PISA, EGRA & EGMA scores match those in selected benchmark countries (neighbouring, regional and global) and specific target levels set by the Government

FOR STUDENTS:

- All students have access to excellent teaching and modern curricula that puts students at the centre of high quality learning environment
- Students are clear on their career options and supported in making the right decisions
- Students are well prepared for the next stages in education and well equipped for work and life

FOR EMPLOYERS:

- Employers are engaged in curricula development early on to align skills needed
- Employers recruit from a talented pool of people that meet their needs
- The private sector complements the public sector in both financing and delivery of education services by providing capital investments, private sector rigor, and performance management experiences to advance the expansion of education provision

FOR TEACHERS:

- Being a teacher is a well recognised, respected, and fulfilling profession
- Teachers are well rewarded and provided with relevant incentives
- Teachers receive quality pre and in-service training
- Teachers are engaged in communities of practice to share best practice and ideas

FOR PARENTS AND THE COMMUNITY:

- Communities are engaged with providers to improve school provision
- Education continues at home and in the community throughout all stages of life



In order to achieve these outcomes, the Committee recommends the following intervention projects, supporting five interlocking objectives. The objective and project numbers in the table below refer to the full report of this Strategy.

STRATEGIC OBJECTIVES	PROJECTS
B&SE1 Access – Ensure that schools offer conducive learning environments, and that school infrastructure is updated and resources are strategically allocated to meet demand	<p>B&SE1.1 Open new schools strategically</p> <p>B&SE1.2 Rationalise poor performing small schools</p> <p>B&SE1.3 Increase capacity to serve students with disabilities</p> <p>B&SE1.4 Improve provision for Syrian refugees</p> <p>B&SE1.5 Expansion of a national-level General Equivalency Diploma system to cover all out-of-school children and youth</p> <p>B&SE1.6 Improve school environments to ensure that they are safe, nurturing, and healthy</p>
B&SE2a Quality – Modernise the curriculum and assessment framework through establishing an independent body	<p>B&SE2a.1 Establish a National Centre for Curriculum and Assessment</p> <p>B&SE2a.2 Modernise the Basic and Secondary curriculum</p> <p>B&SE2a.3 Modernise and align Tawjihi and other key assessments</p>
B&SE2b Quality – Improve the quality of the workforce at all levels of Basic and Secondary provision, with an emphasis on teacher training	<p>B&SE2b.1 Reform admissions process at universities for fields related to education</p> <p>B&SE2b.2 Improve teachers' selection process</p> <p>B&SE2b.3 Establish an Initial Teacher Education Programme</p> <p>B&SE2b.4 Develop comprehensive in-service teacher training</p>
B&SE3 Accountability – Strengthen accountability, leadership and capacity for policy development and strategic planning at all levels in the system (from school level to the ministry)	<p>B&SE3.1 Introduce a teacher licencing system</p> <p>B&SE3.2 Devolve more responsibilities to the Field Directorate and school level</p> <p>B&SE3.3 Introduce a school leader certification and licencing system</p> <p>B&SE3.4 Revise the teacher ranking system and appraisal process</p> <p>B&SE3.5 Leverage MoE accountability structures to drive public and private school quality</p> <p>B&SE3.6 Improve data quality and use of data to aid accountability and improvement</p>
B&SE4 Innovation – Use innovation and technology to leverage change in schools	<p>B&SE4.1 Explore innovative financial mechanisms to accelerate improvements in provision and quality</p> <p>B&SE4.2 Stimulate growth in high quality private provision</p> <p>B&SE4.3 Strengthen the use of technology to modernise teaching and learning</p>
B&SE5 Mindset – Mobilise families and parents to support learning at home and in schools	<p>B&SE5.1 Mobilise families and parents to support learning at home</p> <p>B&SE5.2 Mobilise families and parents to support learning in schools</p>

The government and the public should measure success in terms of the Key Performance Indicators (KPIs) and five- and 10-year targets shown here.

KPI	5-YEAR TARGET	10-YEAR TARGET
Number of new schools opened	300 new schools for 125,000 extra students	600 new schools for 250,000 extra students
TIMSS Test Scores	489 in Science 446 in Math	509 in Science 466 in Math
Percentage of teachers attending over 80 hours of training every year	50%	75%
Percentage of parents reading with their children	60%	70%





7

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

The importance of a strong TVET system has been recognised by His Majesty King Abdullah II, and in other key plans such as *Jordan 2025* and the *National Employment Strategy*. Although progress has certainly been made over the last 15 years, as in many countries across the world, the negative perceptions of TVET among students and families persist. TVET is regarded as a second class route for students, who continue to display clear preferences for academic and university education and public sector careers, even when this means almost certain periods of extended unemployment following graduation.

Particular issues identified by the Committee include:

- Fragmentation across the whole TVET system and a failure of coordination and strategic policy alignment over more than 15 years
- An approach to TVET financing that perpetuates supply-driven TVET
- A 10:1 imbalance between students entering universities (mainly for non-vocational courses) and those pursuing technical and vocational programmes
- Poor employer perceptions of the quality of TVET, and of the employability of students graduating from such programmes
- A lack of high quality TVET programmes at HE levels, whether in universities or specialist providers
- Very limited employer engagement in TVET, whether pre-tertiary, college- or university-based or in the workplace
- Critical shortages of qualified craftsmen and technicians to fill vital workplace roles, coupled with a surfeit of graduate engineers and scientists.

The Committee believes that the National HRD Strategy must seek to reverse these patterns and move towards the creation of a highly-regarded, world class TVET system at all levels, to develop the talents needed to enhance national competitiveness, and to create an enabling environment for job-creation. The outcomes from such a system for national stakeholders would be as shown in Figure 5 below.

Figure 5: Outcomes sought from the national TVET system

FOR THE KINGDOM:

- The TVET sector is acknowledged as a key driver of economic development in Jordan and is seen as the engine of the nation's prosperity
- TVET provision is aligned with and supports national employment and labour market strategies and national growth priorities
- TVET provision meets international quality standards and prepares students for employment nationally, regionally or internationally
- There are clear pathways in place whereby those entering or already in the workforce and those who are unemployed can benefit from TVET provision and progress their careers

FOR STUDENTS:

- TVET provision fully prepares students for employment through a focus on practical experience, entrepreneurialism and skills fully aligned to the needs of the economy
- Guidance and advice is made available to students from an early age to enthuse them for career opportunities afforded by a TVET path
- TVET is delivered by high quality trainers with practical experience and using up to date equipment
- TVET paths are highly sought after, with clear progression through the education system and career opportunities thereafter

FOR EMPLOYERS:

- The provision of TVET in Jordan is fully aligned with and responsive to the evolving needs of employers, as articulated in the *National Employment Strategy*
- Employer input is actively sought and incorporated in TVET programme development
- The TVET sector delivers a steady stream of high quality employees with internationally recognised qualifications and relevant practical training and skill sets
- Employers are supported in providing lifelong learning opportunities and development opportunities for their employees

FOR TVET TRAINERS:

- TVET teaching and training is a well-respected profession that attracts high calibre candidates
- TVET trainers are fully engaged with current industry practices and requirements and complete regular placements
- Trainers receive comprehensive pre and in-service training
- Trainers across all TVET provision have clear progression opportunities and are appropriately remunerated

FOR PARENTS AND THE COMMUNITY:

- The importance of TVET is recognised and technical and vocational career paths are accorded the same prestige as academic paths by the community
- Parents are informed about TVET opportunities and career paths and encourage their children to consider these on a par with university paths
- The community recognises and celebrates the contribution that technical and vocational careers make to the local and national economy
- The standards of education and experience required from TVET tutors and training are recognised and respected across the community



In order to achieve these outcomes, the Committee recommends the following intervention projects, supporting five interlocking objectives. The objective and project numbers in the table below refer to the full report of this Strategy.

STRATEGIC OBJECTIVES	PROJECTS
<p>TVET1 Access – Establish progressive pathways to promote and recognise all forms of learning and skills development within the system and in the labour market and create new options for high quality tertiary TVET</p>	<p>TVET 1.1 Approve the National Qualifications Framework (NQF)</p> <p>TVET 1.2 Degree-level TVET programmes and provision</p> <p>TVET 1.3 Equal pay for TVET graduates</p> <p>TVET 1.4 Licencing for craftsmen and technicians</p>
<p>TVET2 Quality – Increase the quality of TVET through consistent training requirements for TVET instructors, aligning standards and quality assurance for all institutions, and closer coordination with private sector</p>	<p>TVET 2.1 Establish standards and training requirements for TVET trainers and instructors</p> <p>TVET 2.2 Accreditation and grading system for all TVET trainers</p> <p>TVET 2.3 Transfer the CAQA to the SDC</p> <p>TVET 2.4 Align TVET provision to the <i>National Employment Strategy</i> and <i>Jordan 2025</i> goals</p>
<p>TVET3 Accountability – Put in place clear governance structures to ensure accountability across the sector</p>	<p>TVET 3.1 Design and establish the SDC</p> <p>TVET 3.2 Enforce/facilitate the use of data to inform policy and decisions</p>
<p>TVET4 Innovation – Innovate funding and provision through transforming the E-TVET Fund, public-private partnerships, and expanding innovative modes of delivery</p>	<p>TVET 4.1 Establish a private-sector led Skills Development Fund</p> <p>TVET4.2 Establish new PPPs aligned with priority clusters identified in <i>Jordan 2025</i></p> <p>TVET 4.3 Expand apprenticeship programmes</p>
<p>TVET5 Mindset – Promote and establish TVET as an attractive learning opportunity from an early age, and throughout the system</p>	<p>TVET 5.1 Schools-based careers guidance and exposure to design and technology</p> <p>TVET 5.2 Participation of Jordan in the WorldSkills competition</p> <p>TVET 5.3 Reform the current system for the MoE VET stream and delink VET from low scholastic achievement</p>

The government and the public should measure success in terms of the Key Performance Indicators (KPIs) and 5- and 10-year targets shown here:

KPI	5-YEAR TARGET	10-YEAR TARGET
Percentage of Employers 'Satisfied' or 'Very Satisfied' with the skills and abilities of labour market entrants holding TVET certificates	Baseline + 20%	Baseline + 40%
Participation rates in TVET by agency as a percentage of all participants of education/ training	22%	30%
Percentage of firms offering formal training	20%	36%
Percentage of TVET graduates employed / self-employed / in further education and training nine months after completing training	Baseline + 10%	Baseline + 30%





8

HIGHER EDUCATION

Despite numerous achievements in the development of higher education in Jordan, recent years have witnessed a decline in quality of educational outputs in several aspects. Legislation is not consistently enforced, and is not conducive to a holistic system that addresses weaknesses. Admissions policies do not guarantee entering students are sufficiently prepared, financial resources are inadequate to ensure quality, gaps remain between educational outputs and labour market needs, and scientific research is producing few tangible benefits for the national knowledge economy. University climates are not conducive to positive educational outcomes, as they currently they do not encourage students and faculty to modernise teaching and learning processes, engage in open dialogue, exchange new ideas, or foster critical thinking.

The Committee identified needs for change in the HE system in order to:

- Establish fair and equitable admissions opportunities for all qualified students based on merit and aptitudes
- Raise the standards of HE teaching and learning to those expected from the best modern universities
- Raise scientific research quality to match international best practices and address national priorities
- Encourage universities to take greater responsibility for making significant contributions to national economic and social goals
- Ensure a learning environment that promotes innovation and excellence, and cultivates a culture of responsibility, respectful dialogue, fairness and national unity
- Integrate technology in higher education to raise the quality and relevance of educational outputs

Changes in these areas will help bring about a modern, inclusive and responsive HE system that provides the following benefits to its stakeholders:

Figure 6: Outcomes sought from the national HE system

FOR THE KINGDOM:

- The HE system develops and grows the human, intellectual, and social capital of the economy and communities
- High graduate employment in industries and fields that have been identified as priorities for economic growth
- The HE system acts as a catalyst for innovation for the Kingdom as a whole, fosters entrepreneurialism and develops relevant skills among its graduates

FOR STUDENTS:

- Post secondary students have affordable access to a high quality HE system
- Students are supported and well informed about employability when making choices about post-secondary paths
- The HE system develops up-to-date technical skills as well as the range of transferable skills required for employment in the 21st century

FOR EMPLOYERS:

- The HE system supports the development of a highly skilled and enterprising workforce
- Employers enjoy strong links with universities

FOR FACULTY:

- The HE system attracts and rewards academic talent and commitment to learning
- Faculty are supported to focus on delivery of high quality teaching rather than overburdened with administrative duties
- Faculty are encouraged to play a role in institutional leadership

FOR PARENTS AND THE COMMUNITY:

- University tuition fees are affordable and mechanisms are in place to support students
- Universities are agents of innovation and change in the community
- Parents are aware of the employment opportunities associated with specific majors



In response to the analyses summarised above, and the imperatives for establishing a modern, value-producing HE system, the Committee proposes 15 projects designed to achieve the strategic objectives as shown below:

STRATEGIC OBJECTIVES	PROJECTS
<p>HE1 Access – To establish fair and equitable admissions opportunities for all qualified students based on merit and aptitudes</p>	<p>HE1.1 Unified Admissions System for Undergraduate Degrees, to include gradual phasing out of parallel programme and restructuring of certain exceptions</p> <p>HE1.2 Adapt key degree programmes to include a foundation year</p> <p>HE1.3 Student guidance and career counselling</p> <p>HE1.4 Expand student financial assistance</p>
<p>HE2 Quality – To raise the standards of HE research, teaching and learning to those expected from the best modern universities</p>	<p>HE2.1 Accreditation of professional programmes and adherence to Quality Assurance standards</p> <p>HE2.2 Review and streamline existing programmes and majors offered</p> <p>HE2.3 Enhance teaching capacity</p> <p>HE2.4 Measure, monitor, and report on teaching and scientific research quality</p> <p>HE 2.5 Create university learning environments that promote excellence and innovation</p>
<p>HE3 Accountability – Incentivise and encourage universities to take greater responsibility for making significant contributions to national economic and social goals</p>	<p>HE3.1 Strengthen HE governance bodies</p> <p>HE3.2 Review and clarify process of university president selection and appointment</p> <p>HE3.3 Strengthen incentives for effective resource management</p>
<p>HE4 Innovation – To enable the adoption of international best practices in teaching and learning that will support improved access and quality</p>	<p>HE4.1 Establish an HE Innovation and Development fund</p> <p>HE 4.2 Upgrade technological infrastructure and tools across HE campuses and promote use of Open Educational Resources (OERs)</p>
<p>HE5 Mindset – To instil stakeholder understanding of the national purposes and benefits of higher education, and promote informed engagement with the system</p>	<p>Almost all of the measures outlined under HE1 to HE4 above are designed to change attitudes and behaviours among stakeholder groups, collectively addressing this objective.</p>

The government and the public should measure success in terms of the Key Performance Indicators (KPIs) and 5- and 10-year targets shown here:

KPI	5-YEAR TARGET	10-YEAR TARGET
Percentage of students admitted with less than minimum entry requirements	50% reduction in entrants below minimum standards	No students entering below minimum standards
Percentage of undergraduate students with demonstrated need receiving some form of financial support	40% of undergraduate students with demonstrated need receiving financial aid	60% of students with demonstrated need receiving some form of financial support
Number of universities that meet the quality assurance standards set by the HEAC	All private universities and 5 public universities	All universities, public and private
Unemployment rates of university graduates under 30 years old	24%	20%
Percentage of public funds contingent on programme performance and efficiency	80%	100%



9

MAKING STRATEGY INTO REALITY

To deliver any value for Jordan, this Strategy must be effectively implemented. Past efforts at HRD reform in Jordan have often not delivered all the benefits desired from them, in part because of poor implementation.

This HRD Strategy is fundamentally about mobilising changed behaviours – driving change through people. That behavioural change will not be brought about simply because a strategy says that it should be; real change will only happen when individual people (children, students, learners, teachers, civil servants, and even Ministers involved in HRD) adjust what they do and how they do it. A real focus on the levers that will make that happen is a fundamental enabler of strategic success.

This Strategy has been designed to ensure implementation. Firstly, implementation has been designed in from the start by defining the practical elements of how each set of projects will be implemented – who will need to own them, the sequencing, and the practical activities and resources required. This approach also considers how strategic objectives can best be achieved – for example by encouraging private sector investment rather than relying on public funding, through blended finance instruments by donors, and through partnerships with private sector players (PPPs), international organisations and the third sector.

Secondly, the environment for delivery will be paramount. Delivery of the proposals within the Strategy will require clear implementation structures, processes and cultures to be put in place – leadership, ownership, responsibilities, funding, accountability, monitoring, and review. The figure below illustrates the requirements for an effective implementation environment, based on observed best practice in national change programmes around the world. Within this framework, the Committee has prioritised three critical capabilities, and has made recommendations for supporting each.

Figure 7: Requirements for effective delivery of system reforms



The critical capabilities identified by the Committee are:

- Governance structures with the necessary autonomy, authority, and accountability mechanisms to drive forward the implementation of the HRD Strategy. This will include: an HRD Reform Board to have long term ownership of the Strategy that holds those charged with implementation accountable to agreed timelines, and that has the authority derived from something beyond any one government; an independent HRD Results and Effectiveness Unit - the full-time delivery capacity of the HRD Reform Board - to act as a watch-dog on the entire HRD reform and to drive results; and, an Executive HRD Working Group Committee, comprising ministers and heads of implementing agencies, to coordinate the delivery of the HRD Strategy
- A cadre of capable civil service staff through training leadership and delivery staff and recruitment to attract new talent to ensure sustained delivery
- Engagement with internal and external stakeholders to ensure coordination of efforts and generate public support for the Strategy.

The Committee has made nine recommendations for securing these capabilities, summarised here:

STRATEGIC OBJECTIVES	PROJECTS
<p>IMP1 Establish structures with the necessary autonomy, authority, and accountability mechanisms to drive forward the implementation of the HRD Strategy</p>	<p>IMP1.1 Create an HRD Reform Board</p> <p>IMP1.2 Create the independent HRD Results and Effectiveness Unit</p> <p>IMP1.3 Create the Executive HRD Working Group Committee</p> <p>IMP1.4 Evaluate the effectiveness of the MoE Education Quality and Accountability Unit and draw from lessons learned to build accountability units in the MoHESR, MoL and MoSD</p>
<p>IMP2 Create a cadre of capable civil servants through training and recruitment to make delivery sustainable</p>	<p>IMP2.1 Design and implement a capacity-building plan for civil service leadership and delivery staff</p> <p>IMP2.2 Create a Civil Service Fast Stream Programme to recruit high achievers to HRD positions in ministries</p>
<p>IMP3 Engage internal and external stakeholders to generate trust in and support for the Strategy</p>	<p>IMP3.1 Create comprehensive internal communications plan for ministry employees</p> <p>IMP3.2 Carry out public-facing communications plan to build public trust in the Strategy</p>
<p>IMP4 Ensure that the HRD Strategy has sufficient financial resources and that the country's resources are aligned with the HRD Strategy</p>	<p>IMP4.1 Develop an HRD Funding Plan</p>

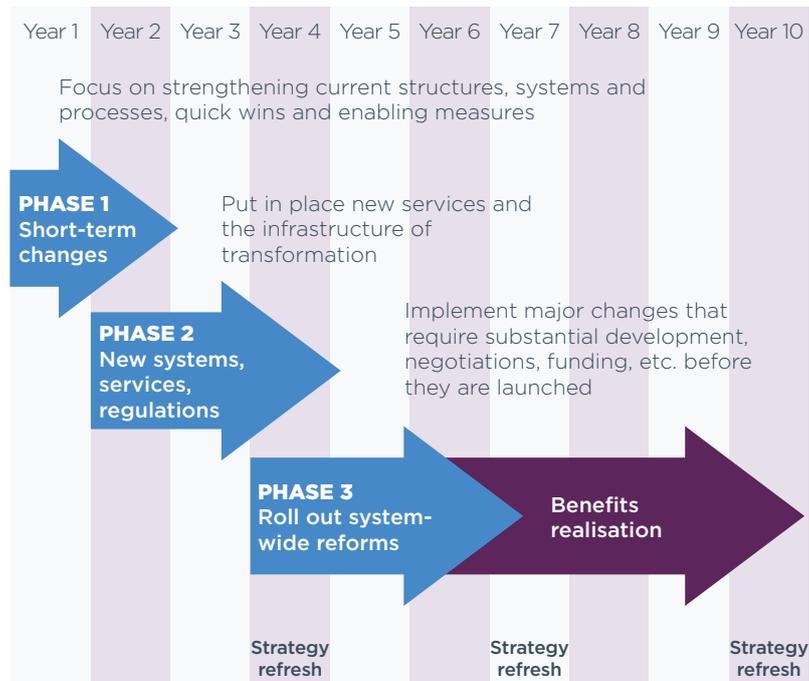


10

THE ROAD MAP TOWARDS A STRONGER HRD SYSTEM

This HRD Strategy sets the direction and progress for cumulative reforms of the HRD system over the next ten years. The programmes of change and the specific initiatives outlined in the preceding sections have been designed to be introduced in phases over the Strategy period, as illustrated here:

Figure 8: Phases of the HRD Strategy Delivery Plan



The phases are designed to build on each other

Phase 1 – Short-term changes:

Implement pending and agreed projects (e.g. QRTA's Initial Teacher Education Programme), fast-track 'quick wins' and pilot projects (e.g. first mobilisation campaigns, single track entry for medicine), and put in place pre-requisites to further changes (e.g. sector skills councils)

Phase 2 – Implement new initiatives:

Develop and roll out new services (e.g. careers, in-service training, apprenticeships) and design and introduce new regulations (e.g. licencing technicians and craft jobs)

Phase 3 – Roll out system-wide reforms:

Full implementation of major change programmes (e.g. reform of Tawjihi, completion of reform of HE admissions, new degree-level technical provision and programmes).

The schedule has been created on the basis that most of the major elements of the HRD reform change programmes can be designed and implemented within six years. The remaining four years of the 10-year Strategy will be concerned with benefits realisation, as changes feed through to further cohorts of learners and new behaviours become embedded. In practice, the strategic review and refresh exercises to be carried out at the end of three years and six years may well identify needs for refining specific activities or further change programmes during this period.

The HRD Strategy summarised here, and described in greater detail in the main report, is crucial to Jordan's future. The Kingdom has the opportunity to embrace changes that will build a world class education and skills system of which all can be proud, and which will support delivery of the national vision set out in *Jordan 2025* and other national strategies. The National Committee for Human Resource Development commends this Strategy to His Majesty King Abdullah II, the Government and the Kingdom, and urges its rapid endorsement and implementation.



