Jordan Education System Capacity/Multiplier Grant Partnership Compact

2025-2030

Digital Transformation for Equitable Learning

Introduction

Jordan stands at a critical juncture in its educational development trajectory. Despite remarkable success in expanding access, maintaining near-universal enrollment while welcoming ≈161,000 Syrian refugee children into public schools,[1] learning outcomes remain below national and international benchmarks. Only 42% of Grade 2 students meet reading proficiency standards, while youth unemployment reaches 39%, creating an urgent imperative for educational transformation aligned with economic modernization goals.[2]

This challenge coincides with an unprecedented opportunity. Jordan's Economic Modernization Vision commits to creating one million jobs by 2033, including 300,000 in high-value digital sectors. With 34.4% of the population under age 15, strategic education investment can transform this demographic advantage into economic dynamism but only if graduates possess the digital competencies and foundational skills that employers demand.

Building on the completed Educational Sector Analysis (ESA) and comprehensive Enabling Factors Analysis (EFA), Jordan has identified Education Digital Transformation as the catalytic reform that can simultaneously address learning poverty, advance educational equality, and align educational outputs with 21st-century economic opportunities. This Partnership Compact presents Jordan's strategic approach to building the foundational system capacity necessary for this transformation through a carefully sequenced three-phase pathway.

Phase 1 (2026): The *remaining balance of the GPE System Capacity Grant to Jordan* (1M USD + fees)[3] is being requested now to strengthen institutional foundations; data systems, equality diagnostics, coordination mechanisms, and financing frameworks ensuring Jordan enters implementation with validated designs, inclusive governance, and sustainable pathways.

Phase 2 (2027-2028): The GPE Multiplier Grant (up to $15M) plus partner co-financing (Up to $45 M[4]will enable scaled implementation across 500+ schools, training 8,000+ teachers and reaching 75,000+ marginalized learners through comprehensive gender-transformative and inclusive digital transformation.

Phase 3 (2028-2030): Jordan's ongoing and expanding domestic financing is institutionalizing gender-transformative and inclusive digital transformation nationwide while positioning Jordan as a regional hub for Arabic digital education innovation, generating sustainable revenue streams and regional leadership.

This Partnership Compact serves as Jordan's commitment to evidence-based transformation, demonstrating how strategic system capacity investment enables digital transformation to accelerate progress toward learning outcomes every child deserves while contributing to national economic modernization and regional stability.9

[1] Unesco Jordan Country Profile, Data on Syrian refugee children from UNHCR, 2023b.

[2] Jordan Early Grade Assessment Framework The Early Grade Reading and Math Initiative (RAMP),2023

[3] The total of the GPE SCG to Jordan is $1,550,000 + fees. $550K + fees has been disbursed -Window 1 foundations

[4] Final targets for the GPE Multiplier Grant will be confirmed upon confirmation of the grant final amount and the final co-financing funds. This will be included in the Multiplier proposal that will be submitted to the GPE Secretariat.

List of Acrynoms

AI – Artificial Intelligence

CSOs – Civil Society Organizations

EFA – Enabling Factors Analysis

EMIS – Education Management Information System

EMV – Economic Modernization Vision

ESA – Education Sector Analysis

ESP – Education Strategic Plan

ESWG — Education Sector Working Group

GA – Grant Agent

GEAP – Gender Equality Action Plan

GPE – Global Partnership for Education

LEG – Local Education Group

MEL – Monitoring, Evaluation, and Learning

MoDEE — Ministry of Digital Economy and Entrepreneurship

MoE – Ministry of Education

MTEF – Medium-Term Expenditure Framework

NCSCM — National Centre for Security and Crisis Management (Jordan)

PPP – Public-Private Partnership

PPCC – Policy, Planning & Coordination Committee (LEG-equivalent); Public Policy and Coordination Committee

SCG – System Capacity Grant

TA – Technical Assistance

TVET – Technical and Vocational Education and Training

Table of content

Introduction 2
List of Acrynoms 3
Table of content 4
Executive Summary 7
Chapter 1: The Learning Crisis and Economic Imperative 12
The Promise and the Reality 12
System Strengthening Foundations 12
Learning Outcomes and Improvement Opportunities 12
Equalities and Inequalities 13
Economic Alignment and Skills Development Opportunities 13
Digital Transformation as Systemic Capacity Building Solution 14
Building on Strengths for Transformative Impact 15
Chapter 2: Strategic Vision and Theory of Change 16
From Vision to Reality: Jordan's Digital Education Transformation 16
Progress to Date: Building System Foundations 16
Theory of Change 18
Reform Pathway (Foundational to GPE Multiplier Grant) 19
Pillar 1: Inclusive Infrastructure Development 19
Pillar 2: Transformative Pedagogical Development 19
Pillar 3: Cultural and Academic Content Development 19
Pillar 4: Systems Integration and Governance 20
Phased Implementation Strategy 20
Chapter 3: Enabling Factor Analysis 25
1. Data and Evidence 25
2. Gender-Responsive and Inclusive Sector Planning, Policy, and Monitoring 26
4. Volume, Equity, and Efficiency of Domestic Public Expenditure 27
Chapter 4: Implementation Strategy and Partnership Framework 27
Building Foundations for Scale 28
Implementation and Coordination Arrangements 28
Chapter 5: Gender Equality, Inclusion and Sustainable Impact 39
Centering Equality and Inclusion in Digital Education Reform 39
Building on Jordan's Equality Evidence Base 39
Phased Equality Integration Strategy 39
Cultural Responsiveness and Arabic Content Development 43
Sustainability Framework 43
Chapter 6: Results Framework and Accountability 46
Evidence-Based Reform Through Rigorous Monitoring 46

Comprehensive Results Logic and Theory of Change 46
Baseline Establishment and Performance Targets 47
Phase-Based Results Framework 47
Risk Management Framework 57
Chapter 7: Financial Sustainability and Partnership Investment 59
Strategic Investment Framework 59
Phased Financing Strategy 59
Government Co-financing and Commitment Framework 60
Private Sector Partnership Integration 60
Revenue Generation and Export Strategy 60
Risk Mitigation and Financial Security 61
Investment Returns and Impact 61
Partnership Value Proposition 61
Annexes 63
Annex 1: Enabling Factors Analysis Summary 63
Annex 2: From Enabling Factor Gaps to SCG and Multiplier Actions 63
Annex 3:Implementation Governance Chart 63
Annex 4: Results Indicators Framework 63
Annex5: Projections for cofinancing the Multiplier Grant 63

Executive Summary

Jordan seeks Global Partnership for Education support through a sequenced three-phase pathway that uses the System Capacity Grant to build institutional foundations, leverages the Multiplier Grant and co-financing for implementation at scale, and embeds education digital transformation into national systems for long-term sustainability. This approach ensures that grant resources catalyze durable system change, advancing gender equality and inclusion and learning outcomes while positioning Jordan as a regional leader in gender-responsive and inclusive, evidence-based digital education.

The Challenge and Opportunity

Despite near-universal enrollment, including the integration of ≈161,000 Syrian refugee children,[5] Jordan faces a deep learning crisis. Only 42% of Grade 2 students meet reading proficiency standards, while youth unemployment stands at 39%. At the same time, Jordan's Economic Modernization Vision commits to creating 300,000 new digital-sector jobs by 2033, underscoring the urgent need for an education system that equips graduates with the digital and foundational skills demanded by the labor market.

The completed Education Sector Analysis (ESA) and Enabling Factors Analysis (EFA) confirm that Education digital transformation is Jordan's most strategic reform pathway uniquely positioned to address persistent learning poverty, reduce equality gaps, and align education outputs with the country's modernization and competitiveness agenda.

A national Partnership Compact Development Workshop (July 30–30, 2025), convened under MoE leadership through the Participation of the Policy, Planning and Coordination Committee (PPCC), validated the enabling factor analysis and endorsed digital transformation as the Compact's priority reform.

Through the System Capacity Grant (SCG), Jordan will strengthen the enabling factors of data systems, equity diagnostics, sector coordination, and financing frameworks, creating the institutional readiness required for scaled implementation under the GPE Multiplier.

Strategic Investment Pathway

Phase 1: System Capacity Building (2026)

The remaining SCG balance falls under Window 1 and will finance Phase 1 institutional preparation only, while implementation activities under Windows 2 and 3 will be supported through the GPE Multiplier and co-financing in Phases 2 and 3.[6]

[5] https://pomeps.org/refugee-commodification-and-syrian-integration-into-jordans-public-schools?utm_source=chatgpt.com

[6] $550K + fees has been disbursed (Window 1 foundations).The *remaining balance* (USD 1M + fees) is being requested now

Through the GPE System Capacity Grant, Jordan will strengthen core system enablers by establishing standards-based interoperability between the national EMIS (source of truth for schools, students, teachers, and classes) and the learning assessment system(s) to enable secure, disaggregated, decision-useful data; completing a national digital equity diagnostic; enhancing PPCC-led coordination (including continuity-of-learning/EiE); and consolidating domestic, sustainable financing pathways. This phase will not finance direct service delivery; it will deliver institutional readiness, unique IDs, open APIs/SSO, data-governance and privacy and a validated, partner-backed investment case for scaled implementation in Phase 2.

Jordan's digitalisation agenda embeds crisis- and risk-management measures so that digital platforms, content, and systems ensure uninterrupted learning. This guarantees continuity for host and refugee learners during shocks, while building resilience into the national EdTech ecosystem.

Under the PPCC, the dedicated Digital transformation work group will coordinate policies, preparedness drills, and after-action reviews. The subgroup will mainstream child protection and safeguarding in coordination with the national CP/GBV mechanisms, and interface with the ESWG, MoDEE, and NCSCM for preparedness and crisis activation. It will ensure system-level resilience of digitalization by planning for offline/low-tech contingencies, data protection and privacy-by-design, and accessible, inclusive delivery. The subgroup will also preserve institutional memory by maintaining an accessible repository of prior guidance, SOPs, standards, platforms, and policies. It will meet quarterly for preparedness and convene ad-hoc in emergencies, reporting regularly to the PPCC. The TOR for the group will be updated under the SCG to reflect this role.

Phase 2: Scaled Implementation (2027-2028)

Leveraging the GPE Multiplier (up to US$15 million) and confirmed partner co-financing (total potential envelope of up to US$60 million), Jordan will implement its digital transformation model across more than 500 schools in priority governorates. Over 8,000 teachers will be trained under the Digital Champions framework, reaching at least 75,000 marginalized learners including refugees, girls, and children with disabilities, with personalized, inclusive digital support.[7]

Phase 3: Institutionalization and Sustainability (2028-2030)

Domestic financing commitments (approx. US$25 million) will embed digital transformation into recurrent budgets, achieve nationwide coverage Jordan will also be able to leverage this opportunity to position itself as a MENA regional hub for Arabic-language digital education content and technical expertise, generating sustainable revenue streams and reinforcing long-term resilience.

[7] Final targets to be confirmed in the final Multiplier proposal that will be submitted to GPE after confirming partners committed cofinance to the GPE Multiplier

Expected Outcomes

SCG Expected Outcomes (by 2027)

Coordination & Governance

- The PPCC's already established thematic working groups including MEL, Gender & Inclusion, Digital Transformation and others have revised ToRs that assign clear decision-support mandates and time-bound escalation pathways for digital transformation implementation, evidenced by ≥6 escalations/decisions per year.
- Inter-ministerial node (MoE–MoHESR–MoDEE–MoF–MoPIC) formalized; with women's participation across bodies with at least 20%; CSO/private-sector seats filled.

Data Architecture & Enhancement (EFA-driven)

- EMIS enhancement blueprint approved (with MoDEE): interoperability specs (APIs) linking EMIS ↔ national diagnostics ↔ international assessments ↔ LMS/platforms ↔ HR/finance; data dictionary and DQAF issued; privacy/cybersecurity standards adopted.
- Unique learner ID (or equivalent) design approved; data-sharing MoUs (e.g., with UNHCR/MoSD) in place to enable secure exchange for refugee/displaced learners.
- Automated SDG4 & equity dashboards produced quarterly at national and directorate levels; school-level digital dashboards piloted in 3 governorates with a scale-up plan.

Equality Diagnostics & Full Disaggregation

- Systematic disaggregation completely embedded in EMIS and dashboards for sex, disability (WG Child Functioning Module), refugee/permit status, location (gov/district), school type, and programme stream; calculation notes/SOPs issued.
- Annual Equity Review (EFA follow-up) published by PPCC, identifying gaps (e.g., refugee/CwD/geographic) and informing the PPCC decision agenda.
- Data quality & timeliness: on-time school submissions increase by ≥20 percentage points from 2025 baseline and reach ≥70% completeness in pilot governorates; bi-annual DQA shows <10% critical error rate.

Data Use & Capacity

- Data-use SOPs adopted (central → directorate → school) with a monthly review cadence; ≥150 central/field staff complete targeted data literacy training with post-test gains.
- Decision tracking: PPCC agendas cite dashboard/equity evidence in **≥70%** of decisions related to digital transformation.

5) Financing & Sustainability

- Digital Education Roadmap fully costed and embedded in ESP 2031–2035 and the MTEF, including tagged O&M lines (platforms, licenses, device replacement, connectivity, EMIS upkeep).
- Co-financing commitments for implementation up to US$45 million signed/under negotiation; Value of Money framework adopted; annual budget execution reports include tagged spend on inclusion and digital O&M.

Multiplier Expected Outcomes (by 2028/2030)

- **2028:**
  - ≥75,000 marginalized learners with inclusive digital access;
  - ≥8,000 teachers certified;
  - learning gains and ≤2 pp gender gap in target schools.
- **2030:** Near-universal inclusive digital education; Jordan recognized as a regional hub; domestic financing sustains innovation and cooperation.

Partnership Value Proposition

- Jordan's compact primarily requests a US$1.0 million System Capacity Grant (plus eligible fees) to institutionalize to institutionalize the foundations for scale by:
  - strengthening PPCC governance revising ToRs for the established thematic working groups including MEL, Gender & Inclusion, and Digital Transformation working-groups and formalizing an inter-ministerial node (MoE–MoHESR–MoDEE–MoF–MoPIC);
  - delivering a coherent data/EMIS architecture interoperability specifications, equity-disaggregated SDG4 dashboards, and data-use SOPs and capacity building, with complete disaggregation (sex, disability, refugee/permit status, location, school type);
  - advancing financing reforms that embed the costed Digital Education Roadmap within the ESP 2030–2035 and MTEF, including tagged O&M budget lines and a Value of Money framework.

These SCG investments will catalyze and de-risk up to US$60 million+ in implementation financing (via the Multiplier and aligned co-financing), underpinned by progressive domestic budget commitments. Jordan also commits to a pathway toward 4% of GDP in education spending. Detailed costing and alignment to Ministry of Finance budget categories will be finalized in the 2026 Multiplier application, including O&M for devices, digital content, teacher professional development, and EMIS enhancements.

- **For Development Partners:** A rigorously evidence-based reform model that links capacity building to measurable improvements in learning and gender equality and inclusion, providing a replicable example of how digital transformation can succeed in fragile and resource-constrained contexts.

- **For the Private Sector:** Structured opportunities to engage in market development and innovation, de-risked through formal government partnership frameworks, ensuring that investments in infrastructure, devices, and content are cost-effective, scalable, and sustainable.
- **For Regional Partners:** Access to high-quality Arabic-language digital content, tested implementation models, and technical expertise from Jordan's experience, enabling cross-country collaboration, South-South learning, and regional knowledge leadership.

Financing Request and Partnership Commitment

Jordan's System Capacity Grant (SCG) is set at US$1, 550,000(plus a **7%** Grant Agent fee). Of this an initial US$550,000+ fees has already been disbursed to finance foundational diagnostics, institutional strengthening, and compact preparation under Window 1 (2024–2026). Jordan now requests the remaining SCG balance (≈US$1 million + fees) to consolidate Phase 1 outputs and ensure readiness for implementation. In parallel, Jordan seeks GPE approval of up to US$15M Multiplier financing, leveraging confirmed co-financing to mobilize up to US$60M for Phase 2 implementation.
With confirmed government commitment, technically sound frameworks, and strong partnership engagement, the SCG represents the critical first step toward scaling digital transformation across Jordan's education system.

Chapter 1: The Learning Crisis and Economic Imperative

The Promise and the Reality

Jordan has upheld education as a national right, enrolling 2.66 million learners with net enrollment in basic education at 96.4% and near gender parity (GPI ≈ 1.0). The country's humanitarian leadership is evident in the inclusion of ≈161,000 Syrian refugee children in Jordan schools, a testament to Jordan's commitment to education as both a fundamental human right and cornerstone of sustainable development.

Yet while access achievements are remarkable, the challenge of translating enrollment gains into meaningful learning for all children remains paramount. Jordan now stands poised to leverage its access success as the foundation for addressing persistent learning gaps through strategic system capacity building.

System Strengthening Foundations

Jordan's progress in access has been supported by systematic reforms and institutional strengthening: the Education Strategic Plan (2018–2025) provided strategic direction, the completed Education Sector Analysis (2025) established comprehensive evidence foundations, and the Jordan Response Plan successfully supported integrating refugee needs into national planning frameworks. Significant institutional advances including strengthened EMIS capabilities, enhanced financial diagnostic systems, and strong coordination structure have built robust foundations for further development.

Building on these achievements, the completed Enabling Factors Analysis (EFA) has identified specific capacity gaps that, when addressed through the System Capacity Grant, will position Jordan to leverage existing institutional strengths for transformative reform. The SCG will target critical areas including design of EMIS enhancement and integration with assessment systems, comprehensive gender equality and inclusion diagnostics, and coordination mechanism strengthening, creating the institutional readiness necessary for successful digital transformation implementation under the Multiplier Grant.

Learning Outcomes and Improvement Opportunities

Jordan’s diagnostic and monitoring system is supported by a series of national and international assessments, including EGRA/EGMA (early-grade literacy and numeracy), NAFKE (national large-scale), and international studies such as, PIRLS 2021 for Grade 4 reading, TIMSS 2023 for Grade 8 mathematics and science, and PISA 2022 for 15-year-olds. In addition, annual Tawjihi results provide national benchmarks for secondary education. These assessments highlight persistent gaps in foundational learning and equality, underscoring the urgency of system transformation. It also reveals significant opportunities for learning improvement through targeted interventions.

Assessment data shows that 42% of Grade 2 students meet reading proficiency benchmarks, while foundational numeracy presents particular challenges with 18% of Grade 3 students meeting standards. International benchmarking provides additional context: PIRLS 2021 showed opportunities for improvement in Grade 4 reading comprehension; TIMSS 2023 highlighted areas for mathematics and science advancement; and PISA 2022 identified substantial potential for secondary-level academic growth across core subjects.

Equalities and Inequalities

Learning outcomes reveal differentiated needs across population groups that system capacity building/strengthening can systematically address. Geographic variations in educational performance with secondary enrollment ranging from 69% in Mafraq to 93% in Balqa indicate opportunities for targeted support. Similarly, 28,000 children with disabilities currently receive educational services, representing significant potential for inclusion expansion.[8] Refugee learners bring diverse experiences and face specific integration challenges that, when systematically addressed, can become sources of system strength and innovation.

Between 2018 and 2024, reported cases of school violence increased, with shifting patterns across gender and types of abuse, including growing reports of technology-facilitated gender-based violence. The narrowing gap between girls' and boys' experiences highlights the need to strengthen institutional capacity for evidence-based, inclusive reforms to address emerging risks.[9]

Data from 2019 and 2021 highlight that boys are consistently disadvantaged in reading, with lower proficiency levels than girls in both grade 2 and grade 3. By 2021, only 32.8% of boys in grade 3 achieved reading proficiency compared to 44.8% of girls, widening the gap and underscoring the urgent need for targeted support to strengthen boys' reading outcomes. While boys show relative strength in mathematics, their persistent disadvantage in reading poses long-term risks for learning and achievement.[10]

Economic Alignment and Skills Development Opportunities

Jordan's economic modernization creates unprecedented opportunities for educational system alignment with national development goals. Current youth engagement in the labor market reveals both challenges and potential, with 39% youth unemployment indicating significant untapped human capital alongside employer reports of skills gaps in growing economic sectors.

The ICT sector, contributing significantly to GDP with 12% annual growth, represents a particular opportunity for educational alignment.[11] Sector growth is constrained not by market demand but by

[8] Jordan Education Sector Analysis, 2025

[9] Jordan Education Sector Analysis, 2025

[10] Jordan Education Sector Analysis, 2025

[11] Ministry of Digital Economy & Entrepreneurship Youth Technology and Jobs Project, Supply and Demand Gap Analysis for Digital Skills in the ICT1 Industry (https://www.skillsforemployment.org/sites/default/files/2024-01/edmsp1_276028.pdf)

workforce preparation gaps in digital literacy, problem-solving, and critical thinking areas where strategic educational investment can generate substantial economic returns.

The Gender Opportunity: Jordan's human capital development presents remarkable potential through enhanced female economic participation. Despite women's superior educational achievement at all levels, including higher graduation rates and stronger academic performance, female labor force participation at 14% represents enormous untapped potential. McKinsey Global Institute estimates that achieving gender parity in workforce participation could increase Jordan's GDP by 25-30%.[12] Digital economy growth, with its potential for flexible work arrangements and technology-enabled opportunities, creates particular possibilities for women's economic engagement when supported by appropriate educational preparation.

The Demographic Advantage: Jordan's demographic profile with 34.4% of the population under age 15 presents a substantial opportunity for economic acceleration through strategic education investment. This youthful demographic represents potential for innovation, economic dynamism, and regional competitiveness when equipped with 21st-century skills and competencies. The demographic window for maximizing this advantage extends through 2030, creating urgency for educational quality improvements that can transform Jordan's youth population into engines of sustainable economic growth.

Regional examples demonstrate the transformative potential of strategic education investment during demographic transitions, with countries achieving sustained growth and improved competitiveness through systematic educational quality enhancement.

Digital Transformation as Systemic Capacity Building Solution

Building on the ESA, EFA, MOE digital transformation strategy and extensive stakeholder consultations led by the Ministry of Education, Jordan identified education digital transformation as the priority reform. The SCG will finance the foundational system capacities; data, diagnostics, needs assessment and coordination needed to ensure this reform advances learning quality , and alignment with national modernization goals. The compact will complement and coordinate with the current system strengthening interventions rather than duplicating it.

Endorsed by the PPCC this reform represents a systematic capacity building approach rather than a standalone technology initiative. Digital transformation strengthens foundational systems: how data informs decision-making, how teachers develop and practice pedagogical skills, how students access personalized learning opportunities, and how resources are managed for maximum equality and efficiency.

The three-phase implementation strategy delivers systematic capacity development starting with foundations, moving through classroom integration, and ending with scale and institutionalization. This sequence approach ensures that technology investments change daily practice, raise learning outcomes, and expand equitable opportunities for girls, children with disabilities, and learners in underserved areas.

[12] McKinsey Global Institute (2015), *The Power of Parity*; Jordan Department of Statistics, Labor Force Survey (2023)

With clear roles, budgets, and metrics at each phase, Jordan's education system is positioned to drive the country's modernization agenda and set a regional benchmark for responsible, high-impact innovation.

Building on Strengths for Transformative Impact

This priority reform represents the strategic next step in Jordan's system strengthening journey, building systematically on proven institutional strengths to address learning improvement opportunities while positioning the education system for economic alignment and regional leadership. Through careful capacity building followed by evidence-based implementation, Jordan will demonstrate how systematic digital transformation can advance both learning excellence and educational equality, creating a model for sustainable development that benefits all children, communities, and the broader region.

The foundation is strong, the opportunity is clear, and the pathway forward through strategic system capacity building promises transformative impact for Jordan's children and their future contributions to national development and regional progress.[13]

[13] Jordan's Enabling Factors Analysis (Sept. 8, 2025) shows that sector monitoring is anchored in annual implementation reports and a June 2025 Joint Annual Review under PPCC oversight; the analysis recommends a unified national M&E framework aligning the ESP with the EMV and strengthening sub-national capacity; the financing context shows education at ~11–12% of the budget and 3.5% of GDP (2023) with a stated commitment to move toward 4% of GDP; the Development Coordination Unit (DCU) tracks partner alignment, with opportunities to enhance systematic reporting and aid-effectiveness tracking.

Chapter 2: Strategic Vision and Theory of Change

From Vision to Reality: Jordan's Digital Education Transformation

Education is central to Jordan's modernization agenda, and the Ministry of Education has placed digital advancement at the core of this national project. This reform is not a supplementary enhancement but an urgent necessity to recover learning losses, reduce inequities, and equip youth with the competencies required for the knowledge economy. Through this leadership, Jordan also seeks to establish itself as a regional hub for digital learning innovation, generating models and lessons that can benefit peers across the MENA region.

By 2030, Jordan aims to operate a digitally enabled education system where every child in basic education, regardless of geography, gender, family income, refugee status, or disability has access to personalized, high-quality learning experiences. This system will prepare learners for active citizenship and productive participation in the labor market, positioning Jordan as a regional model for inclusive digital transformation.

Realizing this vision requires both new investments and strengthened system capacities. The System Capacity Grant will address immediate institutional gaps in designing data enhancement, equality diagnostics, and coordination mechanisms, creating the foundation upon which the Multiplier Grant will build the full implementation of Jordan's digital transformation reform.

Progress to Date: Building System Foundations

Jordan has already established critical groundwork for this ambitious modernization, with the Ministry of Education leading coordinated efforts across multiple fronts. Anchored in Jordan’s national Digital Transformation Strategy and the Ministry of Education’s sector-specific digital transformation roadmap. These strategic investments demonstrate the government's commitment to evidence-based reform and provide essential building blocks for scaled implementation.

- Completion of the comprehensive Educational Sector Analysis (ESA), providing detailed mapping of system performance, infrastructure gaps, and equality challenges that directly inform digital transformation priorities
- Enabling factors analysis identifying specific capacity constraints in data systems, gender analysis, and inter-agency coordination that the SCG will systematically address
- Establishing a strong inclusive coordination mechanism PPCC with it thematic groups including a group for digital transformation
- Launching the new Education Strategic Plan (ESP 2026-2030) which give the opportunity to embed digital transformation as a cross-cutting reform priority for the new ESP
- Convening a Partnership Development Workshop led by the Ministry of Education On July 30–31 2025, bringing together development partners, civil society, and private sector actors. The workshop validated the enabling factor analysis, confirmed the priority reform, and strengthened

coordination mechanisms, marking a critical step in operationalizing the PPCC's role as Jordan's LEG-equivalent and reinforcing its leadership in steering the Compact process.

The vision links digitalisation with resilience: technology-enabled systems that can flex between in-person, blended, and remote modes during crises. By doing so, digital transformation strengthens equity, inclusion, and system readiness for future crises.

These foundational efforts provide the evidence base and institutional readiness that directly inform the strategic approach outlined in this compact. This preparation ensures that SCG investments will build systematically on proven approaches while addressing identified capacity gaps through targeted interventions.

Theory of Change

If Jordan strengthens foundational systems through SCG investments (data frameworks, equality analysis, coordination, financial planning, technical modelling, and digital learning design), then the Ministry of Education will have a stronger institutional capacity to implement its digital education reform goals by leveraging the GPE Multiplier.

If this reform is implemented with inclusive governance, sustainable financing, strengthened teaching practices, and evidence-based approaches, then equal access to quality digital learning opportunities will expand, particularly for vulnerable learners, including refugees, children with disabilities, and girls, as well as boys in vulnerable situations.

As a result, by 2030, Jordan will measurably improve learning outcomes and equip youth with foundational and digital skills for a knowledge-based economy, positioning the country as a regional model of gender-responsive and inclusive and sustainable educational transformation.

Inputs (SCG-Financed Interventions)

- **Data and Evidence Systems:** Enhance EMIS to integrate national diagnostics,international assessments data and LMS, supported by data governance protocols and technical training, to provide reliable, timely, and disaggregated information for decision-making across the education system.

- **Gender Equality and Inclusion Diagnostics:** Conduct comprehensive gender, disability, and vulnerability analyses to identify learning gaps, barriers to participation, and opportunities for innovative pathways, ensuring digital transformation addresses equality from the outset. translate findings into simple screening tools and accessibility/safety standards embedded in procurement and QA

- **Sector Coordination Strengthening:** Update ToRs of existing PPCC thematic working groups and activate escalation to the inter-ministerial node to support timely, participatory decisions and field linkages.
- **Financial Planning and Sustainability:** Cost and embed the Digital Education Roadmap in ESP/MTEF with tagged Operations & Maintenance (O&M) lines, apply a light VfM approach, and structure aligned co-financing.

Intermediate Outcomes (Capacity Strengthening)

- **Evidence-Driven Management:** MoE decisions are guided by quarterly, equity-disaggregated SDG4 dashboards integrating EMIS, national diagnostics, and international assessments under standard data-use SOPs at central, directorate, and school levels
- **Inclusive Governance:** The PPCC and its thematic work groups (with revised ToRs) and the inter-ministerial node (MoE–MoHESR–MoDEE–MoF–MoPIC) enable timely, participatory decisions with documented escalations and regular CSO/private-sector participation (≥20% women across bodies).
- **Strategic Resource Allocation:** A costed Digital Education Roadmap is embedded in ESP 2031–2035/MTEF with tagged O&M lines and a light VfM approach, enabling transparent, equitable, and efficient budgeting for priority modernization and inclusion
- **Equality-Centered Design:** Digital learning strategies with equity targets and budget tags to track delivery,.explicitly promote gender equality and address the needs of refugees, girls, children with disabilities, and other vulnerable learners, ensuring no one is left behind as technology expands opportunities.
- **Crisis -responsive delivery:** EMIS-linked early-warning indicators, standard incidents reporting and continuity protocols (including low-tech options) maintain learning during conflict**,** displacement, epidemics, or climate events, green schools operational guidance is adapted.

Long-Term Outcomes (Nationwide Expansion)

- **Improved Foundational Learning:** National gains in early-grade literacy and numeracy, with achievement gaps narrowed across gender, disability, and refugee status; final targets to be set in the Multiplier application and tracked via equity-disaggregated SDG4 dashboards
- **Equal Digital Access:** Safe, gender-responsive, and inclusive digital teaching and learning available to all learners, including marginalized groups, with **i**nfrastructure, content, connectivity, and platforms sustainably financed through tagged O&M lines in the MTEF.
- **Enhanced Teacher Capacity:** Teachers **r**outinely integrate digital pedagogy and personalized learning**,** supported by institutionalized coaching and pre-/in-service PD, improving classroom practice and student engagement with explicit gender- and inclusion-responsive approaches.
- **Youth Skills for a Knowledge Economy:** Students complete basic education with **f**oundational, digital, and transferable skills that enable further learning and transition to work/TVET, aligned with national modernization priorities.

Reform Pathway (Foundational to GPE Multiplier Grant)

Strategic Pillars of Transformation

Building on these strengthened system foundations, Jordan will complete Phase 1 by developing the institutional capacity to implement priority reforms. Phase 2 will scale these reforms, expanding equitable digital access, improving teaching quality, and personalizing learning for all students, including refugees, girls, and children with disabilities. Phase 3 will consolidate gains through sustainable domestic financing, embedding digital education in national budgets and positioning Jordan as a regional model of gender-responsive and inclusive and resilient educational transformation.

Pillar 1: Inclusive Infrastructure Development

Rationale: Digital access is essential for equal learning**.**

Approach: Investments will prioritize disadvantaged schools, refugee camps, and rural communities, applying universal design principles to include learners with disabilities and promote gender equality. Connectivity, devices, and community integration will ensure infrastructure is accessible and resilient.

Expected Result: All students have reliable, equal access to digital learning environments, enabling participation in foundational and personalized education.

Pillar 2: Transformative Pedagogical Development

Rationale: Teachers are central to improving learning outcomes.

Approach: Professional development will move beyond basic IT skills to emphasize digital pedagogy, inclusive practices, and AI-supported instruction. Data-informed teaching, collaborative networks, and gender-responsive and inclusive leadership development will ensure technology enhances, rather than replaces, classroom practice.

Expected Result: Teachers are empowered to deliver high-quality, personalized instruction that improves foundational learning for all students.

Pillar 3: Cultural and Academic Content Development

Rationale: Learning materials must be high-quality, gender-responsive, inclusive, and culturally relevant.

Approach: Jordan will develop Arabic-language digital resources aligned with national curricula and international standards, integrating formative assessments and accessibility features for learners with

disabilities. Community validation will ensure content resonates locally while maintaining global rigor, in particular with contextualised gender-equality considerations.

Expected Result: Students engage with inclusive, gender-responsive, culturally meaningful content that supports learning progress and personalized instruction. This will result in improved learning outcomes and digital skills.

Pillar 4: Systems Integration and Governance

Rationale: Sustainable digital education requires institutionalization.

Approach: Digital learning will be embedded in the Education Strategic Plan (2026–2030) with dedicated targets and financing. EMIS will be enhanced to track learning, teacher performance, and equality indicators to inform policy. Strengthened institutional capacity and financing models will secure long-term ownership and reduce reliance on external support.

Expected Result: The education system can manage, monitor, and sustain digital transformation at scale.

Phased Implementation Strategy

Jordan's digital transformation will advance through a carefully sequenced trajectory, ensuring that early investments in system capacity generate the foundation for large-scale reform and long-term sustainability.

Phase 1: 2026 - US$1 M System Capacity Grant:[14]

Phase 1 will be financed through the US$ 1M+fees, remaining of the SCG allocation of US$1,550,000 (+7% fees) total.

Foundations and Readiness

This phase focuses on preparation, institutional strengthening, and design validation. Building on progress already achieved, the SCG consolidates evidence, capacity, and governance systems, including a comprehensive gender equality and inclusion analysis, to ensure that the Multiplier finances a credible, inclusive, and equitable reform.

Key Deliverables:

- **Validated technical and governance frameworks for digital transformation** across all four pillars, including a Medium-Term Expenditure Framework (MTEF) that links needs assessment findings to sustainable financing and co-financing commitments.
- **Digital transformation embedded in the new/updated ESP and costed plan:** ESP narrative and results framework reflect digital transformation as a cross-cutting reform with equity

[14] *equity safeguards applied (refugees, girls, children with disabilities, rural learners)*

(sex/disability/refugee) indicators; MTEF-tagged domestic budget lines and co-financing pathway included; PPCC governance and MEL stocktakes referenced; data/interoperability standards adopted.

- **Completed digital readiness and gender equality and inclusion needs assessment** in three priority governorates (Mafraq, Zarqa, Irbid)[15], incorporating a comprehensive gender equality and inclusion analysis. The assessment will identify 20 pilot schools for Phase 2, guided by evidence on geographic disparities, boys' lower learning outcomes, girls' under-representation in STEM/TVET, and barriers faced by refugees and learners with disabilities..
- **System-wide baselines established an EMIS enhancement design** providing continuous visibility for policymakers, governorate directorates, and schools, enabling early detection of equity gaps (e.g., gender achievement differentials, refugee enrollment and retention, disability access) and supporting adaptive management of reform implementation. Interoperability will be platform-agnostic, establishing unique learner/teacher IDs, SSO, and open APIs between EMIS and learning-assessment systems, with data-sharing agreements, DPIA, and a DQA calendar.
- **Comprehensive training framework for Digital Champions developed**, including clearly defined competency standards, certification pathways, and provider accreditation criteria. The framework will map progression from master trainers to school-level facilitators, ensure integration of gender-responsive and inclusive pedagogy, and establish mechanisms for quality assurance. While no direct training will be financed under the SCG, this framework will provide the blueprint for large-scale professional development to be rolled out under Phase 2 with Multiplier resources.
- **Strengthened PPCC governance mechanism**s to go beyond coordination to binding decision-making.Updated Terms of Reference (ToRs) will formalize each thematic group's advisory and approval mandates, embed a MEL function with a quarterly stocktake, and establish an early-warning system with time-bound escalation from groups → PPCC → inter-ministerial level.. Reserved seats will institutionalize participation by civil society, field-level representatives, and marginalized communities, and the Digital Transformation Group will operate under a data-governance charter and an interoperability blueprint (EMIS/assessments/HR/finance). Together, these enhancements will complement the current SSP interventions by installing the governance operating system that enables gender-responsive, inclusive, evidence-based, and timely decisions to steer Jordan's digital education reform. The SCG
- **The GPE Multiplier proposal:** will be finalized for formal submission to GPE, with SCG financing the technical design, costing models, and evidence base, ensuring alignment with validated standards, equity priorities, and financing frameworks; civil society, private sector, and academia will be engaged throughout.
- **Formalized partnerships with private sector, civil society, and academic institutions through signed memoranda of understanding** that define shared roles, responsibilities, and co-financing

[15] Jordan's Education Sector Analysis (ESA) Summary evidences geographic inequities with Mafraq recording the highest out-of-school (OOS) rates and sustained pressures in the northern governorates; it also notes that refugees concentrate in urban areas, primarily Amman and Irbid, all drivers of equity targeting. Complementary operational data show that most Syrian refugees outside camps live in Amman, Mafraq, Irbid, and Zarqa, which are therefore routinely prioritized in sector planning for access and quality investments.

commitments. SCG-supported frameworks will ensure these partnerships are not ad hoc but embedded in reform governance, mobilizing expertise, innovation, and enhancing accountability to strengthen Jordan's gender-responsive and inclusive digital education transformation.

Phase 2: 2027 – 2028 (Based on $15M Multiplier Grant baseline - scalable with additional co-financing)[16]

Pilot and Initial Scale-Up

This phase focuses on implementation at scale, using Multiplier and co-financing to expand digital access, improve teaching quality, and personalize learning. Pilot schools identified in Phase 1 will be scaled up with explicit equity safeguards, addressing boys' lower learning outcomes, supporting girls' entry into STEM/TVET pathways, and reducing barriers for refugees and children with disabilities.

Key Deliverables:

- **Comprehensive pilot of the digital transformation model** implemented in 20 schools[17] across the selected three governorates (Mafraq, Zarqa, and Irbid). Pilot rigorously monitored and independently evaluated, with lessons systematically documented and disseminated to inform national scale-up and financing decisions.
- **Progressive expansion of implementation** to additional schools in priority governorates, with equality safeguards ensuring that refugee-hosting, rural, and disadvantaged communities are prioritized. Scaling protocols integrate gender-responsive and inclusion standards, accessibility measures, and inclusive and gender-responsive practices validated in the pilot phase.
- **First cadre of 150 Digital Champions trained, certified, and deployed to provide** gender-responsive and inclusive **pedagogical support and peer coaching**. Champions serve as frontline enablers of gender-responsive and inclusive digital pedagogy, ensuring classroom integration of content, platforms, and differentiated instruction across scaling schools.
- **Fully operational EMIS-integrated dashboards deployed**, generating continuous disaggregated data (sex, age, refugee/displaced status, governorate, disability, ..) on student learning, teacher performance, and equality outcomes. Dashboards provide actionable analytics to school leaders, MOE, and partners, supporting evidence-based gender-responsive and inclusive decision-making and adaptive management.
- **Validated evidence base and refined** cost models demonstrating effectiveness, efficiency, and scalability of digital transformation reform. Results feed directly into preparation for Phase 3 nationwide expansion, ensuring credible justification for domestic financing and long-term sustainability.

[16] Implementation financing: GPE Multiplier (up to US$15M) + partner co-financing (up to US$45M) = US$60M total potential. Current targets reflect a US$12M Multiplier Grant baseline. Full financing enables expanded geographic coverage and enhanced support for marginalized populations.

[17] Final targets will be set in the Multiplier grant proposal submitted to the GPE Secretariat, following confirmation of co-financing, and will be finalized during grant negotiations and reflected in the Grant Agreement/Program Document

Phase 3: mid 2028 – 2030 (Domestic + Private Financing: USD 25 million)

Institutionalization and Sustainability

This phase consolidates reforms through sustainable domestic financing and institutionalization. Digital transformation will be embedded in MoF budget lines, teacher professional development systems, and EMIS monitoring frameworks. By closing gender equality and inclusion gaps and aligning education with labor market needs, Jordan will position itself as a resilient regional model for inclusive and resilient digital transformation.

Key Deliverables:

- **Sustained scale & financing.** Recurrent domestic financing for connectivity, platforms/content QA, teacher PD refresh, and device O&M is tagged in the MTEF and executed at ≥90% for two consecutive fiscal years; framework contracts and a 4–5-year device refresh cycle are operational.
- Institutionalization within existing MoE structures. Reform functions are embedded via updated ToRs, budget lines, and KPIs in:
    - M&E/EMIS Directorate : data governance, analytics, interoperability;
    - Curriculum & Learning Directorate: digital content standards/QA and accessibility;
    - Training/PD Directorate: digital pedagogy micro-credential & recertification;
    - ICT/Security (with MoDEE/NCSC): cybersecurity policy, incident response, and privacy-by-design.
    - Coordination and accountability are maintained through PPCC quarterly stocktakes and an annual public results brief.
- **Nationwide coverage** of inclusive digital education achieved, ensuring every basic education school is equipped with infrastructure, platforms, and trained teachers. Equality safeguards institutionalized to guarantee that refugee, rural, and disability-inclusive schools receive full and sustained access.
- **Jordan is recognized as a MENA regional hub** for digital education innovation, exporting Arabic-language content, platforms, and governance models. Regional knowledge-sharing, technical assistance, and content partnerships generate both educational and economic returns, positioning Jordan as a leader in South–South cooperation.

Expected Impact

By 2030, Building on SCG-strengthened foundations, Jordan will operate a digitally enabled, gender-responsive, and inclusive education system in which all children—regardless of gender, geography, refugee status, or disability—access high-quality learning.

System impact: An integrated EMIS–assessment data ecosystem supports M&E and decision-making; institutional capacity and PPCC governance are strengthened; and sustainable, MTEF-tagged financing maintains continuity, equity, and data protection.

Individual impact: Students benefit from personalized, technology-enabled learning (including appropriate AI-supported tools) and accessible/assistive technologies; teachers apply digital pedagogy to accelerate foundational literacy and numeracy and close equity gaps.

National impact: Reforms increase employability and productivity, aligning competencies with labor-market demand and contributing to inclusive economic growth.

Regional impact: Jordan serves as a MENA reference hub for Arabic digital education—sharing standards, content, and implementation lessons through structured partnerships and peer technical assistance.

This comprehensive approach ensures digital transformation success is not the result of isolated interventions, but of the systematic integration of infrastructure, pedagogy, content, and governance reforms that reinforce one another. Anchored in the foundations built through the SCG, these mutually reinforcing changes will deliver sustainable systemic improvement, ensuring that technology investments translate directly into measurable learning gains and equality outcomes. Over time, this trajectory positions Jordan as a regional model of gender-responsive,inclusive, evidence-based, and sustainable digital education reform.

Chapter 3: Enabling Factor Analysis

The Global Partnership for Education (GPE) requires all Partnership Compacts to demonstrate how national systems meet or are progressing toward four enabling factors critical for sustained education transformation: (i) data and evidence, (ii) gender-responsive sector planning, policy, and monitoring, (iii) sector coordination, and (iv) domestic public expenditure on education.

For Jordan, this readiness analysis builds on the 2025 Education Sector Analysis (ESA), Digital Transformation Strategy, Education Sector pLan (2018-2025), the Enabling Factors Screening Questionnaire, the Financial Diagnosis, and targeted consultations with the Ministry of Education, Ministry of Finance, development partners, and civil society. Together, these inputs provide a structured assessment of Jordan's preparedness to implement the Digital Transformation Reform, highlighting institutional strengths while pinpointing capacity gaps to be addressed through the GPE System Capacity Grant (SCG).

1. Data and Evidence

Jordan benefits from a functioning EMIS, credible data production, and a strong tradition of regular sector analyses; including the 2025 ESA, the Annual Statistical Yearbook, and the Annual ESP M&E Report.

These are substantial assets. The next step is to connect systems EMIS, national assessments, international assessments, and digital learning platforms so they speak to one another. Doing so will provide a fuller, more timely picture of learning and equity, especially for refugees and children with disabilities, where data completeness and consistency can be further strengthened.

Furthermore, the current data infrastructure lacks the integration required for complex national reporting, such as for Sustainable Development Goal 4 (SDG4). The dedicated SDG4 team still relies on manual data consolidation and reporting using Excel spreadsheets, a process which is labor-intensive, limits analytical depth, and is susceptible to error.

The SCG will play a catalytic role in closing evidence gaps by financing the design of EMIS enhancements and standards-based integration pathways with national and international learning assessment systems. It will develop the technical architecture for an integrated evidence system capable of automated SDG 4 and equity reporting, and issue specifications for systematic disaggregation (sex already in place; disability and refugee status to be completely integrated) alongside data-governance requirements (data-sharing agreements, DPIA, DQA calendar, role-based access). The SCG will also produce frameworks for school-level digital dashboards use cases, data models, and acceptance criteria with piloting and operationalization deferred to Phase 2. These investments will deliver validated designs, costed implementation plans, and institutional capacity for a unified, fit-for-purpose evidence system. By Phase 2, Jordan will be positioned to pilot and scale dashboards and data flows, ensuring digital reform is guided by reliable, timely, gender-responsive and inclusive data for adaptive decision-making across the system.

Building on Jordan's EMIS and digital tools, the SCG will also design shock-responsive features to track school closures, learner mobility, and digital engagement, with clear triggers for PPCC stocktakes and continuity-of-learning responses. This will make the system data-driven and crisis-sensitive, while protecting privacy by design."

2. Gender-Responsive and Inclusive Sector Planning, Policy, and Monitoring

Jordan's policy framework demonstrates clear commitment to gender equality and inclusion. The Education Strategic Plan (ESP), the Gender Equality and Action Plan Plus (GEAP+), and the Economic Modernization Vision (EMV), including its Engendered Strategy of Jordan EMV, all recognize equality as a national priority. However, operationalization remains uneven: current monitoring tools do not fully capture barriers faced by girls, refugees, and learners with disabilities in accessing and benefiting from digital learning. Consultations emphasized the risk that, without deliberate safeguards, digital transformation could inadvertently reinforce existing divides or gender biases, rather than reduce them.

The SCG will provide the mechanism to close this gap. It will finance a comprehensive gender equality, vulnerability and inclusion diagnostic in Phase 1, ensuring that its findings are embedded into the design of digital content, the structure of teacher training, and the parameters of monitoring frameworks. The MoE's Gender Equality and Strategic Partnerships Division will play a central role in this process, ensuring that gender equality and inclusion principles are systematically integrated across all phases of the reform from design and piloting to large-scale implementation and sustainability. While systemic change will require continued effort beyond Phase 1, these investments will hardwire equality into the reform and align Compact actions with existing strategies such as GEAP+, positioning digital transformation as a powerful enabler of gender equality and inclusion and opportunity for all learners in Jordan as well as the currently developed ESP 2026-2030 that is prioritizing education digital transformation while emphasizing gender-responsive and inclusive education as a cross-cutting priority. By coordinating resources more effectively, the plan ensures that all students including the 10 groups of children most vulnerable to exclusion from and within education are reached equally. It responds to diverse learning requirements ensuring access for all students to education and gradually integrates a gender-responsive and inclusion lens across different domains and education stages (Kindergarten to High Education), creating a model that can be replicated for future policy work.

3. Sector Coordination

Sector coordination. The PPCC provides a functioning multi-stakeholder mechanism under MoE leadership, but digital transformation requires whole-of-government and whole-of-society coordination. Under the SCG, Jordan will strengthen inter-ministerial coordination particularly with MoDEE and higher-education authorities, in light of the proposed MoE–MoHESR merger by designing and stress-testing a consolidated coordination architecture with clear decision rights, escalation pathways, joint delivery arrangements, and data-sharing/interoperability protocols (e.g., EMIS). The SCG will finance updated PPCC/TWG ToRs (including a MEL stocktake each quarter), data-governance instruments (DSAs, DPIA), and structured partnership frameworks with civil society and the private sector.

4. Volume, Equity, and Efficiency of Domestic Public Expenditure

Jordan currently invests 3.5% of GDP and 11% of the national budget in education. This is below the GPE benchmarks of 4% and 20%. The structure of spending poses the greater challenge: with 95% absorbed by salaries, there is limited fiscal space for innovation or quality-enhancing investments. Yet, Jordan's public financial management is credible. Budget execution rates are consistently high, and the Ministry of Finance–Ministry of Education partnership provides a solid platform for reform.

The SCG will fund validated technical and governance frameworks for digital transformation across all four pillars, including a Medium-Term Expenditure Framework (MTEF) that links needs assessment findings to sustainable financing and co-financing commitments.

This enabling factors analysis confirms Jordan's readiness to embark on digital transformation while underscoring the institutional foundations that must be strengthened first. Annex 2 and 3 provide a Summary of the Enabling Factor–Compact–SCG Linkages.

Chapter 4: Implementation Strategy and Partnership Framework

Building Foundations for Scale

Jordan's Digital Education Transformation Reform will unfold through a carefully sequenced pathway that reflects both system capacity and the logic of GPE financing instruments. Each phase builds deliberately on the one before, ensuring institutional foundations are in place before service delivery begins and that scaling is sustainable, cost-effective, and nationally owned. This design embodies the Theory of Change: if system foundations are strengthened through SCG investments, then Jordan will have the capacity to implement digital transformation under the Multiplier, ultimately achieving equal, system-wide advancement.

The implementation strategy builds on the findings of the Education Sector Analysis (ESA), the Enabling Factor Analysis (EFA), and initial institutional strengthening efforts. This foundation ensures that SCG investments accelerate Jordan's digital education transformation rather than initiate it. In addition, the dedicated strand focuses on "Crisis-Sensitive Digitalisation," including development of offline-ready content, zero-rated platforms, device pools, and EMIS early-warning dashboards. Pilots will be scaled nationwide, ensuring digital solutions remain functional during disruptions.

Implementation and Coordination Arrangements

The Partnership Compact will be implemented under the leadership of the Ministry of Education (MoE), with oversight by the Policy, Planning and Coordination Committee (PPCC), Jordan's Local Education Group (LEG)-equivalent. The PPCC brings together government, development partners, civil society, and private sector representatives to guide reform implementation, validate progress, and ensure gender-balanced and inclusive participation.

Ministry of Education (MoE): Leads reform implementation, integrates priorities into the ESP and MTEF, and chairs the PPCC.

Ministry of Digital Economy & Entrepreneurship (MoDEE): Sets/approves enterprise IT standards; oversees government cloud hosting (incl. EMIS cloud for MoE), national data hub/exchange, cybersecurity and data-protection policies, identity and API standards; clears major ICT procurements and integrations to ensure interoperability, security, and continuity.

Policy, Planning and Coordination Committee (PPCC – LEG equivalent): Provides overall governance and multi-stakeholder oversight, validates progress, and ensures gender-balanced, inclusive participation (civil society, private sector, teacher associations).

- **PPCC Thematic Working Groups (TWGs):** Time-bound, outcome-focused groups that prepare technical recommendations for PPCC endorsement and escalate issues per SOPs.

    - Digital Transformation & Data Interoperability (EMIS–Assessments/HR/Finance);
    - Continuity of Learning & EiE (Digital Readiness);
    - Teacher Professional Development (digital pedagogy/micro-credential);
    - Inclusion & Gender Equality (sex/disability/refugee disaggregation);
    - Financing & Procurement (MTEF tagging, framework contracts).
    - Cadence: quarterly stocktakes (MEL) and ad-hoc activation during crises/simulations.
    - Composition: MoE-led, co-chaired with partners; includes CSOs and private sector.

Grant Agent: Administers SCG funds with fiduciary responsibility, reports to PPCC and GPE, and provides technical support in sector analysis, planning, and capacity strengthening.

Coordinating Agencies (European Union & World Bank): Facilitate dialogue between MoE, PPCC, and the GPE Secretariat; co-chair the Education Development Partners Group (EDPG); ensure donor alignment with Compact priorities

Development Partners: Provide co-financing and technical assistance aligned to reform priorities.

Civil Society & Private Sector: Contribute to dialogue, accountability, and innovation—particularly on gender equality, disability inclusion, and digital transformation.

Phased Implementation

Gender Equality and Inclusive safeguards (for refugees, girls, children with disabilities, and rural learners) will continue to be applied, as detailed in Chapter 5, ensuring that sustainability and regional leadership are built on gender-responsive and inclusive foundations.

Phase 1: Foundation Investment and Pilot Preparation-2026 (12 months)

Financing: : Remaining SCG balance ≈ US$1.0m (+7% GA fee), building on the initial disbursement that financed the ESA, preparation of the ESP 2026–2030, gender/disability diagnostics, PPCC governance frameworks, and the GPE Partnership Compact.

Purpose: Phase 1 focuses on ensuring Jordan enters implementation from a position of institutional strength. Building on existing progress including the completed ESA, Enabling fFactors analysis and preliminary capacity assessments, this phase will finalize reform designs, validate frameworks, and prepare institutions and governance mechanisms for scale. No direct service delivery is financed at this stage; instead, the phase ensures that when Jordan moves into Phase 2, the country will be implementing proven models rather than experimenting with untested approaches.

Strategic Focus Areas

Institutional Capacity Strengthening:

- Enhancement of MOE digital education coordination mechanisms, ensuring gender equality and inclusion are taken into account.
- Strengthening of PPCC governance structures with refined terms of reference for thematic working groups, with an additional Thematic group on Gender Equality as recommended by the JARM 2025[18], to strengthen the digital transformation thematic group and well establish a mechanism to include field voice.
- Development of sustainable inter-ministerial coordination frameworks linking MoE, MoHESR (merger scenario), MoDEE, MoF, and MoPIC, with clear decision rights, escalation pathways, and data-sharing protocols.Continuity of Learning & EiE (Digital Readiness) Subgroup under PPCC with SOPs, simulations, and after-action reviews.
- **International cooperation:** codify the role of MoE's International Cooperation/External Relations unit (with MoPIC) for partner alignment, co-financing pipeline/LOIs, and donor reporting/visibility.

Evidence Base Development:

- Completion of comprehensive digital readiness and gender-responsive and inclusive needs assessment including in 3 selected governorates (three most needy selected governorates might be Mafraq, Zarqa, and Irbid), building on ESA findings
- Baseline equality datasets structured and dashboard design specifications validated for later operationalization under Phase 2

Validation of technical standards and implementation blueprints through controlled proof-of-concept activities including (Data governance & privacy (roles/RACI, consent, safeguarding, audit trails, Interoperability (unique IDs/APIs linking EMIS, national diagnostics, international assessments, and digital learning platforms, Accessibility & inclusion (Arabic localization, WCAG-aligned features, offline access, assistive technologies) with a focus on refugee and disability-inclusive settings, School dashboards & data-use routines (usability, decision memos, teacher coaching cycles and Support, O&M, and total cost (uptime/SLA, incident response, replacement cycles, unit costs). The Output is an evidence pack (test logs, user feedback, equity findings), updated standards/blueprints, a costed scale plan, and a PPCC decision memo to scale/modify/retire each approach.

Partnership and Financing Framework Development:

[18] See Aide-Mémoire JARM 2025, p. 110 High Level Joint Recommendations: "5. Establish a dedicated Thematic Group on Gender with partners." to coordinate efforts, share expertise, and ensure coherent and sustained integration of gender across all education sector initiatives."

- Formalization of strategic partnerships with private sector, civil society, and academic institutions through memoranda of understanding, with a specific focus on gender equality and inclusion
- Development of medium-term expenditure frameworks and sustainable financing models
- **finalize** the GPE Multiplier proposal for formal submission, through gender-responsive, inclusive consultations, with co-financing LOIs/agreements attached

Policy Integration

- **Embedded digital transformation in the ESP 2026–2030** and costed plan: cross-cutting results/indicators (sex/disability/refugee disaggregation), MTEF-tagged domestic lines, PPCC governance/MEL references, and the interoperability/data-protection standards package.

Milestones & Deliverables

Mid-2026

- Digital readiness + gender/inclusion assessment completed in Mafraq, Zarqa, Irbid; ~20 candidate pilot schools identified for Phase 2 based on equity and readiness criteria.
- ESP embedding approved (update/addendum): DT integrated in results framework with equity indicators; MTEF tags identified.

Mid/Late-2026

- System-wide baselines on access, equity, and learning structured for disaggregation (sex, refugee, disability, location); dashboard specifications validated (Phase 2 op).
- Inclusion & gender diagnostic finalized; findings embedded in content standards, PD framework, and MEL.
- Standards & blueprints validated across the four pillars: infrastructure, pedagogy, content, and governance (incl. thin EMIS↔assessment interoperability, DPIA/DSAs/DQA).
- PPCC/TWGs ToRs/ updated; TWGs active on the new updated roles with quarterly stocktakes
- Multiplier package finalized for submission with documented co-financing.

Late-2026

- Digital Champions training framework (competency standards, certification pathways, provider accreditation, QA) developed.
- Inter-ministerial protocols stress-tested (MoE–MoHESR merger scenario, MoDEE, MoF, MoPIC); decision log in place.
- MTEF is published with tagged domestic lines and financing pathway.

End-2026

- EMIS enhancement design complete (IDs/SSO/APIs; SDG4/equity automation); dashboard frameworks ready for Phase 2 pilots.

- Strategic partnership MoUs signed (private sector, CSOs, academia).
- Institutional readiness validated (governance, fiduciary, technical capacity assessments complete).

Expected Outcomes by End-2026

- **Enhanced system capacity:** institutional frameworks, data systems, monitoring, and governance fully designed and validated for Phase 2.
- **Evidence-based design:** diagnostics and stakeholder validations complete; implementation deferred to Phase 2.
- **Strategic alignment:** financing pathways and partnerships confirmed for seamless transition.
- **Institutional readiness:** MoE able to lead complex, multi-stakeholder digital transformation with accountability and transparency.

Targets (by End-2026)

- 3 validated technical frameworks: (i) EMIS↔assessment interoperability & data-governance package; (ii) digital content/platform standards & accessibility; (iii) teacher digital competency micro-credential.
- 1 national Digital Champions training framework (competency & certification).
- 1 inclusion & gender diagnostic integrated across the four pillars.
- 3 governance mechanisms strengthened/institutionalized: PPCC (incl. TWGs & CoL/EiE Subgroup); MoE digital coordination framework; inter-ministerial protocols (MoE–MoHESR–MoDEE–MoF–MoPIC).
- ~20 candidate pilot schools identified (equity/readiness criteria).
- 5+ partnership MoUs formalized.

Financing & Strategic Justification

Jordan's SCG ceiling is US$1,550,000 (+7% GA fee). An initial US$550,000 (+7%) financed the ESA, ESP preparation, gender/disability diagnostics, PPCC frameworks, and Compact development. Jordan now requests the remaining US$1,000,000 (+7%) to consolidate these foundations, finalizing SCG outputs and acceptance criteria so Phase 2 (Multiplier + co-finance) can launch without delay or duplication and Phase 3 can sustain reforms through domestic financing and institutionalized functions.

Phase 2: Pilot Implementation and Progressive Scale-Up

2027 – 2028 (18 months)
Financing: Up to US$15m GPE Multiplier (subject to Board approval) + confirmed co-financing; scalable with additional partner contributions.[19]

Purpose. Shift from preparation to delivery. With SCG-strengthened foundations and validated frameworks, Jordan implements the digital transformation model in pilot schools, generates robust evidence, and progressively scales across priority governorates with equality safeguards (gender, refugees, disability, rural) as detailed in Chapter 5.

Strategic Implementation Approach

Evidence-Based Piloting: Comprehensive digital transformation model implemented in 20 pilot schools across Mafraq, Zarqa, and Irbid, integrating digital platforms, teacher digital pedagogy,gender-responsive and inclusive content and school level data use . Pilots explicitly test safeguards identified in Phase 1 diagnostics, including gender equality, refugee, disability, and rural access barriers.
Rigorous Monitoring & Evaluation: Pilot schools serve as learning laboratories, with continuous M&E tracking student learning, teacher performance, equality indicators, and cost-effectiveness. Findings will inform refinement of standards and frameworks before scale-up.
Adaptive Management: Real-time adjustments are made based on performance dashboards, EMIS-linked data, and structured stakeholder feedback loops (teachers, parents, students). This ensures reforms remain evidence-based and context-responsive.
Progressive Scaling with Gender Equality and Inclusion by Focus: Validated pilot models are expanded to additional disadvantaged basic education schools, prioritizing gender equality, rural areas and vulnerable learners. Scale-up size will be contingent on Multiplier financing and confirmed co-financing commitments, ensuring equality safeguards are embedded as reforms reach 500+ schools by 2028.

System Integration and Capacity Building:

- **Operationalize *thin* interoperability** between EMIS and assessment/delivery platforms (UIDs, SSO, open APIs), enabling continuous tracking of student progress, teacher development, and equity indicators.

- **Deploy Digital Champions** at scale (MoE-led) and stand up professional learning networks (PLNs) across governorates.

- **Activate framework contracts** (devices/connectivity/support), O&M models, and helpdesk/field support; procurements cleared per MoDEE enterprise standards and MoF rules.

[19] Implementation financing: GPE Multiplier (up to US$15M) + partner co-financing (up to US$45M) = US$60M total potential. Current targets reflect a US$12M Multiplier Grant baseline. Full financing enables expanded geographic coverage and enhanced support for marginalized populations.

- **Data protection by design** (DPIA, DSAs, DQA calendar, audit logs) applied throughout implementation.

Milestones & Deliverables

Early 2027:

- Launch of comprehensive digital transformation pilots in 20 schools with full integration of infrastructure, pedagogy, content, and governance components
- Deployment of inclusive Arabic-language digital content and assistive technologies to support refugees, girls, and learners with disabilities, and support gender equality.
- First cohort of Digital Champions (150 master trainers) certified and operational, ensuring a gender-balanced and inclusive allocation of digital champions.

Mid-2027:

- Pilot results validated, showing measurable improvements in student engagement, learning outcomes, and teacher effectiveness.
- Expansion to additional schools in priority governorates with refined and gender-responsive and inclusive implementation protocols.
- **EMIS-linked dashboards** live across implementation sites generating continuous performance/equality data.

Early 2028:

- Scaled implementation across priority governorates with refinements informed by pilot results.
- Fully operational professional learning networks supporting continuous teacher development
- Integrated monitoring systems tracking progress on learning, gender equality, inclusion, and system effectiveness indicators

By June 2028:

- Comprehensive evaluation of pilot and scale-up phases with documented lessons and cost-effectiveness analysis
- Institutional capacity within MOE validated for nationwide expansion
- Sustainable financing models and procurement frameworks established to support Phase 3 transition.

Expected Outcomes by June 2028

Proven Implementation Model: Digital transformation approach validated through pilots and progressive scale-up, demonstrating effectiveness across diverse school contexts and learner populations, including refugees, girls, children with disabilities, and rural learners.
Enhanced Teacher Capacity: Significant improvements in teacher digital pedagogy and student-centered practices, institutionalized through MoE-led Digital Champions and professional learning networks that provide ongoing support.
Improved Learning Outcomes: Measurable gains in foundational literacy, numeracy, digital skills, and student engagement, with equality-focused improvements for marginalized learners, especially boys in vulnerable situations.

System-Level Evidence: Robust data and evaluation results demonstrating cost-effectiveness, scalability, and sustainability, directly informing national policy decisions and readiness for Phase 3 institutionalization.

Targets (by June 2028)

- 20 pilot schools successfully implemented the comprehensive digital transformation model, with evaluation results documented.
- 500+ disadvantaged schools across priority governorates implementing validated digital learning approaches.
- 75,000+ marginalized learners (refugees, girls, children with disabilities, rural learners) accessing gender-responsive and inclusive digital content and personalized support.
- 8,000+ teachers trained and certified through the Digital Champions framework, with demonstrated improvements in digital pedagogy competencies.
- Fully integrated EMIS system operational, generating real-time learning, teaching, and equality analytics (Phase 1 design operationalized).
- 5 professional learning networks institutionalized under MoE structures, with sustainable operating models.
- 1 validated financial model demonstrating cost-effectiveness and efficiency gains, integrated into MoF planning and MTEF projections.

Phase 3: Institutionalization, Nationwide Scale, and Regional Leadership, mid 2028 –2030 and Beyond

Financing: Domestic budget allocations (indicative US$25m) + private-sector and regional partnerships (with continued partner TA as needed)

Purpose: Consolidate SCG and Multiplier gains by institutionalizing digital transformation inside existing MoE directorates, scaling coverage system-wide, and securing recurrent financing and lifecycle management. Jordan will position itself as a regional innovation hub, leveraging its advances to promote South–South cooperation, share technical expertise, and lead knowledge exchange across the MENA region.

Strategic Sustainability Framework

- **Sustained scale with equity:** Progressively reach nationwide coverage of minimum service standards (infrastructure, platforms, trained teachers, support), with weighted funding and SLAs to protect refugee-hosting, rural, and disability-inclusive schools.
- **Institutionalization:** Embed reform functions via updated **T**oRs, budget lines, and KPIs in:
    - **Planning/EMIS & Data** : data governance, analytics, interoperability, SDG4/equity reporting;

- **Curriculum/Content & Accessibility**:digital content standards/QA and accessibility;
- **Training/PD**: Digital Champions re-certification and PLNs;
- **ICT/Security** (with **MoDEE/NCSC**): cybersecurity policy, incident response, privacy-by-design.
- **Accountability** flows through **PPCC/TWGs** with quarterly stocktakes and an annual public results brief.

- **Lifecycle management & procurement:** Operational framework contracts, helpdesk/field support, and a 4–5-year device refresh cycle; O&M budgets and spares institutionalized.
- **Data use, protection, and resilience:** PPCC stocktakes drive decisions; annual data-protection/cybersecurity audits; CoL/EiE simulations and AARs integrated into routine management.
- **Policy cycle: ESP 2026–2030 mid-term review** integrates digital-transformation results and budget performance; options paper for 2031–2035 endorsed to inform the next ESP.

Milestones & Deliverables

Late 2028

- Sustainable domestic financing covering all recurrent costs with efficiency gains demonstrated through streamlined procurement and cloud-based services.
- Second wave of Digital Champions deployed; national CoL/EiE simulation completed with AAR.

2029:

- Digital transformation fully embedded in national education policies, budgets, and institutional structures, with MoF budget lines covering infrastructure, training, and digital content.
- Systematic expansion reaching 75% of basic education schools nationwide, promoting gender equality and applying equality safeguards for refugees, girls, children with disabilities, and rural learners.
- Teacher re-certification underway; EMIS-linked dashboards used monthly by schools and directorates; first privacy/cyber audit passes.

2030:

- Universal coverage of gender-responsive and inclusive digital education across all basic education schools, ensuring equitable access for marginalized learners.
- Jordan is recognized as a regional leader with active knowledge-sharing partnerships across the MENA region.
- **Budget execution 90%** for tagged domestic lines in two consecutive fiscal years.
- **PPCC** annual public results brief issued; regional toolkits/standards published; content/TA partnerships formalized.

Beyond 2030:

- Jordan serves as a regional hub for digital education innovation with documented impact on peer countries through South-South cooperation.
- Continuous system improvement processes institutionalized with regular updates to content, pedagogy, and technology standards guided by annual learning reviews.
- Regional cooperation mechanisms contributing to broader MENA digital education advancement and cross-country alignment

Expected Outcomes by 2030

Fully Institutionalized System: Digital transformation embedded as a core function of Jordan's education system, integrated into ESP 2030–2035 and the national MTEF, with sustainable domestic financing and MoE-led institutional ownership.
National Coverage with Equity: All children in basic education accessing high-quality, personalized digital learning, with equality safeguards systematically applied for refugees, girls, children with disabilities, rural learners, and low-income households.
Regional Leadership Impact: Jordan recognized as a MENA model for gender-responsive and inclusive digital education, with documented knowledge-sharing, regional partnerships, and South–South cooperation contributing to regional innovation and capacity building.
Economic Development Contribution: Education system producing graduates with strong digital competencies and 21st-century skills, directly aligned with Jordan's Economic Modernization Vision and labor market needs.

Partnership Framework for Sustained Implementation

Government Leadership and Coordination:

- Government Leadership and Coordination: The Ministry of Education maintains overall strategic leadership embedding digital transformation into national policy frameworks, budgets, and accountability systems.
- Whole of Government Collaboration: Inter-ministerial coordination mechanisms institutionalized across the Ministries of Education, Higher Education, Digital Economy, and Finance, ensuring coherence and alignment with broader national reforms.
- Decentralized Governance and Community Engagement: Local education governance structures strengthened to support decentralized implementation, with active community, parent, and civil society participation to sustain gender equality and inclusion at the school level.

Private Sector and Civil Society Engagement:

- Strategic partnerships with technology providers ensuring cost-effective procurement and ongoing innovation

- Civil society organizations engaged in gender-responsive and inclusive design processes, community mobilization, and accountability mechanisms to safeguard equality for refugees, girls, children with disabilities, and rural learners.
- Universities and research centers provide evidence, evaluation, and technical expertise to inform continuous improvement and policy decisions.

Development Partner Alignment:

- Coordinated Support: Bilateral and multilateral partners align financing and technical support with Jordan's national priorities, ESP milestones, and Compact implementation timelines.
- Capacity-Focused Assistance: Technical assistance provided in areas of partners' comparative advantage, while systematically building MoE and national institutional capacity to sustain reforms.
- Harmonized Financing: Use of pooled, programmatic, and aligned financing modalities to reduce transaction costs, ensure predictability, and improve efficiency in implementation.

Regional and International Cooperation:

- Global Engagement: Active participation in international digital education communities of practice and knowledge networks, ensuring Jordan's reforms remain aligned with global standards and innovations.
- South–South Cooperation: Initiatives that share Jordan's experience with inclusive digital transformation while learning from regional peers, fostering mutual innovation and capacity building.
- Strategic Partnerships: Collaboration with international organizations to provide technical support, strengthen system resilience, and reinforce Jordan's role as a regional hub for digital education leadership.

This comprehensive implementation strategy ensures Jordan's digital education transformation progresses systematically from strengthened foundations to scaled delivery and sustainable institutionalization, ultimately positioning the country as a regional model of gender-responsive and inclusive, evidence-based reform that advances national development goals and fosters regional cooperation

Chapter 5: Gender Equality, Inclusion and Sustainable Impact

Centering Equality and Inclusion in Digital Education Reform

Jordan's digital education reform begins with a clear commitment: technology must advance, not undermine, educational equality. Grounded in evidence from the Education Sector Analysis (ESA) and the Enabling Factors Analysis (EFA), this principle informs every stage of the three-phase strategy, from SCG-funded capacity building, through Multiplier-supported scaling, to domestically financed institutionalization. By embedding safeguards for gender equality, and refugees, girls, children with disabilities, and vulnerable learners, the Compact ensures that digital tools serve as instruments of gender equality and inclusion rather than new sources of exclusion.

Building on Jordan's Equality Evidence Base

The completed ESA and enabling factors analysis reveal persistent learning outcome gaps of 30-40 percentage points between advantaged and disadvantaged learners, with the most acute challenges among:

- **Refugee children:**≈161,000 Syrian students enrolled in Jordan schools are facing dialect differences, curriculum gaps from interrupted schooling, and social integration barriers[20]
- **Students with disabilities:** Only ≈ 28,000 receiving educational services, representing significant exclusion from learning opportunities[21]
- **Rural and marginalized communities:** Geographic disparities in teacher availability, infrastructure, and educational resources
- **Girls facing socio-cultural barriers:** Particularly in STEM and digital learning pathways and, in practice, several high-demand TVET specializations (e.g., automotive mechanics, welding/metalwork, electrical installations, network cabling/ICT hardware) are currently offered only in boys' schools, constraining equitable access.
- **Boys facing socio-cultural barriers:** The reverse gender gap shows that boys are often disadvantaged in terms of learning outcomes, demonstrating the need for significant support in quality education for boys

This evidence base directly shapes targeted interventions across the digital education reform framework, ensuring that equality considerations are embedded from design through implementation, rather than treated as afterthoughts.

Phased Equality Integration Strategy

Phase 1 (SCG): Equality Foundations and Diagnostic Enhancement-2026

[20] UNESCO Country profile–Jordan, Data on Syrian refugee children from UNHCR, 2023b.

[21] Handicap International Humanity and Inclusion, Factsheet, April 2022 https://www.hi.org/sn_uploads/document/IE_Jordan_Factsheet_April-2022_Final.pdf?utm_source=chatgpt.com

Building on completed assessments, the SCG phase strengthens equality foundations through targeted capacity building and enhanced diagnostic capabilities.

Enhanced Equality Diagnostics:

- Comprehensive digital readiness and equality needs assessment in the 3 selected governorates (Mafraq, Zarqa, and Irbid) with specific focus on gender equality, refugees, girls, children with disabilities, and vulnerable learners.
- Gender equality and disability inclusion analysis integrated into all four strategic pillars (infrastructure, pedagogy, content, governance).
- Equality-sensitive monitoring frameworks developed and integrated into EMIS enhancements.

Inclusive Framework Development:

- Universal design principles embedded in all technical standards and procurement frameworks.
- Accessibility requirements integrated into content development blueprints.
- Equality safeguards built into governance structures and decision-making protocols.

Institutional Capacity for Gender Equality and Inclusion:

- Digital Champions training framework incorporating gender-responsive and inclusive pedagogy and differentiated instruction.
- The Gender Equality and Strategic Partnerships Division will have updated mandates and institutional linkages with PPCC thematic groups, ensuring that gender equality, disability, and refugee considerations are systematically embedded in reform design, implementation, and monitoring.
- PPCC strengthened to include marginalized community representation and gender-responsive and inclusive participation protocols.
- Inter-ministerial coordination mechanisms addressing cross-sectoral barriers to gender equality and inclusion.

Phase 2 (Based on $12M Multiplier Grant baseline - scalable with additional co-financing):

Targeted Interventions and Gender-responsive and Inclusive Scaling (2027-2028)

This phase implements evidence-based equality interventions while progressively scaling gender-responsive and inclusive digital learning across priority governorates.

Targeted Support for Marginalized Learners:

- Personalized learning pathways for refugee students addressing curriculum gaps and providing psychosocial support.

- Assistive technologies and adaptive content for students with disabilities integrated across all pilot implementations.
- Connectivity solutions and device access prioritizing rural and low-income communities to reduce geographic and socioeconomic barriers.
- Digital solutions designed with universal access standards, ensuring full participation of girls and boys, children with disabilities, and refugee learners.
- Gender-responsive content and pedagogy designed to address socio-cultural barriers, with particular focus on STEM and modern TVET specializations that have historically been male-dominated.

Gender-responsive and Inclusive Implementation Safeguards:

- Pilot school selection prioritizing refugee-hosting communities, rural areas, and schools serving high concentrations of students with disabilities, while taking into account accessibility to TVET schools for girls and boys
- Digital Champions training emphasizing gender-responsive and inclusive pedagogical strategies and differentiated instruction
- Community engagement protocols ensuring meaningful participation of marginalized groups in implementation design

Equity Monitoring and Adaptive Management:

- Real-time EMIS dashboards tracking learning outcomes, engagement, and access across all equality dimensions
- Quarterly equity reviews by enhanced MEL Sub-Group with authority to recommend course corrections
- Community feedback mechanisms enabling marginalized groups to influence implementation adjustments

Phase 2 Equality Targets:

- 75,000+ marginalized learners accessing gender-responsive and inclusive digital content and personalized support
- 100% of pilot schools meeting universal design accessibility standards
- Gender parity maintained or improved across all digital learning platforms and STEM content
- Measurable learning improvements across priority groups (disaggregated by gender, refugee status, disability, location)

Phase 3 (Domestic): Institutionalized Inclusion and Sustainable Equity (2029-2030)

The domestic financing phase embeds gender equality and inclusion as permanent features of Jordan's education system while maintaining continuous improvement mechanisms.

Institutional Gender Equality and Inclusion Integration:

- Policy and Finance Integration: Gender equality and inclusion standards embedded in the Education Sector Plan (ESP 2030–2035) and the Medium-Term Expenditure Framework (MTEF), with dedicated budget allocations for gender-responsive and inclusive education, assistive technologies, and targeted learner support.
- Institutional Strengthening: Strengthened MoE units for gender-responsive and inclusive education, disability services, and refugee education, with particular emphasis on enhancing the capacity of the Gender Equality and Strategic Partnerships Division to ensure effective and coordinated implementation.
- Teacher Professional Development: National teacher professional development and certification systems institutionalize gender-responsive and inclusive pedagogy and differentiated instruction as core competencies. Continuous professional learning networks sustain peer support for teachers in promoting gender equality and inclusion in classrooms nationwide.

Sustainable Gender Equality and Inclusion Monitoring:

Gender-responsive and inclusive safeguards are sustained through system-embedded monitoring, transparent reporting, and community accountability mechanisms.

- EMIS integration: Comprehensive equality indicators (gender equality, refugee status, disability, geography, and income) integrated into EMIS, with automated alert systems flagging emerging disparities for timely response.
- Annual gender-responsive and inclusion audits: Regular audits and public reporting mechanisms institutionalized, ensuring transparency, accountability, and alignment with national and international commitments (ESP, SDG4, GEAP+).
- Community-based monitoring: Local monitoring networks established to empower marginalized groups, parents, and civil society to track progress and advocate for continued improvements in access, learning, and inclusion.

Regional Gender-responsive and Inclusive Leadership:

Jordan leverages its national reforms to drive gender-responsive and inclusive digital education innovation across the MENA region.

- Gender-responsive and Inclusive digital education models shared through South–South cooperation, enabling peer learning and regional uptake.
- Arabic-language accessibility tools and gender-responsive and inclusive content exported to support disability inclusion and gender-responsive digital learning in neighboring countries.
- Regional partnerships established to advance innovation, knowledge sharing, and collaborative approaches to gender equality, refugee, and disability inclusion in digital education.
- Advancing gender-responsive and inclusive digital education innovation and knowledge sharing

Cultural Responsiveness and Arabic Content Development

Linguistic Excellence and Cultural Integration

Jordan's digital transformation prioritizes developing high-quality Arabic educational content that serves national needs while advancing regional leadership. This content development, guided by the strategic framework established in Phase 1, recognizes language as both practical necessity and cultural preservation priority.

Cultural and Linguistic Standards:

- Educational content developed to meet the highest standards of Arabic language usage, while incorporating regional dialects and culturally relevant references.
- Collaboration with Arabic language experts, cultural scholars, and community representatives to validate authenticity and strengthen community ownership.
- Integration of traditional knowledge systems into modern pedagogical frameworks, preparing students for global participation while grounding them in cultural identity.

Regional Collaboration and Innovation:

- Partnerships with Arabic-speaking countries enabling resource sharing, cost reduction, and quality improvement
- Local EdTech development leveraging Jordan's technology sector to address Arabic language learning needs
- Intellectual property development creating exportable content and technology platforms generating revenue while advancing regional educational improvement

Sustainability Framework

Financial Sustainability Integration

Jordan’s digital transformation is designed for long-term sustainability, with financing progressively integrated into national systems rather than relying on permanent donor support. Financial mechanisms are aligned with the three-phase implementation strategy:

Progressive Budget Integration:

- **Phase 1 (SCG):** Establishment of Medium-Term Expenditure Frameworks (MTEF) and Ministry of Finance commitments to prepare dedicated budget lines for digital transformation.
- **Phase 2 (Multiplier):** Demonstration of efficiency gains and cost-effectiveness models through large-scale implementation, providing the fiscal justification for sustained domestic investment.

- **Phase 3 (Domestic):** Full integration of digital transformation costs into the national education budget (≈US$25 million annually), supported by constitutional protections and multi-year financing commitments.

Revenue Generation and Cost Reduction:

- Exportable Products: Development of Arabic-language educational content and teacher training programs as regional public goods, generating revenue streams to sustain ongoing operations.
- Efficiency Gains: Digital learning solutions reduce costs over time by enhancing teacher effectiveness, lowering textbook printing and distribution expenses, and improving resource allocation.
- Regional Digital Learning Centers: Establishment of specialized centers providing technical assistance and training services to regional partners, generating income while reinforcing Jordan's expertise and leadership.

Institutional Capacity and Innovation Culture

Permanent Institutional Integration: Digital transformation capabilities become permanent features rather than project-dependent additions, with MOE developing internal capacity for platform management, gender-responsive and inclusive pedagogy support, and innovation development reducing dependence on external assistance.

Professional Development Institutionalization: Teacher professional development in gender-responsive and inclusive digital pedagogy embedded within career advancement, performance evaluation, and compensation systems, with Digital Champions developing into permanent professional learning networks providing ongoing support and innovation.

Continuous Improvement Systems: Digital transformation creating institutional cultures embracing experimentation, evidence-based decision making, and continuous improvement, with annual learning reviews and stakeholder feedback mechanisms ensuring ongoing relevance and effectiveness.

Regional Leadership and Knowledge Contribution

South-South Cooperation and Global Impact

Jordan's systematic approach to equity-centered digital transformation not only positions the country as a regional leader but also contributes to global knowledge on how to integrate technology gender-responsibly and inclusively in complex, resource-constrained contexts. Jordan will build on the experiences of countries such as Estonia and Singapore, which have embedded digital learning into national curricula; Rwanda, which has pioneered equitable digital access in basic education; and Chile, which has integrated adaptive digital platforms to support personalized learning. By adapting lessons from these contexts to its own realities, Jordan can accelerate reform while offering the MENA region a locally grounded, globally informed model of digital education transformation.

Regional Hub Development:

Jordan leverages its digital transformation achievements to serve as a regional hub for inclusive, Arabic-language digital education.

- Conferences and Knowledge Platforms: Regular conferences, technical assistance programs, and digital knowledge-sharing platforms convened to position Jordan as a regional center for innovation.
- Export of Gender-responsive and Inclusive Solutions: Arabic-language content taking into account gender equality, accessibility tools, and governance models shared with neighboring countries to support regional development and disability inclusion.
- Collaborative Partnerships: Regional partnerships established for co-development of digital content, joint research, and technical cooperation across MENA.

Global Education Community Contribution: Jordan's evidence-based approach to inclusive digital transformation contributes to international understanding of how technology can advance educational equality, improve learning outcomes for marginalized populations, and strengthen system resilience in challenging contexts.

Enhanced MEL Governance for Gender Equality

MEL Sub-Group Equity Mandate: The PPCC MEL Sub-Group includes dedicated equity monitoring responsibilities with authority to recommend course corrections when quarterly reviews indicate widening gaps for marginalized learners or systematic barriers to inclusive implementation.

Data Sources and Decision Authority: Equality monitoring integrates EMIS dashboards with gender-disaggregated and disability-inclusive data, community engagement surveys, and Digital Champions feedback, with MEL Sub-Group authorized to recommend adjustments when equity indicators show concerning trends.

This comprehensive approach ensures that Jordan's digital education modernization produces lasting improvements in educational quality and equality while positioning the Kingdom as a regional leader in gender-responsive and inclusive educational innovation serving marginalized populations across the Arabic-speaking world.

Chapter 6: Results Framework and Accountability

Evidence-Based Reform Through Rigorous Monitoring

Jordan's digital education reform is anchored in the principle that every investment, pedagogical change, and technological application must be guided by evidence of impact on student learning outcomes. Building on the completed Educational Sector Assessment (ESA) and enabling factors analysis (EFA), the System Capacity Grant (SCG) will reinforce a results-based management culture ensuring that reform choices are grounded in diagnostics, validated through pilot evidence, and aligned with equality priorities focusing on gender and inclusion.

This approach positions Jordan to avoid technology-driven initiatives that absorb resources without improving learning, and instead ensures that digital education reform directly advances educational quality and equality.

Comprehensive Results Logic and Theory of Change

Jordan's digital education reform theory of change operates through four interconnected levels that reinforce each other to deliver sustainable improvements in learning outcomes and educational equality. SCG-financed institutional strengthening and diagnostics establish the evidence base, while Multiplier investments enable scalable implementation and domestic financing sustains long-term institutionalization. These interconnected levels reinforce one another to deliver sustainable improvements in learning outcomes and educational equality.

Individual Level: Personalized digital learning platforms adapt to each student’s pace, style, needs, and preparation. Real-time assessments identify gaps early and celebrate progress, building confidence and motivation while preventing entrenched learning deficits.

Classroom Level: Teachers gain access to performance data, professional networks, and instructional resources that support differentiated instruction. AI-powered tools enable gender-responsive and inclusive teaching for diverse learners, while reducing workload through automated assessments and administrative support.

School Level: Administrators use continuous data on student progress, teacher effectiveness, and resource use to guide staffing, professional development, and programming. Digital platforms strengthen communication between schools and families, fostering accountability and community engagement.

System Level: Policymakers access comprehensive gender-responsive and inclusive data and information on performance, equality gaps, and implementation challenges to inform evidence-based policy development, financing, and resource allocation, ensuring alignment with national priorities and international commitments (ESP, SDG4, EMV).

Baseline Establishment and Performance Targets

Current Performance Baselines (from completed ESA):

Academic Performance:

- Grade 2 Reading: 42% of students achieve proficiency benchmarks
- Grade 3 Mathematics: 18% of students meet numeracy standards
- International Assessments: PIRLS G4 reading), TIMSS 2023 G4/G8 math & science), and PISA 2022 (15-year-olds, scores below regional and global averages

Equality Disparities:

- Performance Gaps: 30-40 percentage point differences between highest and lowest-achieving groups
- Geographic Variations: Secondary education attendance ranges from 69% (Mafraq) to 93% (Balqa)
- Refugee Integration: ≈161,000 Syrian refugee children enrolled with 25-point achievement gap compared to Jordanian students
- Disability Inclusion: Only 28,000 students with disabilities receiving educational services (estimated 15% coverage rate)
- Gender disparities: 8-point gap disadvantaging boys in reading, 5-point gap disadvantaging girls in mathematics[22]

System Capacity (from enabling factors analysis):

- Teacher Digital Competency: Baseline assessments reveal significant capacity gaps in digital pedagogy[23], especially regarding gender equality and inclusion (Phase 1 will finalize micro-credential standards).
- Infrastructure: ESA shows uneven connectivity and device availability across schools and areas
- Data Systems: EMIS captures basic enrollment/attendance but lacks real-time learning analytics capability
- Equality Monitoring: Limited sex-disaggregated data and data on disability collection and minimal refugee-specific tracking systems

Phase-Based Results Framework

Phase 1: Foundation Investment and Pilot Preparation-2026

Financing: $1M GPE System Capacity Grant

[22] Education Sector Analysis (ESA 2025), drawing on PIRLS 2021 (Grade 4 Reading) and TIMSS 2023 (Grade 4 Mathematics)
[23] Education Sector Analysis (ESA 2025)

Target Outcomes:

- **Enhanced Institutional Capacity:** PPCC governance mechanisms strengthened with Thematic groups updated terms of reference, with an additional Thematic group on Gender Equality as recommended by the JARM 2025[24] PPCC CoL/EiE Subgroup operational (SOPs, simulation, AAR); inter-ministerial coordination frameworks (MoE–MoHESR–MoDEE–MoF–MoPIC) stress-tested with clear decision rights and escalation; MoE coordination functions embedded in existing directorates (roles/ToRs/budget lines/KPIs codified).
- **Policy Integration**: Digital transformation embedded in the ESP 2026–2030 and costed plan, with equity indicators (sex/disability/refugee/location) and MTEF-tagged domestic lines referenced.
- **Data & Interoperability Governance:** Vendor-neutral "thin" EMIS↔assessment interoperability (UIDs/SSO/open APIs) designed; DPIA, DSAs, and DQA calendar issued; shock-responsive data features (closures, mobility, engagement) specified.
- **Evidence Base Development:** Digital readiness and equity assessment completed in the 3 selected governorates (Mafraq, Zarqa, and Irbid); EMIS enhancement design with prototype dashboard specifications validated; gender equality and disability inclusion diagnostic embedded into reform frameworks.
- **Implementation Readiness:** 20 pilot schools identified and site selection validated for Phase 2 using explicit equity/readiness criteria; Digital Champions training framework developed (competency standards and certification pathways); technical standards validated for all four strategic pillars (infrastructure, pedagogy, content, governance).
- **Partnership and Financing Frameworks:** 5+ strategic partnerships formalized; GPE Multiplier proposal submitted with confirmed co-financing commitments; medium-term expenditure frameworks developed with Ministry of Finance budget commitments.

Implementation Outputs:

- Design package completed: digital readiness & equity assessment (Mafraq/Zarqa/Irbid); standards/blueprints across infrastructure, pedagogy, content, governance; EMIS enhancement and dashboard specifications; shock-responsive metrics (closures, mobility, engagement) defined.
- Governance & protection issued: updated PPCC ToRs (TWGs + CoL/EiE subgroup and Gender equality subgroups) with quarterly stocktakes; DPIA, data-sharing agreements (DSAs), and DQA calendar approved.
- Interoperability specs finalized (vendor-neutral "thin" model): UIDs, SSO, open APIs for EMIS↔assessment/platforms; SDG4/equity automation schemas; API security profile and data models.

[24] See Aide-Mémoire JARM 2025, p. 10 High Level Joint Recommendations: 5. Establish a dedicated Thematic Group on Gender with partners."."

- ESP & financing alignment: digital transformation embedded in ESP 2026–2030 (disaggregated indicators) with MTEF-tagged domestic budget lines and a costed implementation plan; procurement framework/TCO-O&M guidance prepared.
- Inter-ministerial protocols codified: MoE–MoHESR (merger scenario), MoDEE, MoF, MoPIC coordination protocols stress-tested; decision log template adopted.
- Multiplier package ready: proposal finalized for formal submission to GPE with co-financing LOIs/agreements meeting eligibility ratios (e.g., ≥3:1), plus donor visibility plan.
- Implementation readiness: 20 pilot schools identified via equity/readiness criteria; site-selection memo, community engagement and safeguarding protocols completed.
- Baselines structured: disaggregated baseline datasets (sex, disability, refugee, location) organized; indicator dictionary, data-flow diagrams, and dashboard wireframes ready for Phase-2 operationalization.

Phase 2: Pilot Implementation and Progressive Scale-Up, 2027-2028

Financing: Based on up to $15M Multiplier Grant baseline - scalable with additional co-financing

Target Outcomes:

- **Learning Improvements:** 10% improvement in foundational learning outcomes in pilot schools affecting 75,000+ marginalized learners; 90% of participating schools using cEMIS linked dashboards.
- **Teacher Development:** 8,000+ teachers achieving certified gender-responsive and inclusive digital pedagogy competencies; 5 functional professional learning networks operational; 70% of trained teachers demonstrating gender-responsive and inclusive pedagogical strategies
- **EqualityEquity and Access:** 75,000+ refugees, children with disabilities, girls, and vulnerable students accessing personalized digital support; 90% of implementation schools meeting universal design accessibility requirements; gender parity maintained or improved
- **System Strengthening:** Fully operational real-time learning and equality analytics across all sites; validated financial models demonstrating scalability potential; MOE institutional readiness confirmed for nationwide expansion

Implementation Outputs:

- **Pilot Implementation (First 6 months):** Comprehensive digital education reform model implemented in 20 pilot schools; 150 Digital Champions (teacher-trainers) trained and deployed; inclusive and gender-responsiveArabic-language content and assistive technologies introduced; EMIS dashboards operational in pilot schools.
- **Progressive Scaling (Following 12 months):** Implementation expanded to 500+ schools across priority governorates; 8,000+ teachers trained and certified through the Digital Champions framework; professional learning networks established; midline evaluation conducted to validate pilot results and inform scale-up.

- **System Evidence:** Comprehensive evaluation completed, providing cost-effectiveness, scalability, and impact analysis to guide Phase 3 sustainability.

Phase 2 lays the foundation for long-term impact. Phase 3 will consolidate these reforms through domestic financing and sustainability measures, complemented by a set of system-level outcome indicators that track progress in learning and equity at the national scale.

Phase 3: Institutionalization, Nationwide Scale, and Regional Leadership, 2028- 2030

Financing: Up to US$25 million Domestic Budget Allocations + Private Sector Partnerships

Implementation Outputs:

- Full integration of digital transformation into ESP 2030–2035 and Medium-Term Expenditure Framework (MTEF), with dedicated MoF budget lines.
- Permanent MoE units operational for gender-responsive and inclusive digital pedagogy, content governance, data analytics, and cybersecurity.
- National teacher professional development and certification frameworks revised to include gender-responsive and inclusive digital pedagogy as a core competency.
- Universal rollout of validated digital learning models across all basic education schools, with equality safeguards applied systematically.
- Regional hub functions established, including export of Arabic-language content, accessibility tools, and provision of technical assistance.

Target Outcomes:

- **Learning improvement:.**at least %10 gains in foundational learning across implementation sites; 75,000+ prioritized learners (refugees, girls, children with disabilities, rural) reached; 90% of participating schools use EMIS-linked dashboards monthly to guide remediation.

- **Teacher development:** 8,000+ teachers certified in gender-responsive, inclusive digital pedagogy; 70% of trained teachers demonstrate target practices in observations; 5 professional learning networks functioning with regular participation.

- **Equity & access:** 75,000+ prioritized learners receive personalized digital support; 90% of implementation schools meet Universal Design/accessibility standards; gender parity maintained or improved (GPI 0.98 -- 1.02); measurable narrowing of gaps for refugee, disability, and rural subgroups.

- **System strengthening & readiness:** EMIS↔assessment/platform interoperability operational (UIDs/SSO/open APIs); real-time learning/equity dashboards in routine use by schools and directorates; cost-effectiveness model validated; MoE operational readiness confirmed for nationwide expansion (framework contracts, O&M/refresh plan); data-protection regime functioning (DPIA/DSAs/DQA applied) with SLA uptime ≥95% across participating sites.

System-Level Outcome Indicators (2026–2029)

Building on the Phase 1 foundations and Phase 2 implementation, the Compact will contribute to measurable improvements in learning and equality outcomes. System-level indicators will be tracked against 2025 baselines with 2029 targets as follows:

1. **Foundational Learning:**

Definition: Share of students meeting the national minimum proficiency cut-scores in early-grade reading and numeracy.

Baseline (to be locked in Phase 1 M&E annex):

- **Reading: 42%** meeting minimum proficiency — Grade 2, EGRA (RAMP 2023).
- **Numeracy: 18%** meeting minimum proficiency — Grade 3, EGMA (RAMP 2023).
- **Disaggregation:** sex (boys/girls), plus refugee and disability TBC pending Phase 1 EMIS integration.

Targets:

2029 targets (overall): Reading ≥ 55%; Numeracy ≥ 50%.
2029 gender targets (sex-segregated + parity)

- Each sex improves by ≥ 10 percentage points in both subjects; and
- Gender gap ≤ 2 percentage points in each subject (GPI 0.98–1.02).

2. **Gender Equality and Inclusion in Digital Access:**

Definition: % of monthly active users (MAU) on approved digital learning platforms among enrolled learners in schools meeting the MSL (connectivity, device ratio, accessible platform, trained teacher).

Baseline (2025): Overall <10% MAU; sex/disability/refugee splits TBC (Phase 1 harmonization).
Targets (2029):

- Girls' MAU ≥40%; Boys' MAU ≥40%.
- Children with Disabilities (CWD) MAU ≥35% overall; where sex data exist: CWD-girls ≥35% and within 3 pp of CWD-boys.

  Equity guardrails (apply to all sites):
- GPI (Girls/Boys MAU): 0.98–1.02.
- CWD gap: CWD MAU ≥ *(site average − 5 pp)*.
- Refugee learners: Refugee MAU ≥ *(site average − 5 pp)* and refugee girls within 2 pp of refugee boys.

3. **Schools meeting minimum service standards (coverage)**

Definition: % of basic-education schools that meet the Minimum Service Level (MSL) for digital transformation (connectivity, LAN/Wi-Fi, device ratio, accessible platform, trained teacher, support/O&M).

Baseline (2025): TBC (from Phase 1 diagnostic).

Target (2029): ≥70% of schools meet MSL (with weighted funding safeguards for refugee-hosting, rural, and disability-inclusive schools).

4. **Teacher certification & practice**

Definition: (a) % of teachers **certified** in **gender-responsive, inclusive digital pedagogy**; (b) % of trained teachers **demonstrating target practices** in observations.
Baseline (2025): Certification **0%** (standard not yet in force); practice TBC.
Targets (2029): ≥8,000 teachers certified across implementation areas; **≥70%** demonstrate target practices.

5. **Data-driven delivery & protection**

Definition:

(a) EMIS↔assessment/platform interoperability operational and dashboards in routine use;
(b) SLA uptime and privacy compliance.

Baseline (2025): Interoperability not operational; dashboards design-only

Targets (2029):90% of participating schools use dashboards monthly; zero critical data-protection incidents; DPIA/DSAs/DQA in force.

6. **Financing sustainability**

Definition: Budget execution rate for **MTEF-tagged** digital-education lines (connectivity, platforms/content QA, PD refresh, device O&M).

Baseline (2025): TBC.
Target (2029): 90% execution in the latest fiscal year.

These outcomes complement the output-level success metrics for each phase, ensuring that the Compact is directly linked to improved learning, inclusion, and gender equality at national scale.

Monitoring and Evaluation Framework

Jordan's MEL framework leverages real-time learning analytics across four interconnected levels, ensuring timely support, accountability, and continuous improvement.

- Student-Level: Continuous tracking of learning progress and competency development through gender-responsive and inclusive digital platforms, with AI-powered early warning systems identifying learners at risk and triggering immediate support.
- Teacher-Level: Digital Champions competency development and cascade training effectiveness measurement with peer collaboration impact assessment
- School-Level: Tracking of universal design and accessibility implementation in schools, alongside measurement of community engagement, gender equality, and inclusion across diverse populations (refugees, girls/boys, children with disabilities, and vulnerable learners).
- System-Level: Evaluation of policy implementation effectiveness, financial efficiency, consistency and equality safeguards, complemented by monitoring of Jordan's contributions to regional cooperation and knowledge leadership.

Equality Assurance Through Disaggregated Monitoring

Multi-Dimensional Analysis: All data disaggregated by gender, socioeconomic status, geographic location, refugee status, and disability status with automated alerts when any demographic group falls behind expected progress.

Early Warning Systems: MEL Sub-Group authority to trigger immediate intervention protocols when equality gaps emerge or widen.

Enhanced EMIS Integration

- Comprehensive Data Platform: Real-time learning analytics integrated with existing EMIS; student privacy protection and international security compliance; teacher development tracking and Digital Champions certification systems
- Predictive Analytics: Early identification of at-risk students; resource allocation optimization; implementation success prediction
- Regional Interoperability: Platform-agnostic data collection; regional data sharing protocols; integration with national and international assessment frameworks

Quality Assurance and Accountability

Jordan's MEL framework integrates strong governance, transparent reporting, and inclusive accountability to ensure reforms remain on track, equitable, and evidence-based.

MEL Governance and Decision-Making Authority

MEL Sub-Group Oversight: PPCC MEL Sub-Group and MOE M& E unit conduct quarterly progress reviews with authority to recommend course corrections when:

- Implementation delays exceed 1 planned milestones
- Equality indicators show widening gaps for marginalized learners
- Budget overruns exceed phase allocations
- Systematic implementation challenges emerge requiring strategic adjustments

Reporting Framework:

- Quarterly: Progress reviews with accelerated monthly monitoring during pilot launch
- Annual: Comprehensive reviews aligned with GPE reporting requirements
- Real-time: EMIS dashboards with gender-disaggregated and disability-inclusive data

Independent Evaluation

- External Evaluation: Independent impact evaluation by international experts using rigorous methodologies, including cost–benefit analysis across phases and comparative benchmarking with regional initiatives.
- Community-Based Monitoring: Civil society oversight through enhanced PPCC participation; parent and student feedback integration; community scorecards ensuring inclusive accountability.
- Regional Peer Review: Cross-country validation through Arabic-speaking education networks; shared learning and joint research for regional improvement.

Success Indicators and Impact Measurement

Short-Term (Phase 1 - 2026):

- 100% completion of diagnostics with quality validation
- PPCC ToRs/SOPs (TWGs + CoL/EiE+G&E) approved; DPIA/DSAs/DQA issued.
- Digital transformation embedded in **ESP 2026–2030** with disaggregated indicators; MTEF-tagged domestic lines published.
- GPE Multiplier proposal finalized for formal submission with co-financing LOIs/agreements (≥3:1).
- 20 pilot schools identified/validated with equity criteria
- Baseline equity datasets structured and dashboard design specifications validated for Phase 2

Medium-Term (Phase 2 - 2027-2028):

- Measurable improvements in foundational learning outcomes in implementation schools
- Digital Champions framework operational with demonstrated training effectiveness
- Documented reductions in equality gaps across gender, refugee, disability, and rural indicators
- MoE institutional readiness validated for nationwide expansion

Long-Term (Phase 3 - 2029-2030):

- Sustained learning improvements supported by domestic financing and institutional ownership
- Universal coverage of inclusive digital education with equality safeguards fully embedded
- Jordan positioned as a regional leader through export of gender-responsive and inclusive Arabic-language content and technical assistance
- Tangible economic contributions demonstrated through improved workforce preparation and alignment with EMV goals

This comprehensive results framework ensures Jordan's digital education reform remains firmly anchored in student learning outcomes while generating the evidence base, accountability mechanisms, and adaptive management capacities required to deliver system-wide impact and position Jordan as a regional model for inclusive digital education innovation.

Key Implementation Risks

Jordan recognizes that risks evolve across the three phases of reform ranging from institutional capacity and governance in Phase 1, to equality and technical challenges during Phase 2 implementation, and long-term financing and political sustainability in Phase 3. The following risk matrix identifies key risks by likelihood and impact and outlines mitigation measures to ensure that reform progress remains on track and inclusive.

Risk	Likelihood	Impact	Risk Level	Mitigation Measures
Delay in domestic budget allocations	Medium	High	High	Early MoF budget agreements; embed costs in ESP 2030–2035; reinvest efficiency savings
Persistent inequities for marginalized learners (refugees, girls and boys, disabilities, rural)	High	High	High	Targeted needs assessments; equality safeguards in pilot/site selection; gender-responsive and inclusive technologies and differentiated pedagogy
Digital divide and connectivity gaps	High	High	High	Infrastructure mapping; PPPs with telecom providers; mobile learning solutions; community digital hubs

Insufficient and uneven teacher digital capacity	Medium	High	High	Digital Champions framework; professional learning networks; ongoing mentoring and certification pathways
Technology procurement challenges	Medium	Medium	Medium	Standardized procurement frameworks; long-term vendor agreements; refresh protocols
Governance fragmentation	Medium	Medium	Medium	Strengthened PPCC; inter-ministerial coordination protocols; clear escalation pathways
Limited MoE institutional capacity	Medium	Medium	Medium	Technical assistance; structured capacity-building programs; permanent unit establishment and integration into MoE career systems
Shifts in political priorities	Low	Medium	Low	ESP integration; constitutional protections; cross-party and stakeholder engagement
Cultural adaptation/resistance to technology	Low	Low	Low	Community engagement campaigns; culturally relevant content; parent involvement programs
Risks related to AI and Gender Equality and Inclusion	Medium	High	Medium	To avoid risks of reinforcing gender stereotypes or excluding persons with disabilities, ensure accessibility for persons with disabilities, prevent technology-facilitated gender-based violence, and develop gender-responsive and inclusive datasets, design standards, and continuous monitoring.

Time required for accreditation of training materials and programs by the MoE may take longer than expected.	Medium	Mediu m	Medium	Factor in adequate lead time for content review and approval within the project timeline.
Geopolitical volatility and spillovers in the region (conflict, refugee influx, supply-chain/energy disruptions, cyber activity, donor reprioritization) may delay procurement and financing, interrupt schooling/connectivity, and divert implementation capacity.	Medium	High	Medium	• **Flexible sequencing:** deliver MSL first; modular procurements; PPCC reprogramming protocol. • **Supply/hosting resilience:** multi-vendor frameworks; MoDEE-approved sovereign cloud; local caching & offline content packs. • **Continuity & inclusion:** ISP zero-rating MoUs; double-shift triggers; priority to refugee-hosting/disability-inclu sive schools. • **Financial buffers:** ring-fence O&M in MTEF; 5–10% contingency; FX risk management on large ICT buys. • **Security & AI safety:** NCSC incident response (≤72h), audits; kill-switch/rollback; no biometrics/surveillance. • **Fast-track governance: Inter-Ministerial Node (MoE–MoHESR–MoDEE–M oF–MoP)** for time-bound decisions.

Risk Management Framework

Jordan's risk management framework ensures that implementation challenges are identified early, reviewed systematically, and addressed with clear decision-making authority at multiple levels.

Monitoring & Review

- Quarterly: MEL Sub-Group risk assessment and course corrections
- Monthly: Implementation team risk monitoring and immediate responses
- Annual: Comprehensive risk review and strategy updates

Early Warning Indicators

- Implementation delays exceeding planned milestones
- Equality gaps widening for marginalized learners
- Budget overruns exceeding phase allocations
- Teacher training participation below average
- Community engagement rates below expected levels

Response Authority

- **MEL Sub-Group:** Authorized to recommend course corrections for strategic adjustments, resource reallocations within activities, partnership engagement modifications, and timeline refinements within phase parameters.
- **PPCC:** Approves major reallocations across phases, significant timeline changes, and adjustments to strategic priorities or partnership frameworks.
- **Ministerial Level:** Intervenes in cases of major systemic or political challenges requiring policy-level solutions.

Escalation Process

- Implementation Team: Handles routine risks through standard operating protocols.
- MEL Sub-Group: Reviews risks quarterly and issues corrective recommendations.
- PPCC: Endorses and implements strategic adjustments or reallocation decisions.
- Ministerial Level: Engaged when risks escalate beyond programmatic control into policy-level challenges.

Chapter 7: Financial Sustainability and Partnership Investment

Strategic Investment Framework

Jordan's digital education reform is anchored in a partnership-based financing strategy that positions financing as a driver of system transformation. Rather than funding isolated activities, the financing pathway ensures that each phase strengthens institutional capacity, mobilizes additional resources, and embeds sustainability. Building on the Education Sector Analysis (ESA) and Enabling Factors Analysis (EFA), the three-phase approach creates a structured progression: SCG-financed capacity building, Multiplier-supported implementation, and full institutionalization through domestic budgets and partnerships. This chapter complements the reform pathway outlined in Chapter 4 by detailing how resources will be aligned, sequenced, and sustained to deliver transformation at scale.

Phased Financing Strategy

- **Phase 1: Foundation Investment (2026)**
  Financing: US$1M GPE System Capacity Grant
    - Investments focus on institutional preparation, equality diagnostics, partnership development, and financing frameworks that enable Jordan to access and absorb larger-scale Multiplier financing.
    - Strategic value: The SCG positions Jordan to leverage up to US$15M in Multiplier resources plus co-financing, while establishing durable governance, financing, and institutional capacity foundations.

- **Phase 2: Implementation Investment (2027–2028)**
  Financing: Baseline Up toUS$15M, attracting up to US$45M in co-financing for a total envelope of up to US$60M.
    - Resources finance large-scale rollout of validated models, teacher development, and system integration.
    - **Co-financing strategy:** Development partners, bilateral donors, and private sector actors align resources under a single framework, reducing transaction costs and ensuring national priorities drive implementation.

- **Phase 3: Institutionalization and Sustainability (2028–2030)**
  Financing: Approx. US$25M in domestic budget allocations, complemented by private sector contributions and generated revenue streams.
    - Costs progressively transferred to the government budget, with permanent MoE units established for digital education governance.
    - Sustainability focus: Dedicated budget lines embedded in the ESP 2030–2035 and MTEF; revenue generation through content export and technical assistance; innovation

institutionalized through professional development systems and continuous improvement mechanisms.

Government Co-financing and Commitment Framework

- **Progressive Budget Integration:** Domestic allocations grow from 3.5% of GDP in 2026 toward the 4% target by 2030, with explicit inclusion of digital education reform costs.
- **Policy Reform Commitments:** Regulatory frameworks, institutional strengthening, and inter-ministerial protocols align education, digital economy, higher education, and finance policies to sustain reform.
- **Constitutional and Political Safeguards:** Digital education recognized as an essential public good, protecting investments from political shifts and ensuring continuity.

Private Sector Partnership Integration

Jordan positions digital education reform as a platform for innovation and shared value creation:

- **Infrastructure & Connectivity:** Partnerships with telecom providers for cost-sharing and expanded coverage, aligned with MoDEE approvals (government cloud/EMIS hosting, security standards, data-hub integration) and SLAs for uptime/response. AI-enabled services must run on MoDEE-approved infrastructure; learner data stay in the sovereign cloud**.**
- **Technology Development:** Collaboration with local and international EdTech companies to scale innovations and build sustainable business models. AI is assistive-first (teacher supports, accessibility, low-stakes practice) with human-in-the-loop; no biometric surveillance/proctoring, no automated high-stakes decisions, and no training/fine-tuning on identifiable student/teacher data. Products integrate via documented APIs/IDs (per MoDEE) and enter through sandbox pilots before any scale-up.
- **Content Creation & Export:** Joint development of Arabic-language digital resources with IP-sharing arrangements, supporting both system needs and regional export opportunities. AI-assisted content follows safety and age-appropriateness rules, meets WCAG accessibility, and uses provenance/labeling (“AI-assisted”); no behavioral ads or tracking of learners.

Revenue Generation and Export Strategy

- **Content Licensing & Export:** Curriculum-aligned Arabic content developed and licensed regionally, generating revenues from Years 3–4 onward. Licenses include perpetual, royalty-free domestic use for MoE, while export agreements ensure WCAG accessibility, age-appropriate/safe design, and provenance/labeling (“AI-assisted”). No behavioral advertising or learner tracking is permitted. Hosting and data flows comply with MoDEE approvals (sovereign cloud, security, APIs).

- **Technical Assistance Services:** Regional digital learning centers provide consulting and training to neighboring countries under South–South cooperation models (interoperability/API standards, platform rollout, teacher CPD, accessibility). AI-specific TA covers governance frameworks, ethics/safeguards reviews, data-protection impact assessments, model/system cards, bias testing and parity checks, and sandbox-to-scale playbooks, all aligned to MoE/MoDEE requirements. A published service catalogue and rate card supports transparent, cost-recovery pricing.
- **Innovation and Technology Transfer:** Commercialization of education innovations including compliant AI features and IP licensing of locally developed solutions. Contracts prohibit training/fine-tuning on identifiable student/teacher data, require explainability, audit logs, and kill-switch/rollback, and mandate MoDEE-approved hosting and security. Net revenues are reinvested into operations & maintenance, teacher professional development, and local R&D to sustain continuous system improvement.

Risk Mitigation and Financial Security

Diversified Funding Portfolio: Government budget, development partners, private sector, and earned revenue reduce reliance on any single source.
Performance-Based Allocation: Funding linked to results, monitored through MEL Sub-Group oversight.

Flexibility: Modular implementation design ensures continuity of successful components even if funding shifts.

Investment Returns and Impact

- **Financial Returns:** Foundation investments leveraged into larger external financing; cost savings generated through digital efficiencies (reduced textbook costs, improved teacher effectiveness).
- **Development Impact:** 75,000+ marginalized students benefit by 2028; universal inclusive and gender-responsive digital education achieved by 2030.
- **Regional Leadership:** Jordan positioned as MENA hub for Arabic digital education, creating regional public goods and revenue streams.
- **Economic Contribution:** New jobs in the EdTech sector, strengthened innovation ecosystems, and alignment with EMV goals for knowledge economy growth.

Partnership Value Proposition

- **For Development Partners:** Evidence-based reform model with clear sustainability commitments and regional spillover effects.
- **For Private Sector:** Emerging EdTech market with de-risked entry through government partnership frameworks.
- **For Regional Partners:** Access to tested content, models, and expertise, reducing costs of reform and enabling cross-country learning.

Jordan's financial sustainability strategy demonstrates that education financing is not simply about resource mobilization, but about creating the conditions for lasting system transformation. By sequencing external support through the SCG and Multiplier, progressively integrating costs into the national budget, and developing regional revenue streams, Jordan ensures that reform outcomes are sustainable beyond the grant period. This strategy builds directly on the institutional foundations detailed in earlier chapters, while positioning Jordan as a regional leader and knowledge hub in inclusive and gender-responsive digital education. Through this compact, Jordan shows how strategic education financing can deliver measurable improvements in learning and equality while generating global public goods and regional impact.

Annexes

Annex 1: Enabling Factors Analysis Summary

Annex 2: From Enabling Factor Gaps to SCG and Multiplier Actions

Annex 3:Implementation Governance Chart

Annex 4: Results Indicators Framework

Annex5: Projections for cofinancing the Multiplier Grant

Annex 1: Enabling Factors Analysis Summary

Enabling Factor (EFA Result)	Identified Gaps / Weaknesses	Priority Reform Intervention	Expected Change
Data and Evidence	Weak EMIS integration; limited sex-/disability-disaggregated data; limited learning outcome tracking	AI-enabled EMIS dashboards, student performance analytics	Data-driven planning; timely interventions; evidence-based and inclusive and gender-responsive decision-making
Inclusive and Gender-Responsive Sector Planning, Policy, and Monitoring	ESP not fully costed or gender-responsive; weak inclusion of disability & refugee data	Embedding digital transformation in ESP; inclusive and gender-responsive digital pedagogy; assistive tech & inclusive content. Support ongoing gender-responsive budgeting process	ESP aligned with gender equality commitments; improved inclusion of girls, refugees, and students with disabilities
Sector Coordination and Finance	PPCC capacity needs to be strengthened; thematic working groups need to take more active role and TORs need to be updated to reflect this role.; limited stakeholder participation	Strengthened PPCC with field voice mechanism; coordination with line ministries; updated SOW for thematic working group to strengthen their role in monitoring and early warning	Inclusive and gender-responsive governance; stronger working groups, including the consideration of a specific gender working group as recommended during JARM 2025; better donor harmonization, strengthened cross ministerial coordination
Domestic Public Expenditure	3.5% GDP, 11% national budget; 95% recurrent on salaries; low allocative efficiency	Multiplier Grant + progressive budget increases; private sector PPPs in devices & connectivity	Increased efficiency; more resources for digital access, content, and PD,

Annex 2: From Enabling Factor Gaps to SCG and Multiplier Actions

Enabling Factor Gap	SCG-Funded Activities (Phase 1 – 2026	How Multiplier/Implementation Builds on SCG Outputs
Data & Evidence • Limited EMIS integration • Weak real-time analytics • Insufficient digital readiness baselines	• Digital readiness assessment in Mafraq, Zarqa, Irbid • EMIS enhancement design with real-time protocols • System-wide baseline establishment • Early warning integration into PPCC	•Enhanced EMIS across 500+ schools • Real-time learning and equity dashboards • Quarterly data-driven PPCC reviews • Automated early warning systems
Inclusive and gender-responsive Planning, Policy & Monitoring • Limited gender/inclusion diagnostics • Incomplete inclusive and gender-responsive pedagogy frameworks • Insufficient disability accommodation	• Comprehensive gender, refugee, disability, and vulnerables inclusion diagnostic • Digital Champions training framework with inclusion focus • Universal design in technical standards • MOE/EMIS staff training protocols	•8,000+ teachers trained in inclusive and gender-responsive digital pedagogy • Gender/refugee/disability metrics in EMIS • 75,000+ marginalized learners supported • Regular public reporting on gender equality and inclusion
Sector Coordination • PPCC lacks digital education focus	• Enhanced PPCC terms of reference • 5+ strategic partnership agreements	•Multi-stakeholder coordination platform • Private sector implementation support

• Insufficient private sector engagement • Limited regional partnerships	• Regional cooperation frameworks • Inter-ministerial coordination protocols	• Regional knowledge sharing networks • Professional learning networks operational
Domestic Financing & Sustainability • Education spending at 3.5% GDP • Heavy recurrent costs • Unclear sustainability mechanisms	• Financial analysis and efficiency opportunities • MoF budget line commitments • Government co-financing secured • Multiplier proposal submitted	• US$12M Multiplier + co-financing mobilized • Progressive budget increase toward 4% GDP • Revenue generation mechanisms operational • Diversified financing framework
System Readiness • No technical standards • Lack of ready schools • Insufficient institutional capacity	• Technical standards approved and validated • 20 pilot schools identified with readiness frameworks and community engagement protocols • MOE digital education units established • Digital Champions certification pathways	• 500+ schools implementing digital transformation • Universal connectivity and accessibility • National standards expansion • 150 Digital Champions operational

Key Success Indicators

Phase	Success Metrics
SCG (2026)	• 100% diagnostic completion • Multiplier approval with US$15M+ financing • 20 pilot schools identified with readiness frameworks and community engagement protocols • EMIS dashboards enhancement and integration design completed
Multiplier (2027-2028)	• 75,000+ marginalized learners supported • 8,000+ teachers certified • 500+ schools modernized • Continuous analytics across sites
Sustainability (2029+)	• ESP 2030-2035 integration • Regional hub established • Universal coverage achieved • Domestic financing sustainable • Domestic education budget reaches 4% of GDP benchmark with dedicated digital transformation lines

Annex 3. Implementation Governance Chart

MoE / Policy, Planning & Coordination Committee (PPCC – LEG equivalent)
│ (Chairs; embeds priorities in ESP/MTEF; oversees inclusive governance & MEL with quarterly stocktakes; maintains decision logs and escalation pathways)

├── **PPCC Thematic Working Groups (TWGs) –** prepare technical recommendations for PPCC endorsement
│ • Digital Transformation & Data Interoperability (EMIS ↔ Assessments/HR/Finance; data governance)
│ • Continuity of Learning & EiE (Digital Readiness) – SOPs, simulations, AARs
│ • Teacher Professional Development (digital pedagogy/micro-credential framework)
│ • Inclusion & Gender Equality (sex/disability/refugee disaggregation; accessibility)
│ • Financing & Procurement (MTEF tagging, framework contracts, TCO/O&M)
├── **International Cooperation / External Relations (MoE) ↔ MoPIC**
│ • Co-chairs partner coordination; keeps co-financing pipeline/LOIs; supports EDPG
│ • Donor reporting & visibility; JSRs; partner CRM & MoU repository
├── **Bidirectional Coordination with MoDEE (ICT Authority)**
│ • Approves enterprise IT/architecture, identity/API standards; national data hub/exchange
│ • Oversees government cloud hosting (incl. EMIS cloud for MoE) & cybersecurity/data-protection policies
│ • Clears major ICT procurements/integrations for interoperability, security, and continuity
├── **Inter-Ministerial Coordination Node (MoE – MoHESR – MoDEE – MoF – MoPIC – NCSCM)**
│ • Architecture/security (MoDEE); Financing/MTEF & procurement (MoF); policy alignment (MoPIC)
│ • Teacher pipeline & HE standards (MoHESR/AQACHEI); Equity Gate; crisis activation (with NCSCM)
│ • Escalation/resolution & consolidated decision log
├── **Implementation & Delivery (within existing MoE directorates; no new units)**
│ ├─ Planning/EMIS & Data (UIDs/APIs; interface to MoDEE cloud/data hub; SDG4 & equity reporting/dashboards)
│ ├─ Training/PD – Digital Champions (links to MoHESR & universities; recertification cadence)
│ ├─ Curriculum/Content & Accessibility (content governance/QA; accessibility standards)
│ └─ M&E / Reporting (PPCC MEL Sub-Group; stocktakes; AARs; publication of results briefs)
├── **Grant Agent (TBD – SCG fiduciary & technical assistance)**

- **Grant Agent (TBD – Multiplier)**
- **Coordinating Agencies (EU & World Bank) – facilitate MoE/PPCC–GPE dialogue; co-chair EDPG; donor alignment**
- **Development Partners – co-financing & TA aligned to Compact priorities**
- **Civil Society & Private Sector**
  - **CSOs/NGOs –** outreach, monitoring,; gender/disability advocacy
  - **Communities –** awareness, representation, buy-in
  - **Private sector –** PPPs for devices, connectivity, platforms/content (ISPs/MNOs, EdTech)

Annex 4: Results Indicators Framework

Phase 1: Foundation Investment 12 Months-2026

Indicator	Baseline	Target	Data Source
Strategic Foundations			
PPCC governance enhanced with digital education focus	Current structure TORs needs update new subgroups for EIE and Gender and equality	Updated ToR for thematic working groups Efficient mechanism developed to link	MOE(PPCC ToRs; minutes)
Inter-ministerial coordination protocols (MoE–MoHESR–MoDEE–MoF–MoPIC)	Fragmented arrangements	**Signed protocol** with decision rights & escalation; decision log template adopted	MOE (Signed protocol; decision log)
ESP embedding & MTEF tagging	DT not formally embedded; no tagged lines	ESP 2026–2030 addendum/update approved (DT with disaggregated indicators); MTEF-tagged domestic lines published	MOE
Pilot schools selected and prepared on paper	0	20 schools identified with readiness frameworks and engagement protocols	MOE
Digital Champions training framework developed	0	Digital Champions Framework developed and endorsed by MoE.	MOE/Grant Agent
GPE Multiplier proposal submitted	0	1 proposal submitted	GPE Secretariat
System Readiness			

Technical standards developed	0	Standards finalized for all four pillars	MOE
Strategic partnerships formalized	0	5 agreements signed	MOE
Baseline equity datasets structured and dashboard design specifications validated for later operationalization under Phase 2	Limited capability	Baseline data collected and disaggregated by gender, disability, refugee, location	MOE EMIS
Co-financing commitments secured	0	agreements meeting ≥3:1 eligibility ratio for the requested Multiplier (up to US$15m)	MOE/Partners (Signed LOIs/agreement)

Phase 2: Implementation (US$12 Million Multiplier - 18 Months, 2027-2028)[25]

Indicator	Baseline	Target	Data Source	Disaggregation
Learning Outcomes				
Grade 2 reading proficiency	42%	52% in pilot schools	National Assessment	Gender, refugee, disability, location
Grade 3 numeracy proficiency	18%	28% in pilot schools (10 pp gain)	National assessment (EGMA/NAfKE)	Gender, refugee, disability, location

[25] Implementation financing: GPE Multiplier (up to US$15M) + partner co-financing (up to US$45M) = US$60M total potential. Current targets reflect US$12M baseline

Marginalized students supported	NA	75,000+ students	School Records	Refugee, disability, gender, location
Teacher Training				
Teachers trained through Digital Champions	0	8,000+ teachers	MOE Professional Development	Gender, disability, experience, governorate
Teachers demonstrating target practices	NA	70% of trained teachers	Classroom observation tool	Gender, experience, governorate
Digital Champions certified	0	150 master trainers	Training Records	Gender, disability, specialization
Infrastructure & Access				
Schools implementing digital transformation plan	0	500+ schools	MOE Infrastructure	Governorate, urban/rural
Students with device access at schools	Limited	device/student ratio in all implementation schools	School Inventory	All equity dimensions
Schools with reliable connectivity	Limited	100% in implementation schools	Infrastructure Records	Location, school size
Equity & Inclusion				

Learning outcome gap reduction	NA	25% reduction	National Assessment	All marginalized groups
Students with disabilities accessing digital content	NA	At least 35%% of SWD at schools have access to digital content	MOE Special Education	Disability type, age, location
System Strengthening				
EMIS↔assessment/platform interoperability operational	Not operational	Operational across implementation sites (UIDs/SSO/open APIs)	API logs / acceptance tests / PPCC memo	NA
Professional learning networks established and operational	0	5 networks	MOE Coordination	Governorate, subject area
Schools where EMIS dashboards are **used monthly**	Limited	90% of implementation schools	EMIS Platform	Data type, school level
Privacy & service quality	Partial	SLA uptime95%; zero critical data-protection incidents	SLA/helpdesk reports; audit findings	N/A

Phase 3: Sustainability & Scale (US$25 Million Domestic - 3.5 Years, 2029-2030)

Indicator	Baseline	Target	Data Source	Timeline	Desegregation
National Coverage					
Basic education schools with digital transformation plan implemented/completed	500+ schools	Universal coverage	MOE Infrastructure	By 2030	By location (urban/rural), governorate
Grade 2 reading proficiency (national)	42%	55%	National Assessment	Annual	Gender, refugee, disability, location
Grade 3 mathematics proficiency (national)	18%	50%	National Assessment	Annual	Gender, refugee, disability, location
Sustainability Mechanisms					
Education budget allocation	3.5% GDP	4.0% GDP	Ministry of Finance	Annual	N/A (macro-level)
Digital education in national budget	Limited	Dedicated budget lines	MOF Budget	Annual	N/A (macro-level)
Revenue from content export/technical assistance	US$0	At least one sustainable revenue stream operational (content licensing and/or technical assistance)	MOE Financial	Annual	N/A (macro-level)
Operational MoE digital education units	NA	1 digital education unit established with enough number of certified staff to operate efficiently	MOE Budget	Annual	N/A

Regional Leadership					
EdTech hub established in the MENA Region	No	Regional hub established in Jordan	Regional Organizations	By 2030	N/A
Arabic-speaking countries signing agreements to adopt the model	0	Partnership agreements	MOE International	By 2030	N/A
System Excellence					
Equity gaps in learning outcomes	NA	At least 50% reduction in gender, disability, refugee, and location-based learning outcome gaps.	National Assessment	Annual	Gender, refugee, disability, location
Students with disabilities in inclusive education	28,000	Comprehensive inclusion	MOE Special Education	Annual	Gender, refugee, disability, location
Percentage of girls and children with disabilities using digital learning platforms in pilot schools.	<10% girls & children with disabilities in pilots	40% using platforms	MoE EMIS/Digital Platforms	Annual	Gender, refugee, disability, location
Retention rate in basic education for refugees	65%	80%	UNHCR/MoE Joint Monitoring	Annual	Gender, refugee, disability, location

المملكة الأردنية الهاشمية
وزارة التربية والتعليم

GPE
Transforming
Education