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ANNEX I

to the Commission Implementing Decision on the Annual Action Plan in favour of the Hashemite Kingdom of Jordan for 2023

Action Document for “Education for All”

ANNUAL ACTION PLAN

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation, and action plan in the sense of Article 23(2) of NDICI-Global Europe Regulation.

1. SYNOPSIS

1.1. Action Summary Table

1. Title OPSYS Basic Act	Education for All Annual Action Plan for the Hashemite Kingdom of Jordan for 2023 OPSYS business reference: NDICI-GEO-NEAR/2023/ACT-61727 ABAC Commitment level 1 number: JAD.1287023 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe).
2. Economic and Investment Plan (EIP)	Yes vi. Human Development (incl. human capital and youth)
EIP Flagship	Yes
3. Team Europe Initiative	No
4. Beneficiar(y)/(ies) of the action	The action shall be carried out in the Hashemite Kingdom of Jordan
5. Programming document	Multiannual Indicative Programme (MIP) for Jordan for the period 2021-2027 ¹
6. Link with relevant MIP(s) objectives/expected results	Specific Objective #3: Human Development
PRIORITY AREAS AND SECTOR INFORMATION	
7. Priority Area(s), sectors	111 – Education, Level Unspecified 112 – Basic Education 113 – Secondary Education

¹ C(2022)3821

	114 – Post-Secondary Education			
8. Sustainable Development Goals (SDGs)	Main SDG: SDG 4 Other significant SDGs: SDG 5 Gender Equality SDG 8 Decent Work and Economic Growth SDG 10 Reduced Inequalities			
9. DAC code(s)	11110 – Education policy and administrative management 15% 11130 – Teacher training 10% 11220 – Primary education 25% 11260 – Lower secondary education 25% 11320 – Upper secondary education 10% 11420 – Higher education 15%			
10. Main Delivery Channel	Recipient Government/Central Government – 12001 UNICEF – 41122 Private sector institution – 60000 Third Country Government/Delegated Cooperation – 13000			
11. Targets	<input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input type="checkbox"/> Human Rights, Democracy and Governance			
12. Markers (from DAC form)	General policy objective	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Aid to environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Climate change adaptation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Internal markers and Tags	Policy objectives	Not targeted	Significant objective	Principal objective
	EIP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	EIP Flagship	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	Tags	YES	NO	
	transport	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	energy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	environment, climate resilience	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	digital	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	economic development (incl. private sector, trade and macroeconomic support)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	human development (incl. human capital and youth)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	health resilience	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	migration and mobility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	agriculture, food security and rural development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	rule of law, governance and public administration reform	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
other	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Digitalisation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Tags	YES	NO		
digital connectivity	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
digital governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
digital entrepreneurship	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
digital skills/literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
digital services	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Connectivity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Tags	YES	NO		
digital connectivity	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
energy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
transport	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
health	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
education and research	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Migration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Reduction of Inequalities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	COVID-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET INFORMATION				
14. Amounts concerned	Budget line: 14.020110 Southern Neighbourhood Total estimated cost: EUR 70 000 000.00 Total amount of EU budget contribution: EUR 70 000 000.00 of which EUR 35 000 000.00 for budget support and EUR 35 000 000.00 for complementary support			
MANAGEMENT AND IMPLEMENTATION				
15. Implementation modalities (management mode and delivery methods)	Direct management through: - Budget Support: Sector Reform Performance Contract - Procurement Indirect management with pillar-assessed entities: - the entity(ies) to be selected in accordance with the criteria set out in section 4.4.2 - UNICEF			

1.2. Summary of the Action

The Government of Jordan is committed to the provision of free quality education for all children, regardless of their registration status or nationality. The most recently adopted education policies, strategies and plans – notably the Human Resources Development (HRD) Strategy 2016-2025, the Education Strategic Plan (ESP) 2018-2025 and the Economic Modernization Vision – reflect the Government of Jordan’s commitment towards increased quality of service delivery and accountability, while also reforming the national education system.

The overall objective of this action is to improve literacy and numeracy of the population in Jordan. Built on previous experiences and results of current EU programmes in the sector, the programme supports the implementation of the Education Strategic plan 2018-2025², and aims at enhancing the inclusiveness of the education system as well as the quality of education, amid economic hardship increasing the pressure on public education infrastructures. The programme also aims at further supporting Jordan in recovering the learning losses due to closure of school during the COVID19 pandemic. The action will cover the school years 2024-2025, 2025-2026, 2026-2027 and 2027-2028.

The action will contribute first and foremost to SDG 4, Quality Education, but will also support implementation of other significant SDGs, such as SDG 5 Gender Equality, SDG 8 Decent Work and Economic Growth, and SDG 10 Reduced Inequalities. As to markers, participation/development/good governance; gender equality and women’s and girls’ empowerment and inclusion of persons with disabilities are significant objectives (DAC).

The action is in line with the priorities of the ambitious and innovative Agenda for the Mediterranean, set out in the Joint Communication from the Commission and the High Representative on the Southern

² In 2024 planning for the new Ministry of Education (MoE) strategic plan will start; partners will be associated to the process, which aims to align the MoE next strategic plan with Jordan’s Economic Modernization Vision’s executive plan for 2023-2025.

Neighbourhood of 9 February 2021³, its Economic and Investment Plan⁴ and in the subsequent Council conclusions on a renewed Partnership with the Southern Neighbourhood of 16 April 2021⁵, especially the flagship 1 “Support to social sectors, education, skills and health”, as well as the EU-Jordan MIP 2021-2027 priorities (Priority Area 3 : Human Development).

This action is complementary to the action “Technical and Vocational Training (TVET) for all in Jordan” of the same Financial Decision. In the absence of a generalised free higher education system, the EU will support, through both actions, equitable access to higher and technical education through a scholarship scheme targeting vulnerable Jordanian students in specific higher education tracks. This will contribute to social inclusion and increase participation of young people in the labour market.

With a view to ensuring a comprehensive response from emergency to resilience and development, the proposed action is also complementary to the action “Education for All – Inclusive and Quality Education for Refugees and Vulnerable Children and Youth in Host Communities in Jordan 2024-2027” under the “Response to the Syrian crisis special measure for 2023-2024”, that aims at supporting the completion of a full-cycle of quality education for refugees, particularly in camp environments, and the most vulnerable host communities. Considering the Syrian crisis is in its second decade, the push for more inclusion into the national education system and long-term sustainability will get a more central place. Joint policy dialogue, joint targeted and synergetic Technical Assistance and a better leveraged leading role in the existing donor coordination mechanisms will be critical to support the Ministry of Education (MoE) in the overall implementation of the ESP and other relevant policies.

1.1. Beneficiar(y)/(ies) of the action

The Action shall be carried out in the Hashemite Kingdom of Jordan which is included in the list of ODA recipients.

2. RATIONALE

2.1. Context

The Government of Jordan is committed to the provision of free quality education for all children, regardless of their registration status or nationality. The most recently adopted education policies, strategies and plans – notably the Human Resources Development (HRD) Strategy 2016-2025, the Education Strategic Plan (ESP) 2018-2025 and the Economic Modernization Vision – reflect the Government of Jordan’s commitment towards increased quality of service delivery and accountability, while also reforming the national education system.

The Education Strategic Plan 2018-2025 (ESP) is the key policy document for the education sector. During the Mid-Term review 2021-2022, the Ministry of Education (MoE) in consultation with partners adjusted some future priorities and extended the validity of the strategy until 2025. This includes notably further mainstreaming in the ESP of the COVID-19 emergency plan, a stronger focus on inclusive education and the political commitment to vocational education reform. In particular Domain 2 (Access and Equity) of the ESP, which focuses on the inclusion of refugee children, out of school children and children with disabilities, is aligned with overarching EU priorities of comprehensive access to education and inclusive opportunities for improved learning outcomes, life-skill development, and work readiness for young people.

Regional crises unfolding in the Middle East over the past two decades have nevertheless impacted Jordan’s development path in multiple ways. Various waves of displacement (from Iraq and Syria) contributed to

³ JOIN(2021) 2 final

⁴ SWD(2021) 23 final

⁵ <https://data.consilium.europa.eu/doc/document/ST-7931-2021-INIT/en/pdf>.

pressure on the entire education system, given Jordan's commitment to guarantee access to quality education for all children living in the country. Against the backdrop of a global economic downturn, starting during the COVID-19 pandemic and exacerbated by Russia's war of aggression against Ukraine, Jordan's economy suffered. During the lockdown, the loss in GDP was estimated to be around 23%, a 40% reduction in food outputs and an employment loss of over 20%. Deteriorations of the economic situation post-pandemic combined with the reduction of subsidies on staple food items and petrol derivatives have resulted in an inflationary pressure that has affected poor households disproportionately.

Moreover, the COVID-19 crisis has had immediate consequences on education in Jordan, as the country was among the first in the region to impose a lockdown on schools, colleges, universities, and training centres. Schools were closed in March 2020 for two school years, and the Education during Emergency Plan (EDEP) was drafted as a primary response for alternative education channels⁶. To ensure learning continuity the MoE introduced the "Darsak" learning platform and created online lessons and content. COVID-19 has exposed the learning crisis and weaknesses in the education system and has exacerbated existing inequalities in education with a disproportionate impact on girls, youth, vulnerable and disadvantaged populations, due to notably a lack of interactivity of the platform. Recently, during the "Transforming Education Summit"⁷, the Government reiterated its commitment to ensure sustainability of learning recovery post-COVID-19.

The MoE reinforced Jordan's commitment to 'Leaving No One Behind' through the adoption of the 'Jordan Declaration on Inclusion and Diversity in Education'⁸. With the general recognition at the level of the Jordanian constitution and as a child right, the specific right to education of persons with disabilities has been enshrined in article 18 of the Jordanian Law on the Rights of Persons with Disabilities of 2017. Building on the legal provision, the 10-Year Strategy for Inclusive Education (2020-2030) was developed by the MoE with the Higher Council for the Rights of Persons with Disabilities (HCD); the three-year operational plan focuses on disability management and will be later integrated in the Education Strategic Plan (ESP) as per the mid-term review.

With regard to **quality of education**, despite the lack of data at national level, the latest PISA (Programme for International Student Assessment) results from 2018 suggested that student attainment in Jordan improved across all three domains of reading literacy, maths and science compared to the previous assessments of 2012 or 2015. However, both PISA and TIMSS (Trends in International Mathematics and Science Study) highlight low absolute levels of attainment. The 100 school survey 2022 report shows that only 39 schools are judged as adequate⁹. Other recent research conducted by the MoE and partners indicates high levels of learning loss as a result of the extended school closures.

The **Jordanian Higher Education** system has undergone several policy updates aimed at improving the quality of education and ensuring that graduates have the necessary skills for the job market¹⁰. Despite these laudable efforts, there remains space to improve the linkages between tertiary education and labour market needs. At the same time, more vulnerable groups face challenges in accessing higher education (including the technical stream) due to limited availability of scholarship programmes.

⁶ https://inee.org/sites/default/files/resources/jordan_education_during_emergency_plan_2020-2022.pdf

⁷ <https://www.un.org/en/transforming-education-summit/transforming-education-documents> - 5 Action Tracks - 19 September 2022

⁸ Ten groups of children vulnerable to exclusion from and marginalization within education in Jordan are identified, expanding the concept from disability management to a broader analysis: children affected by drugs and substance abuse; experiencing gender inequality; from ethnic, language and social minorities; from income poor backgrounds; suffering from neglect, abandonment and abuse, incl. orphans; who are under-stimulated and disengaged (including first generation learners; who are not supported by their families); and those who are often referred to as 'gifted' and 'talented'; children with disabilities; institutionalized children and children without freedom of movement; Out-of-school children (OSC) (i.e., children who dropped out of school, never enrolled in formal education, and street and working children); refugee, returnee, and unregistered children (i.e., children who were never registered at birth or may be registered in another country).

⁹ The 100 school survey is a methodology developed with EU support for quality monitoring in a sample of 100 schools in the country through a "Quality Performance Score" based on three performance standards (teaching and learning; school management and leadership, and student's personal development, well-being and safety). The overall Quality Performance Score (QPS) in 2022 is 2.90, in need of improvement (Band C+).

¹⁰ In order to meet the needs of the local labour market, modern and future specializations have been developed in Jordanian universities, while stagnant, saturated, or duplicate majors are not approved, and admission in such disciplines is being reduced.

The New Agenda for the Mediterranean includes a reiterated commitment to support education¹¹, a key area also present in the “Global Gateway¹²”. This action will contribute to Flagship 1 of the EU new Agenda for the Mediterranean—“Support to social sectors, education, skills and health” by working through a system strengthening approach with a focus on teacher training and curricula development to enhance the quality of Jordan’s education system and prioritising inclusion of vulnerable students into public schools.

The EU is at the forefront of working through the national education systems supporting education reforms and is well placed to continue as a meaningful partner for the MoE in the education sector upholding its values of inclusion¹³ and equity, gender equity¹⁴ and quality education, as well as abiding by the principles of alignment with the country’s national sector plans and coordination with the relevant stakeholders in each sub-thematic area. The EU will assist Jordan in transforming its education system and enhance teaching and learning, towards equitable and inclusive economic recovery. Moreover, political leverage and policy dialogue, a positive public perception, the capacity to mobilise high levels of funding and to gather best practise and transferable lessons make the EU a valued partner. The EU also approaches the bilateral response and the Syrian response in a complementary way.

The action is fully aligned with the ESP policy commitments of the Government on Education. Furthermore, synergies and complementarities will be sought with major partners, taking full account of the sector mapping to avoid duplications. On learning recovery, the United Nations International Children’s Emergency Fund (UNICEF), the United States Agency for International Development (USAID) and the United Kingdom’s Foreign, Commonwealth & Development Office (FCDO) are key partners to the MoE. As to inclusion, dialogue will be further enhanced notably with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and Jordan’s Higher Council for the Rights of Persons with Disabilities (HCD). Coordination on the quality of education will take into account activities by the World Bank (e.g. on digital curricula and teacher training). UNESCO as technical advisor to the MoE is a key partner under systems strengthening.

2.2. Problem Analysis

In terms of **access and equity** a number of important challenges remain in the country. Barriers to education are both from the supply side (overcrowding in schools and low quality in teaching compounded by limited teacher training and compensation; violence in schools; high numbers of double-shift schools and inadequate numbers of government-owned facilities; constraints for disabled students) and from the demand side (perceived value to low economic return; economic barriers or negative coping strategies such as child labour or early marriage among vulnerable groups; mismatch of skills between the labour market and the skills offered, with a lack of quality jobs¹⁵; preference for private schools based on quality and student-teacher ratios).

Addressing learning loss following the COVID-19 pandemic is a key priority in the revised ESP. In February 2022, UNICEF supported the MoE in implementing a National Diagnostic Assessment, targeting all students in Grades 4 to 11. The results of the assessment demonstrated that in mathematics, the average score of a Grade 4 student sitting a Grade 2 level paper was 45%, whilst the average score of a Grade 11 student sitting a Grade 9 level paper was 14%. Results in Arabic were also poor. The 100 School Survey, conducted in late May / early June 2022, highlights numerous issues related to the quality of education not necessarily linked

¹¹ <https://www.consilium.europa.eu/media/49280/st07931-en21.pdf>

¹² JOIN(2021)30

¹³ The EU is committed to promoting the rights of persons with disabilities and supporting their social inclusion in all external action as per “Union of Equality: strategy of the rights of persons with disabilities”.

¹⁴ The EU Gender Action Plan III adopted Nov 2020 has included education as a key area of engagement in external action to accelerate gender equality and intersecting forms of discrimination.

¹⁵ UNICEF, Jordan Country Report on Out-of-School Children, December 2020

to the pandemic. Instead, longstanding development challenges appear to have been compounded and reinforced by COVID-19. The support to the roll out of the accelerated learning program (ALP)¹⁶ designed through UNICEF is thus envisaged through this action.

On the quality of education with a longer-term perspective, and in particular curriculum development, support is required to strengthen coordination efforts between the **National Centre for Curriculum Development (NCCD) and the MoE** as they have not yet established fully complementary operational procedures, notably on the curricula transmission to teachers and to ensure that the curriculum developers take into consideration the experience of education practitioners. NCCD plans to review and update the curricula and the textbooks on a rolling basis every three years. A key priority is to equip all students with 21st century skills **through new content** (e.g. digital)¹⁷.

Teachers are the cornerstone of a quality education system. The 100 school survey highlights that both students and teachers agree that students do not understand the lessons, and that teachers need to be trained more on interactive teaching and learning techniques, on effective use of technology, the design and implementation of effective continuous education assessments, how best to deal with refugee students and how to teach/act according to the new professional standards. At present, the teacher profession is not very attractive due to social perception (in particular for male teachers) and low remuneration¹⁸. Teaching training (in-service and pre-service) is currently under revision; support to **competency-based teaching** is paramount. In this framework, **additional teacher training centres** to improve teachers' attitudes towards the profession will need to be established as currently the MoE relies largely on a single provider for teacher training.

Inclusive education is a complex matrix with interrelated components that collectively cover the educational resources, infrastructure, needs of the special education teachers (in terms of capacity building on the educational resources and pedagogy to transfer the learning for students with disabilities), but also the mind-set of communities to accept inclusive schools as the standard for quality education. Since 2017, 67 special education centres for people with disabilities were transferred from the Ministry of Social Development (MoSD) to the MoE – to date, gaps remain with regard to qualified and specialised staff to oversee these facilities to ensure access to education for all children with disability in Jordan¹⁹. The development of a **Home and online learning** approach (e.g. platform and content) for children with disabilities (CWDs)²⁰ to help recover learning loss and related teacher training is required to enhance inclusive education for this category of students²¹.

In the absence of a generalised free higher education system, the EU will support access to higher/technical education (e.g. **scholarship scheme**) geared to employability, taking into account that Jordan's middle class has eroded, social vulnerabilities and the number of "working poor" have increased leading to a higher risk of polarisation. This would promote inclusion and employment through specific higher education tracks (sectors: IT, renewable energy, smart agriculture, nursing etc.) with a tracer system embedded. The EU is one of the few donor partners in higher/technical education, and this scheme combined with the Erasmus+ opportunities

¹⁶ ALP has already been implemented in UNICEF's Makani centres, where children have received two lessons per week in both mathematics and Arabic. Early results show promise. The programme is completely aligned to the curriculum outcomes scheduled weekly in school. It deconstructs harder concepts and then builds them back up to grade level through carefully structured, fast paced interactive teaching blocks.

¹⁷ The EU "Guidelines for teachers and educators on tackling disinformation and promoting digital literacy" through education and training will be shared as good practise for development of critical thinking and fight against disinformation for digital related activities.

¹⁸ A considerable number of candidates are looking for the job security in the public sector, seeking employment as teacher through the Civil Service Bureau, but with low pedagogical qualifications and motivation.

¹⁹ <http://hcd.gov.jo/en>

²⁰ This is framed by the 3 year operational plan on inclusive education in Component 5 (Learning and Teaching) "5.6 to Ensure that online/e-learning is effective and inclusive of students with different disabilities".

²¹ The current TA is developing direct outputs in support to the inclusive education strategy (e.g. professional standards for teachers, training materials etc.). KPI 4 targets in logframe will monitor the number of children with disabilities enrolled in schools.

for capacity building in higher education and mobility²² will contribute to enhancing inclusion and teaching methodologies and innovation at tertiary level. The first Higher Education Ministerial Conference will take place in 2023 jointly organised with the Union for the Mediterranean (UfM) and will enhance regional dialogue on higher education policies.

System strengthening in the revised ESP focuses on the systemic challenges that need to be addressed in order to allow the MoE to manage the ongoing educational reform and ensure the sustainability of its results, focussing on the decentralisation reform (School and Directorate Development Program - SDDP); the OpenEmis database and the crisis strategy mainstreamed into the ESP. An **Innovation unit** is proposed as per the Midterm Review (MTR) report in the Planning Directorate to steer change management, mainstream inclusion and spearhead innovation in the education sector to enhance institutional performance. The innovation unit will complement the work of the **Education Quality and Accountability Unit (EQUA)** that was established in the MoE to achieve decentralisation and set up an effective system of accountability at three administrative levels: schools, directorates and central with a key mandate to assessing and improving the quality of the educational process. Both could receive targeted technical assistance or other support (e.g. system development, identification of best practices, pilot initiatives etc.) to strengthen the institutional performance of the Jordanian education sector.

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action.

The **final beneficiary** (rights holder) is the Jordanian society at large as it will as a whole benefit from an improved education system. Target groups are students of different age groups (basic, secondary and tertiary), in particular vulnerable students (e.g. disabled students) and change agents benefitting from the programme, such as teachers and education sector workers.

Key **government stakeholders** (duty bearers) at central level comprise MoE officers and staff, particularly (i) Planning, Research and Policy strategic Planning; (ii) Education Training Centre (ETC); (iii) the Education Quality and Accountability Unit (EQUA); (iv) Department of Educational supervision and training; (v) Special Education department; (vi) the new Innovation Unit; and (vii) the Gender Division. The Development Cooperation Unit (DCU) acts as an intermediary for donor relations. In addition, the Ministry of Higher Education and Scientific Research (MoHESR) and Higher Education Institutions/Universities are key stakeholders for the action. Other semi-government stakeholders include the Higher Council for the Rights of Persons with Disabilities (specifically on disability inclusion).

The National Centre for Curriculum Development (**NCCD**) aims at developing and modernising curricula, textbooks and exams and has developed a strategic plan 2021-26. Current reform efforts look into shifting some competencies from the MoE to the NCCD (e.g. approving the general framework of curricula, the specific frameworks for each topic in addition to books, curricula and manuals), although formal approval remains with the Education Council. Coordination between the NCCD and the MoE would benefit from strengthening to address questions around the level of ambition and application of the curricula.

The Ministry of Planning and International Cooperation (**MOPIC**) has a general coordination and oversight role. The Ministry of Finance (**MoF**) has a key role in securing the education budget for the implementation of the ESP but must comply with the International Monetary Fund (IMF) budgetary ceilings.

²² Erasmus+ is a successful program in Jordan, with 55 Capacity Building of HE projects so far, 18 coordinated by Jordanian institutions (CBHE); 7 for vocation education and training (CB VET), 1 project on virtual EVE, 21 projects CB Youth; 6683 mobilities (incoming and outgoing) and over 50 Erasmus Mundus Joint Masters Degrees (EMJM) scholarships. As regards the eTwinning platform, 2101 projects involve Jordan and 1508 schools are concerned, with 1643 teachers are registered so far in the e-platform.

2.3. Lessons Learned

Lessons learned from a global assessment of education programmes under the previous Multiannual Financial Framework 2014–20²³ highlight that there is room for improvement in embedding equity gains into the wider education systems thus making them more sustainable. General recommendations for future programming include guaranteeing a consistent approach to improving learning outcomes, avoiding standalone efforts and ensuring integration in the wider education reform efforts.

The evaluation of past budget support (BS) in education 2011–2018 confirmed that the two past BS programmes and complementary support (under EU Support to the Ministry of Education’s Second phase of Education Sector Reform (EUSPPER) and EU support to the Ministry of Education to deal with the Syrian refugee crisis (SSRC)²⁴ were considered fully relevant, and aligned with the Governments strategies and policies while coping with the Syrian refugee crisis as emergency response to the Jordan response plan 2016–2018, thus enabling the MoE to cope with additional demand for educational services, teachers, facilities and equipment over 2012–2018. Evidence also showed that the BS modality and policy dialogue offered the flexibility required to provide a relevant response to the changing socio-economic and political context and tackle a complex, multi-targeted situation. The advanced level and quality of coordination between the key ministries involved (MOPIC, MoF, MoE) was a main factor for success. Both programmes have clearly contributed to enhancing the dimension of quality monitoring and to improving coordination and synergy among the donor group to cope with the Syrian refugee crisis, notably through the development of a Common Results Framework (CRF). The CRF led to the Accelerated Access Initiative (AAI) monitoring framework and was a major input into the development of the ESP 2018 baseline and monitoring indicators. The OpenEmis tool development and implementation supports reliable education sector data and enhanced coordination.

Main Recommendations/challenges include:

- The EU should continue budget support to the Education sector concentrating its funds and complementary support to cope at the same time with educational needs of underserved Jordanian areas and of Syrian refugee schooling areas. The extent of integration and alignment between the ESP and the Jordan Response Plan (JRP) and the potential for effectiveness of this dual configuration while avoiding duplication should be monitored.
- Capacity building to the MoE on the budget support modality should be included given that government stakeholders are key actors and need to be well prepared to assume their role.
- Measures linked to exit and sustainability both in the BS action and in complementary support measures should be envisaged; a limited number of indicators, achievable and unambiguous should be defined, all under full control of the MoE.

Lessons learned through implementation of the current EU budget support operation (65 million Euro, 2020–24) include the need for inter-institutional coordination, realistic baselines and targets in the sector plan, sustained capacity building of the counterparts and flexibility in the post-COVID-19 context, as well as close alignment to the ESP with regards to targets and reporting schedules.

Since 2015 a total of EUR 32 million has supported the EDU-Syria consortium led by the German-Jordanian University, allowing for a total of 2740 tertiary degree scholarships for Syrians and vulnerable Jordanians in diverse fields of study. Lessons learned of EDU-Syria show that educational opportunities targeting the most vulnerable Jordanians and Syrian refugees through a careful and transparent student selection, alongside academic monitoring and coaching granted them lifelong benefits and increased individual options. Similarly,

²³ OJ L 347, 20.12.2013, p. 884–891

²⁴ Initially designed for 23 million Euros, the action “EU support to the Ministry of Education) second phase of the education sector reform” (EUSPPER) was extended in 2012 with 10 million for the construction of 6 schools and in 2013 with 30 million aimed at covering MoE’s additional costs to cope with the education needs of Syrian refugee children. EU support to the MoE to deal with the Syrian refugee crisis (EUSSRC) aimed at supporting integration into the public system of an estimated 140.000 Syrian refugee children, with a budget of 55 million.

the LASER project (2015-2020) contributed to providing higher education to Syrian refugee students and disadvantaged youth in host communities in the form of language training (linking to EDU-Syria), academic readiness skills, coaching and distance education programmes. Lessons learned include the need to carefully monitor enrolment and completion rates and the level and accreditation of the different diplomas in benchmarking, taking also into account the online teaching and learning component.

2.4. Additional Areas of Assessment

2.4.1. Public Policy

The MoE has continued to make progress in the reform of the education system in Jordan, despite the challenges of the COVID-19 pandemic. The MoE's commitment to implementation of the education reform in its various components remains strong. The Development Coordination Unit (DCU) continues to provide reliable coordination services towards the overall sector reform and contributes greatly towards successful dialogue within and across the MoE, donors and also the Ministry of Planning and International Cooperation (MoPIC).

The adoption of the Education Strategic Plan 2018-2022 (with its extension including refined key performance indicators (KPIs) with targets through to 2024/2025) has been an important milestone with regard to future educational development in Jordan. The sector policy as contained in the ESP remains credible and relevant: key problems are identified and substantiated, specific objectives support strategies, and objectives are clear and measurable, with clear reform-oriented actions building on previous achievements. It contributes primarily to the progressive achievement of SDG 4 Quality Education but also promotes progress towards SDG 5 Gender Equality, SDG 8 Decent Work and Economic Growth, and SDG 10 Reduced Inequalities. The midterm review after consultation with partners (donors, UN agencies and CSO) extended the plan until 2025, including an updated results chain, and adjusted key performance indicators notably in relation to distance/blended learning and inclusive education. The MoE has also developed an Edtech strategy to guide the MoE through its digital transformation and is working on developing a blended learning strategy and a framework for a new digital skills curriculum to ensure leveraging technology to enrich learning and institutionalising ICT in education.

Responding to the identified considerable learning loss since the two-year school closure during the COVID-19 pandemic, the MoE formulated the "Education During Emergency Plan" (EDEP 2020-23)" with blended learning as a priority²⁵. Following the recent National Diagnostic Assessment (NDA) in Maths and Arabic for Grades 4 to 11 across all public schools, the MoE is preparing a national remedial education programme (Accelerated Learning Program (ALP)), which will be piloted in 2023 and should be ready for full roll-out as of the scholastic year 2024/25 (with support foreseen under this action). The MoE also approved a Crisis and risk management strategy as part of the ESP Domain System strengthening. An education sector analysis (ESA) will be implemented as from the 2nd semester 2023 onwards.

Due notably to the pressure the pandemic put on public spending and the cost of ensuring distance learning, the MoE faced challenges to attain all expected results. Moreover, around 170.000 students were transferred from private to the public education system²⁶. Project costs and estimated financing until 2022-2025 indicate a financing gap (5%, i.e. JOD 67.69 million in 2024 and 3%, i.e. JOD 52.4 million in 2025).

²⁵ The crisis resulted in serious challenges of learning loss and digital divide, estimated to be 0.9 of adjusted years of learning according and around 33% of diagnosed learning loss (World Bank, Education expenditure, enrolment dynamics and the impact of COVID-19 on Learning in Jordan, 2021)

²⁶ Spending on administration was also lower as PM's office decided to withhold allowances due to Covid impact. To note Jordan spends a high proportion of budget on teachers' salaries as MoE is one of the largest employers. Capital expenditure was decreased due to challenges in tendering and postponement of capital projects due to the pandemic. Education as a percentage of the government's regular budget is 13.1% in 2022 but decreased to 6.9% which will lead to increasing the number of double shift schools.

In conclusion, the policy is sufficiently relevant and credible for budget support contract objectives to be achieved. Therefore the policy can be supported by the Commission with the proposed budget support contract.

2.4.2. Macroeconomic Policy

Jordan has preserved macroeconomic stability despite a series of severe and highly persistent shocks, including regional conflicts, domestic uncertainty, the hosting of Syrian refugees, the disruption of critical export markets, and rising borrowing costs. This being said, Jordan remains heavily dependent on imported food and fuel, the costs of which are increasing, widening the trade deficit. The 2022 current account deficit has widened somewhat, due to a larger import bill; but international reserves have been buoyed by the rebound in travel receipts and remittances. The 2022 current account deficit (CAD) is projected at 7.8% of GDP.

Continued post-COVID-19 recovery and positive spill overs from the region led to stronger growth in 2022–23, however, the medium-term outlook is weighed down by elevated commodity prices, tightening financial conditions, and a slowing global economy. GDP growth is projected to remain at around 2.7% in 2022–23. Inflation, projected at 4.4% for 2022, has increased but remains moderate and should ease in the period ahead. The banking system remains resilient to shocks. Financial challenges in the electricity sector are exacerbating fiscal pressures as subsidies have increased considerably on the back of high international commodity prices. Unemployment for Jordanians remained elevated at 22.6% in 2022, with youth unemployment showing some decline but remaining high at nearly 50%.

In the past two years, the Government of Jordan (GoJ) implemented a number of economic stimulus packages to cushion the economic fallout of the shock. While fiscal and monetary policies helped contain the decline, job-rich sectors including retail, restaurants, and hotels, manufacturing, and construction, experienced sharp contractions. Despite the challenging external environment and tighter financing conditions, the authorities remain committed to bringing debt-to-GDP to 80% by end-2027. This will be based on revenue-raising and expenditure-containing measures, limiting NEPCO's losses and the drain on the budget as well as through improved outlook for social security income and the water sector financial balance.

Globally and in the region, Jordan is one of the most import dependent countries for covering its national grains consumption needs. The country is highly vulnerable to price volatility and supply disruptions in global markets for basic agricultural commodities. Jordan does not produce significant volumes of basic agricultural commodities domestically. Although Jordan does not depend on imports from Ukraine or Russia, given that Romania is the largest supplier of wheat to Jordan, the supply shock caused by the Russian war of aggression against Ukraine has changed the geopolitics and economics of grain trade where small buyers, like Jordan, are competing in a tight market with large countries and fewer suppliers, that are geographically farther from the region, and where not only price, but also grain quality play an important role in the purchasing decisions of the GoJ, further reducing market options for the country.

The GoJ pursues credible and relevant stability-oriented policies aiming at maintaining fiscal and financial stability. The authorities are committed to persevering with their efforts to reliably lift growth, create jobs, and reduce poverty, while preserving stability, as it was demonstrated by the completion of the fifth review of Jordan's arrangement with the IMF under the Extended Fund Facility (EFF).

In the same context, the EU's third Macro-Financial Assistance (MFA) to Jordan, for a total amount of EUR 700 million, was signed in October 2020 to continue the EU support to Jordan to preserve macro-economic stability. The first tranche was disbursed on 20 November 2020, following the adoption of the Commission Borrowing and Release decisions on 23 October 2020. The release of the first tranche was conditional on a positive assessment of the political pre-condition and a satisfactory track record under the IMF programme. The second tranche was disbursed in July 2021 based on a positive assessment of the policy benchmarks. The third tranche disbursement was disbursed in May 2023.

In January 2022, Jordan was included to the EU list of high-risk third countries for Anti Money Laundering and Terrorism Finance purposes. The new Money Laundering and Terrorist Financing Law entered into force in mid-September 2021 and was already addressing many shortcomings related to the legislative aspects. The EU is assisting Jordan to implement its Financial Action Task Force (FATF) action plan and address the strategic deficiencies in its Anti-Money Laundering/Counter Terrorist Financing (AML/CFT) regime and hence remove Jordan from the “grey list”. This would be utmost important, as the listing – due to AML/CFT obligations increases the cost of doing business, hence having a negative impact on investments (while our common objective is to attract foreign direct investments (FDI) to Jordan). In addition, being on the grey list, Jordan may have limited access to international loans. Under the fourth EFF review, the IMF has also recognised that good progress has been made to enhance the regime for anti-money laundering and combatting terrorism financing. The authorities should continue to work actively to ensure effective implementation of the FATF recommendations.

In its fifth review²⁷, the IMF concluded that Jordan’s IMF-supported EFF programme remains firmly on track, with notably strong performance on domestic revenue mobilisation. The authorities have navigated the significant economic challenges of the pandemic period, while protecting critical social and health spending, and implementing key structural reforms. Despite the challenging circumstances brought on by the pandemic, sound policies have helped maintain macroeconomic stability.

In conclusion, the authorities are pursuing a stability-oriented macroeconomic policy and the eligibility criterion is met.

2.4.3. Public Financial Management

The Public Financial Management (PFM) eligibility criterion is considered fulfilled as Jordan’s new PFM Reform Strategy (2022-2025) is sufficiently relevant and credible.

A new **Public Expenditure and Financial Accountability (PEFA) assessment** has been carried out in 2021 through EU support. The final report was received from the assessors in the beginning of December, and was validated by stakeholders in June 2022. The PEFA check has been also issued by the PEFA Secretariat. The Government finalised - with donor assistance - the PFM Reform Strategy in October 2022, which is based on the new PEFA findings as well as IMF Fiscal Transparency Evaluation FTE (2021).

The **new Public Financial Management Strategy (2022-2025)** aims to identify the government’s direction regarding the development and reform of public finance mechanisms in line with national goals and government priorities and the financial reform programme agreed with the IMF, to improve public finance performance, strengthen fiscal discipline and promote economic growth and raise the standard of living for citizens. Hence, this strategy is a continuation of previous strategies that the government, led by the Ministry of Finance and the concerned authorities have implemented during the past years.

The new strategy consists of five strategic pillars targeting a total of 12 sub pillars, as follows:

Strategy Pillars:

The strategy consists of five key pillars:

1. Budget Reliability and Execution

- Increasing Domestic Revenues
- Public Procurement and Tenders Management
- Improving Cash Management

2. Public Finance Transparency

- Dissemination of Financial Reports

²⁷ <https://www.imf.org/en/Publications/CR/Issues/2023/01/25/Jordan-Fifth-Review-Under-the-Extended-Arrangement-Under-the-Extended-Fund-Facility-and-528616>

- Budget Law Documents

3. Financial Forecasting

- Macroeconomic and Financial Forecasting

4. Asset and Liability Management

- Public Investment Management
- Public Debt Management

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- Public Assets Management

5. Control

- Internal Audit
- External Audit – Audit Bureau
- Accounting and Reporting

The strategy also attaches activities to achieve the goals with a timeline. The strategy is also costed and indicates the stakeholders; it therefore satisfies the criteria described in PEFA Volume IV manual.

In line with the IMF programme and the wider policy framework, there is a strong commitment from the authorities **to improve tax administration and public financial management**, not just to improve budget outcomes but to increase public trust. Under public finance management, fiscal policy measures, the GoJ made significant progress toward closing tax loopholes, while the Income and Sales Tax Department (ISTD) has made substantial inroads into improving compliance. Going forward, the implementation of new legislative and administrative reforms is expected to generate, cumulatively, an additional 0.4% of GDP in revenue measures in 2024, and an additional 0.7% of GDP over 2025–27. This is expected to comprise (i) measures to broaden the income tax base by rationalizing new tax exemptions (via the new investment law) and the implementation of compliance improvement plans in the Large Taxpayer and Free Professionals Directorates; (ii) efforts to broaden the general sales tax (GST) base by introducing place of taxation rules and rationalize new GST exemptions via the new investment law, as well as an anticipated reduction in smuggling following the recent customs reform; (iii) closure of key tax loopholes as a result of bringing the Aqaba Special Economic Zone Authority (ASEZA) within the national tax and customs systems; and (iv) fully implementing the track-and-trace system for alcohol while better tackling cigarette smuggling through stronger inter-agency border control, and better compliance enforcement efforts domestically.

With a view to promoting a high level of good tax governance, in September 2020, Jordan ratified the Multilateral Convention to Implement Tax Treaty Related Measures to Prevent Base Erosion and Profit Shifting (Multilateral Convention or MLI), underlining its strong commitment to prevent the abuse of tax treaties and base erosion and profit shifting (**BEPS**) by multinational enterprises. Moreover, Jordan also signed and ratified the Convention on Mutual Administrative Assistance in Tax Matters (**MAC Convention**), which entered into force in December 2021. Since 2019, Jordan is also member of **the Global Forum on Transparency and Exchange** of Information for Tax Purposes, which is the leading international body working on the implementation of global transparency and exchange of information standards around the world.

In the area of public investment management, GoJ endorsed the **Public Investment Management (PIM) – Public-Private Partnership (PPP) Governance Framework** (2019). The PPP secondary legislation was approved by the Council of Ministers and published in the Official Gazette in November 2020 and April 2021, respectively. The bylaws regulate the four PPP project phases, namely the selection, preparation, tendering and implementation phases. They further regulate the creation of a “Technical Committee of Fiscal Commitments”, a “Public Private Partnership Projects Account” at the central bank and a “National Registry of Public Investment Projects Regulation”. The PPP secondary legislation is in line with international best practice, as confirmed by the World Bank, which has assisted Jordan throughout the drafting process. A

dedicated Public Investment Management Unit has been established by the Government, guidelines for a projects appraisal methodology were introduced and almost 200 public investment project proposals were assessed in accordance with these Public Investment Management Guidelines.

The government furthermore prepared the legislative basis for the National Registry of Investment Projects (NRIP), comprising of the Public Investment Project (PIP) Databank and the Public-Private Partnership (PPP) Project Databank; we have been collecting the necessary information on approved PPPs, and expect to migrate this to the electronic version of the platform once launched. We will also include in the NRIP all PIPs in the 2023 General Budget greater than JD 1 million.

In order to increase transparency and efficiency in the **public procurement system**, the government is working on the full operationalisation of the electronic tendering system. The Jordan Online E-Procurement System (JONEPS) was developed in 2014-2017 with the support of the Korea International Cooperation Agency (KOICA), as Korea created a similar platform named KONEPS in 2002. Further steps were taken in 2019, when the Jordanian government declared to use JONEPS for all procurements of public authorities to unify the previously fragmented procurement process in Jordan. The Unified Public Procurement Bylaw (No. 28 of 2019) required the establishment of a Central Policy and Oversight Unit and an Independent Complaints-Handling Unit including thus a complaint mechanism which is now operational. In 2022, JONEPS coverage was expanded to include the Education and Health Ministries and start the process to implement the JONEPS procurement system for municipalities, starting with GAM, with full coverage of GAM expected by June 2023.

Building on recent reforms, the government is strengthening the anti-corruption legal framework and the capacity of the Integrity and Anti-Corruption Commission, including on implementing the amended Illicit Gains Law recently passed by Parliament.

The Audit Bureau Law (2018) strengthened the Bureau's functioning and independence. Work is ongoing to strengthen **external audit** covering both performance in service delivery and the content and quality of financial reporting. Risk based audits will be further reinforced through EU twinning projects at the Audit Bureau.

As for debt management, the **Debt Management Strategy** (2019 – 2023) has been updated.

The **fifth IMF EFF review** in November 2022 confirmed Jordan's EFF programme remains firmly on track. The authorities have maintained macroeconomic stability and market access, while protecting the most vulnerable, and implementing key structural reforms, especially in the area of public finance. All end-June and end-September quantitative performance criteria (QPCs) and four end-June and end-September indicative targets (ITs) were met; however, three June and September ITs on water and electricity sector arrears were missed. As agreed in the fourth review, the authorities have eliminated the subsidies on gasoline and diesel. They also met structural benchmarks (SBs) on introducing GST place of taxation rules; strengthening the governance of fiscal incentives; improving the competition framework; removing legal impediments to female employment; implementing an FDI survey; and rolling out e-procurement. The 2022 and 2023 fiscal targets are being relaxed slightly to accommodate higher food-related spending. The authorities remain committed to reducing public debt/GDP to 80% by 2027.

In conclusion, the public finance management reform strategy is sufficiently relevant and credible, including on domestic revenue mobilisation, and the eligibility criterion is met.

2.4.4. Transparency and Oversight of the Budget

The Government of Jordan has met the entry point of the general condition on transparency and oversight of the budget as it is defined in the EU Budget Support Guidelines of December 2017. The GoJ has in fact published the enacted budget of the past budget cycle within the same fiscal year. "Transparency and oversight

of the budget” (pp. 15-16 for bilateral) has recently been put into question with the decision of the Parliamentary Financial Committee to hold all 2023 budget meetings behind closed doors.

The budget proposal for 2023 was endorsed by Cabinet on 30 November 2021 and was published on the General Budget Department (GBD) website the following day on 01 December 2021. The Lower House in February 2023 subsequently discussed the draft Law and passed the Bill on 15 February 2023. The Royal Decree was issued on 01 March 2023, after the Upper House endorsement. The law has thus passed all constitutional stages, having been approved by both chambers of Parliament. The budget amounts to JOD 11.4 billion, with general revenues of JOD 9.5 billion and a deficit of approximately JOD 1.8 billion. The Official Gazette has also published all the details of the law.

In the Open Budget Survey 2021 (released 31 May 2022) Jordan scored 61/100 on budget transparency, which is considered sufficient to enable the public to engage in budget discussions in an informed manner and is substantially higher than the global average of 45. Since the 2015 Survey (which was updated in 2016), Jordan has increased the availability of budget information, however there are still weaknesses with the compilation and dissemination of the Mid-Year Reviews.

As for budget oversight by the legislature Jordan scored 39/100, which is a deterioration compared to the previous survey (i.e. 43/100). This score reflects that the legislature and supreme audit institution in Jordan, together, provide weak oversight during the budget process. Taken individually, the legislative oversight is limited (44/100), while the audit oversight is weak (28/100). The score on the oversight by the Supreme Audit institution is lower (28/100) because of the limited independence and resources of the Audit Bureau. The Audit Bureau Law was amended by the Parliament in September 2018 with some positive elements to enhance the independence of the institution in line with INTOSAI standards and there is a strong commitment from the current President²⁸ of the Audit Bureau to further strengthen the institution, however lack of independence has been also confirmed by the 2021 PEFA assessment.

IMF has stressed the need to publish COVID-19 related spending, including beneficial ownership information for large transactions. The Ministry of Finance (MOF) is continuously publishing the COVID-19 spending since September 2020 on its website, including beneficial ownership information for large transactions in line with IMF programme.

The IMF Fiscal Transparency Evaluation of October 2021 also concluded that although, further improvement is needed, in Jordan the fiscal reports have become more comprehensive and cover a high proportion of public sector institutions. The frequency of in-year reporting is at an advanced level, as is the timeliness of publication of the government’s annual financial statements. Fiscal statistics are disseminated in accordance with international standards (SDDS). Fiscal forecasts and budgets have become more forward looking and policy oriented with the introduction of a five-year medium-term budget framework and a program classification.

In conclusion, the relevant budget documentation has been published and the eligibility criterion is met.

3. DESCRIPTION OF THE ACTION

3.1. Objectives and Expected Outputs

The Overall Objective/Impact of this action is improved literacy and numeracy of the population.

The Specific Objectives (Outcomes) of this action are

1. Enhanced inclusiveness of the education system;
2. Enhanced quality of education.

²⁸ On 17 November 2019, Assem Haddad was sworn as president of the Audit Bureau

The **Induced Outputs** to be delivered by this action contributing to the corresponding Specific Objectives (Outcomes) are:

- 1.1 Enhanced participation of vulnerable groups in public education;
- 2.1 Improved governance and management of learning recovery programme by the MoE;
- 2.2 Improved quality of education through modernised curricula;
- 2.3 Improved coordination and delivery of educational services by the MoE/NCCD;
- 2.4 Enhanced delivery of educational services by the MoE on quality, accountability and innovation practice.

The **Direct Outputs** to be delivered by this action contributing to the corresponding Induced Outputs are:

- 1.1.1 Development of home and online based learning programmes for children with disability;
- 1.1.2 Increased enrolment of vulnerable Jordanian students in post-secondary educational tracks, including technical degrees;
- 2.1.1 Roll-out of the Accelerated Learning Program (ALP) in 500 schools;
- 2.2.1 Development of digital skills content for grades 1 to 6;
- 2.3.1 Improved training-of-teacher programmes on revised curricula;
- 2.3.2 Development of the institutional set-up of teacher training centres for grades 4 to 12;
- 2.4.1 Establishment of the MoE Innovation Unit;
- 2.4.2 Stronger procedures for the assessment of the educational process.

3.2. Indicative Activities

Activities related to Output 1.1.1 & 1.1.2:

- Design of platform to deliver home and online learning recovery specific for children with disabilities (CwD);
- Delivering tutoring training (one to one) for teachers on the delivery of online and home-based teaching content and, where appropriate, by training the trainers;
- Design of online and home-based materials to recover learning loss among CWD;
- Developing e-content for CWDs of Grades 4 -12;
- Procurement of materials and devices to support teachers in the roll-out of new digital content for CWD;
- Support increased enrolment of vulnerable groups into the education sector;
- Set up of a scholarship scheme for vulnerable Jordanian students to access post-secondary educational tracks, including technical degrees;
- Define vulnerability criteria for the selection of beneficiaries of the scholarship scheme;
- Set up a monitoring and tracing methodology for beneficiaries of the scholarship scheme after graduation.

Activities related to Output 2.1.1:

- Procurement of learning materials;
- Support to MoE in the application of the Accelerated Learning Program (ALP);
- Selection of schools to participate in the first phase of rolling out the ALP;
- Support the training of teachers and school staff on the implementation of the ALP, including via training the trainers where appropriate;
- Monitoring and evaluation of the application of the ALP across participating schools;

Activities related to Output 2.2.1 & 2.3.1 & 2.3.2:

- Review and design digital content for grades 1 – 6;
- Application of digital content across grades 1 – 6;
- Support to strengthened framework for inter-institutional coordination in the education sector (in particular NCCD/MoE);

- Strengthen capacities for (policy dialogue on) curriculum development and revision;
- Strengthen abilities for improved monitoring and evaluation of applied revised curricula;
- Set up the mandate, structure, professional standards and quality assurance for new teacher training centres;
- Support design and roll-out of teacher training on the application of new curricula;

Activities related to Output 2.4.1 & 2.4.2:

- Support to explore opportunities for change management within the MoE;
- Support to the establishment of an Innovation Unit;
- Contribute to strategic review and updates of the education strategic plans, if and when required;
- Strengthen application of EQAU standards in the monitoring and assessment of the educational process at all levels.

3.3. Mainstreaming

Environmental Protection, Climate Change and Biodiversity

Outcomes of the Strategic Environmental Assessment (SEA) screening

The SEA screening concluded that no further action was required.

Outcomes of the Environmental Impact Assessment (EIA) screening

The EIA screening classified the action as Category C (no need for further assessment).

Outcome of the Climate Risk Assessment (CRA) screening

The CRA screening concluded that this action is no or low risk (no need for further assessment).

Gender equality and empowerment of women and girls

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that throughout the project design and implementation gender mainstreaming will be taken into consideration to promote equal opportunities (given the “reversed gender gap”). With respect to access to quality education, special effort will be made to ensure gender equality, and taking into account the different barriers, which may influence boys’ and girls’ participation, such as child labour, domestic labour, child marriage and traditional gender roles.

Human Rights

The 2017 EU Guidelines for the Promotion and Protection of the Rights of the Child serve as the basis to ensure that key elements of the Rights Based Approach are taken into account for this action. For the target groups of this action special attention will be given to improving access and inclusion of all students thus contributing to the right of education to all. Particular activities will target the inclusion of children with disabilities (see also below) and disadvantaged students that face challenges to pursue post-secondary education.

Disability

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as D1. This implies that the action will contribute to the implementation of the ten-year Inclusive education strategy and the Declaration on Inclusion and Diversity in Education 2022. This action also contributes to the National Strategy for the Deinstitutionalisation of Persons with Disabilities that aims at inclusive education available at community level for all children and young persons with disabilities, irrespective of citizenship; and to the three year operational plan on inclusive education, “Ensure that online/e-learning is effective and inclusive of students with different disabilities”.

Democracy

N/A

Conflict sensitivity, peace and resilience

N/A

Disaster Risk Reduction

N/A

3.4. Risks and Assumptions

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
External environment	Political decisions and priorities changed	H	M	Alignment by ESP priorities, should remain stable until 2025 (new strategy after 2025); consultation with the MoE in the design of the action and throughout implementation to react timely (if needed) to adjustments
External environment	Overlap with other donor-funded activities	L	H	The new financial tracking tool under development for coordination in the MoE (DCU) should enhance aid effectiveness, coordination and alignment; the EU Delegation continues to play an active role in the existing (donor) coordination structures; close coordination with the MoE in the design of the action to identify gaps
Planning, processes and systems	Annual review of the ESP is done as per the timelines set out in the Monitoring & Evaluation framework	M	H	Untimely review could result in challenges to the disbursement calendar; alignment of the budget support disbursement calendar to the ESP reporting framework
Planning, processes and systems	Delays in institutionalising the Accelerated Learning Plan (ALP)	L	H	The MoE will launch a pilot in 2023 and full roll-out is only foreseen for school year 2024/25; continuous dialogue with the MoE
Planning, processes and systems	Reduced budgetary allocation to the MoE	L	H	EU engagement in continuous policy dialogue with the MoE, MOPIC and MoF on budgetary allocations

Category	Risks	Likelihood (High/Medium/Low)	Impact (High/Medium/Low)	Mitigating measures
People and the organisation	Lack of qualified staff; high staff turnover; limited capacity to recruit through the Civil Service Bureau	M	H	Focus on institutional capacity building as well as individuals', use strategies for staff engagement in particular as regards key staff in expected reforms
Communication and information	Rules & regulations only available in Arabic	M	L	Ensure resources are available for translation of regulations as well as actions' outputs

External Assumptions

- Jordan maintains its commitments to the provision of quality and inclusive education to all and relevant ministries are closely associated to this action;
- The action's disbursement and reporting schedule remains aligned to the ESP calendar as per the midterm review framework to allow timely and comprehensive information on achievements;
- The partnership and coordination structure is enhanced (e.g. set up of the High Level Steering Committee) and donor cooperation and coordination continues, with donors delivering on their commitments;
- Good partnership with the MoE and MoE strategic communication will allow for the engagement of stakeholders and will enhance attainment of results.

3.5. Intervention Logic

The underlying intervention logic for this action with a systems strengthening approach is that ***If*** the EU supports the development of online and home-based tools, materials and learning recovery specific for children with disabilities, and ***If*** the EU supports teaching methodologies, through competency-based learning support to teachers through the design of tools to diversify their teaching approaches to respond to different CWD students' needs, ***then*** learning outcomes of one of the more vulnerable groups will improve and ***then*** Jordan's education system will be more inclusive.

In addition, ***if*** the EU scholarship scheme will target the more vulnerable students to provide access to tertiary education (including technical diplomas and degrees), ***then*** more equitable access to post-secondary education is guaranteed, which in turn contributes to social cohesion and increasing participation of young people in the labour market.

If the MoE takes forward (with EU support) the institutionalisation and national roll out of the Accelerated Learning Program (ALP) – following an initial pilot to be launched in 2023, ***then*** children in primary and secondary schools have a good chance to recover lost learning and ***then*** overall literacy and numeracy rates in Jordan improve.

If the EU supports the overall set up of additional teacher training centres, and ***if*** MoE then establishes the centres and attracts private sector interest to operate them, ***then*** teacher training opportunities will increase and ***then*** a larger number of qualified teachers becomes available for the education system and

then overall quality of teaching in public schools increases.

If, in parallel, the EU supports the development of digital skills content for grades 1-6, and
if the digital content and related curricula are better aligned to practical realities of the classroom, and
if teachers feel more ownership over subject matters, and
if the MoE and NCCD ensure the appropriate training of teachers to deliver this content, and
if the MoE guarantees the roll-out of this new content,
then the quality of education will be enhanced, and
then children in Jordan will gain digital readiness from an early age, which in turn creates the potential for lifelong learning and development as well as closer alignment to labour market requirements and thus eventually economic participation.

Finally, **if** the EU provides support to the staff in MoE departments/units in charge of quality and accountability (EQUA) and innovation/excellence, and
if these units have better access to (international) best practises and lessons learned,
then this will entail improved administrative and educational services provided by the MoE, and
then EQUA is better equipped to provide evidence-based reports to support policy-making, and
then the MoE is in the best possible position to support the implementation of education reform.

3.6. Indicative Logical Framework Matrix³⁰

Results	Results chain	Indicators (max. 15)	Baselines (value and year)*	Targets by the end of the budget support contract (value and year)*	Sources of data (1 per indicator)
Indicative Impact of the policy	Improved literacy and numeracy of the population	KPI 12 Literacy and numeracy rate (disaggregate by literacy, numeracy, sex, age group)	95.30% (2022/2023)	95.70% (2024/2025)	ESP annual Progress Report
		KPI 15 Classification of Jordan in International Trends-tests in the international Science, Mathematics and global reading studies (disaggregate by science, maths and global reading)	31/39 (2019/2020)	20/39 (2024/2025)	ESP Annual Progress Report
Expected Outcomes of the policy	1. Enhanced inclusiveness of the education system	ESP KPI 4. Number of students with disabilities enrolled in schools	24.800 (2022/2023)	28.600 (2024/2025)	ESP Annual Progress Report
		ESP KPI 7. Percentage of students who received remedial interventions	Tbc (2022/2023)	Tbc	ESP Annual Progress Report
		KPI 10: Percentage of students who accessed to distance education	96% (2022-2023)	98% (2024/2025)	ESP Annual Progress Report
	2. Enhanced quality of education	KPI 13 The percentage of teachers and students who use science and ICT effectively	30% for teachers/30% for students (2022/2023)	40% for teachers/40% for students (2024/2025)	ESP Annual Progress Report
KPI 16 Percentage of schools evaluated as schools with acceptable or better performance in accordance with the standards of the Education Quality and Accountability Unit		44% (2022/2023)	54% (2024/2025)	ESP Annual Progress Report	

³⁰ Targets are identified up to 2025 – the current end date of the ESP; revised targets will be identified in the follow-up strategy that is scheduled to be designed as of 2024 onwards and should start implementation as of 2026. The current logical framework will then be updated with revised targets aligned to the new strategy.

Induced Outputs	1.1 Enhanced participation of vulnerable groups in public education	Percentage of CWD enrolled in home based, online learning	0% (2023)	20% (2027/2028)	ESP Annual Progress Report
	2.1 Improved governance and management of learning recovery programme by MoE	# of schools participating to the accelerated learning programme	0 (ALP not yet launched in 2023)	500 (2027/2028)	Learning recovery Progress reports
	2.2 The quality of education is improved through modernised curricula	# of schools where the new curricula for digital skills are rolled out	0 (new curricula not yet developed in 2023)	500 (2027/2028)	ESP Annual Progress Report
	2.3 Improved coordination and delivery of educational services by MoE/NCCD	Status of inter-institutional coordination between NCCD and MoE (focus on curricula)	No structured coordination systems on curricula are in place (2023)	Structured coordination mechanism developed and applied (2027/2028)	Joint curricula produced and related studies produced
	2.4 The delivery of educational services by MoE on quality, accountability and innovation practice is enhanced	Status of Innovation Unit	Innovation unit not yet established (2023)	Innovation unit established and actively engaged in development of best practices	ESP Annual Progress Report
Direct Outputs	1.1.1 Development of home and online based learning programmes for children with disability	# of online or home-based programmes developed for children with disability	0 (2023)	10 (2027/2028)	ESP Annual Progress Report
	1.1.2 Increased enrolment of vulnerable Jordanian students in post-secondary education tracks, including technical degrees	# of Jordanian beneficiaries (from disadvantaged backgrounds), disaggregated by sex and geographical location, that successfully completed a post-secondary education track, through an EU-financed scholarship	0 (2023)	150 (2027/2028)	Implementation reports
	2.1.1 Roll-out of the Accelerated Learning Program (ALP) in 500 schools	% of children enrolled, of schools implementing ALP	0% (2023)	50% (2027/2028)	ESP Annual Progress Report; UNICEF reports

Induced Outputs	1.1 Enhanced participation of vulnerable groups in public education	Percentage of CWD enrolled in home based, online learning	0% (2023)	20% (2027/2028)	ESP Annual Progress Report
	2.1 Improved governance and management of learning recovery programme by MoE	# of schools participating to the accelerated learning programme	0 (ALP not yet launched in 2023)	500 (2027/2028)	Learning recovery Progress reports
	2.2 The quality of education is improved through modernised curricula	# of schools where the new curricula for digital skills are rolled out	0 (new curricula not yet developed in 2023)	500 (2027/2028)	ESP Annual Progress Report
	2.3 Improved coordination and delivery of educational services by MoE/NCCD	Status of inter-institutional coordination between NCCD and MoE (focus on curricula)	No structured coordination systems on curricula are in place (2023)	Structured coordination mechanism developed and applied (2027/2028)	Joint curricula produced and related studies produced
	2.4 The delivery of educational services by MoE on quality, accountability and innovation practice is enhanced	Status of Innovation Unit	Innovation unit not yet established (2023)	Innovation unit established and actively engaged in development of best practices	ESP Annual Progress Report
	2.2.1 Development of digital skills content for grades 1 to 6	# of courses developed for grades 1 to 6	0 (2023)	10 (2027/2028)	ESP Annual Progress Report
	2.3.1 Improved training-of-teacher programmes on revised curricula	# of teachers, disaggregated by sex, participating in the training-of-teacher programmes with enhanced knowledge	0 (2023)	500 (2027/2028)	ESP Annual Progress Report
	2.3.2 Development of institutional set-up of teacher training centres for grades 4 to 12	Status of the adoption of the institutional framework for teacher training centres to MoE	Not yet developed (2023)	Fully adopted (2027/2028)	ESP Annual Progress Report

Induced Outputs	1.1 Enhanced participation of vulnerable groups in public education	Percentage of CWD enrolled in home based, online learning	0% (2023)	20% (2027/2028)	ESP Annual Progress Report
	2.1 Improved governance and management of learning recovery programme by MoE	# of schools participating to the accelerated learning programme	0 (ALP not yet launched in 2023)	500 (2027/2028)	Learning recovery Progress reports
	2.2 The quality of education is improved through modernised curricula	# of schools where the new curricula for digital skills are rolled out	0 (new curricula not yet developed in 2023)	500 (2027/2028)	ESP Annual Progress Report
	2.3 Improved coordination and delivery of educational services by MoE/NCCD	Status of inter-institutional coordination between NCCD and MoE (focus on curricula)	No structured coordination systems on curricula are in place (2023)	Structured coordination mechanism developed and applied (2027/2028)	Joint curricula produced and related studies produced
	2.4 The delivery of educational services by MoE on quality, accountability and innovation practice is enhanced	Status of Innovation Unit	Innovation unit not yet established (2023)	Innovation unit established and actively engaged in development of best practices	ESP Annual Progress Report
	2.4.1 Establishment of MoE Innovation Unit	Establishment of the Innovation Unit	No Innovation unit (2023)	Innovation Unit established and functional (2027/2028)	ESP Annual Progress Report
	2.4.2 Stronger procedures for the assessment of the educational process	% of schools assessed on an annual basis by EQAU	Tbc (current monitoring visits by EQAU)	30% (2027/2028)	ESP Annual Progress Report

4. IMPLEMENTATION ARRANGEMENTS

4.1. Financing Agreement

In order to implement this action, it is envisaged to conclude a financing agreement with the Hashemite Kingdom of Jordan.

4.2. Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 72 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this financing Decision and the relevant contracts and agreements.

4.3. Implementation of the Budget Support Component

4.3.1. Rationale for the Amounts Allocated to Budget Support

The amount allocated for the budget support component is EUR 35 000 000.00, and for complementary support is EUR 35 000 000.00. This amount is based on an analysis of former and ongoing budget support interventions, as well as of the joint donor cooperation and coordination (division of labour) in this field. This action, fully aligned with the ESP 2018-25, is a continuation of earlier programmes that aimed to support Jordan in achieving social equity and sustainable growth through free and equitable access to primary and secondary education and development of relevant qualified skills for development (notably on inclusive education) while introducing a focus on digital capabilities and skills and enhancing teaching methodologies.

Complementary support contributes to the overall objectives of the programme as well as the Government's overall strategy, notably as regards learning recovery. This explains why the complementary support under this action is high in relation to the budget support intervention.

Estimated financing until 2022-2025 as per the ESP MTR report indicate a financing gap of 5% (i.e. JOD 67.69 million in 2024) and 3% (i.e. JOD 52.4 million) in 2025. The preparation of the new successor strategy and costing should start in 2023, and the MoE is preparing the alignment and costing with the Economic Modernization Plan (2022). The EU remains a key partner for Jordan in the education sector and the proposed action will contribute to the successful implementation of the ESP.

4.3.2. Criteria for Disbursement of Budget Support

a) Conditions.

The general conditions for disbursement of all tranches are as follows:

- Satisfactory progress in the implementation of the Education Strategic Plan 2018-2025³¹ (MoE) and continued credibility and relevance thereof or of the subsequent policy.
- Maintenance of a credible and relevant stability-oriented macroeconomic policy or progress made towards restoring key balances.
- Satisfactory progress in the implementation of reforms to improve public financial management, including domestic revenue mobilisation, and continued relevance and credibility of the reform programme.
- Satisfactory progress with regard to the public availability of accessible, timely, comprehensive, and sound budgetary information.

³¹ https://moe.gov.jo/sites/default/files/esp_english_final.pdf

b) The performance indicators for disbursement that may be used for variable tranches may focus on the following policy priorities:

- Inclusiveness of the education system;
- Quality and learning outcomes;
- Governance and management capacity of the education system.

The chosen performance indicators and targets to be used for the disbursement of variable tranches will apply for the duration of the action.

c) Modifications.

The chosen performance indicators and targets to be used for the disbursement of variable tranches will apply for the duration of the action. However, in duly justified cases, the partner country and the Commission may agree on changes to indicators or on upward/downward revisions of targets. Such changes shall be authorised in writing ex-ante or at the latest by the end of the first quarter of the period under review applicable to the indicators and targets.

In exceptional and/or duly justified cases, for instance where unexpected events, external shocks or changing circumstances have made the indicator or the target irrelevant and could not be anticipated, a variable tranche indicator may be waived. In these cases, the related amount could either be reallocated to the other indicators of the variable tranche the same year or be transferred to the next variable tranche the following year (in accordance with the original weighting of the indicators). It could also be decided to re-assess an indicator the following year against the original target, if there was a positive trend and the authorities did not reach the target because of factors beyond their control. The use of this provision shall be requested by the partner country and approved in writing by the Commission.

d) Fundamental values

In case of a significant deterioration of fundamental values, budget support disbursements may be suspended, reduced or cancelled, in accordance with the relevant provisions of the financing agreement.

4.3.3. Budget Support Details

The following disbursement calendar and profile proposed for the action is indicative. The actual disbursement calendar and profile will be set out in the financing agreement and may remain subject to change.

	Year 1 (2024)	Year 2 (2025)	Year 3 (2026)	Year 4 (2027)	Year 5 (2028)	Total
Fixed tranche in MEUR		7				7
Variable tranche in MEUR			10	9	9	28
Total in MEUR	0	7	10	9	9	35

Budget support is provided as direct untargeted budget support to the national treasury. The crediting of the euro transfers disbursed into Jordanian Dinar (JOD) will be undertaken at the appropriate exchange rates in line with the relevant provisions of the financing agreement.

4.4. Implementation Modalities applicable for complementary support to a Budget Support

4.4.1. Direct Management (Procurement)

A part of this action will be implemented in direct management through procurement. This entails specifically activities related to the design and development of online and home-based learning materials (output 1.1.1), digital content for grades 1 to 6 (output 2.2.1), improved training on teacher programs on revised curricula (output 2.3.1) and capacity development (outputs 2.4.1 and 2.4.2).

4.4.2. Indirect Management with a pillar-assessed entity

4.4.2.1. Indirect Management with a pillar-assessed entity

A part of this action may be implemented in indirect management with a pillar-assessed entity, which will be selected by the Commission's services using the following criteria:

- Proven experience in managing scholarship schemes;
- Proven operational capacity and presence in the Hashemite Kingdom of Jordan;
- Proven experience with the higher education technical stream (technical education).

The implementation by this entity entails part of the indicative activities described under output 1.1.2 "Increased enrolment of vulnerable Jordanian students in post-secondary educational tracks, including technical degrees", in particular the set-up, management and monitoring of a scholarship scheme for vulnerable Jordanian students (Higher Education/Technical stream).

4.4.2.2. Indirect Management with a pillar-assessed entity (UNICEF)

A part of this action may be implemented in indirect management with the pillar-assessed entity UNICEF. This implementation entails indicative activities described under specific Output 2.2.1 "Roll out of the Accelerated Learning Program (ALP) in 500 schools" in coordination with the Ministry of Education.

The envisaged entity has been selected using the following criteria:

- Proven policy and strategic interlocutor in the education sector;
- Relevant collaboration with the MoE, the local authorities and relevant partners, particularly in support to formal education;
- Extensive experience in diagnosing the quality of the educational system, educational attainment by children and performance of national systems against international standards;
- Extensive experience and expertise in providing education services in crisis contexts (remedial & accelerated paths).

In case the envisaged entity would need to be replaced, the Commission's services may select a replacement entity using the same criteria. If the entity is replaced, the decision to replace it needs to be justified.

4.4.3. Changes from indirect to direct management (and vice versa) mode due to exceptional circumstances

If the implementation modality under indirect management as defined in section 4.4.2. cannot be implemented due to circumstances beyond the control of the Commission, the modality of implementation in direct management (grants) would be used, according to the following criteria:

- Type of applicants targeted: local authorities, public bodies, universities and NGOs.

If the implementation modality under indirect management as defined in section 4.4.2.2 cannot be implemented due to circumstances beyond the control of the Commission, the modality of implementation by procurement under direct management would be used according to section 4.4.1.

If the implementation modality under direct management as defined in section 4.4.1 (procurement) cannot be implemented due to circumstances beyond the control of the Commission, the modality of implementation by indirect management with a pillar-assessed entity would be used according to the criteria in section 4.4.2.2.

4.5. Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply, subject to the following provisions.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realization of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

4.6. Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)
Budget support - cf. section 4.3	35 000 000.00
Implementation modalities – cf. section 4.4	
Specific Objective 1: Enhanced inclusiveness of the education system composed of	
Indirect management with pillar assessed entity – cf. section 4.4.2	5 000 000.00
Procurement (direct management) – cf. section 4.4.1	NA
Specific Objective 2: Enhanced quality of education composed of	
Indirect management with UNICEF– cf. section 4.4.2	20 000 000.00
Procurement (direct management) – cf. section 4.4.1	NA
Procurement – total envelope under section 4.4.1	10 000 000.00
Evaluation – cf. section 5.2 Audit – cf. section 5.3	may be covered by another Decision
Strategic communication and Public diplomacy – cf. section 6	may be covered by another Decision
Totals	70 000 000.00

4.7. Organisational Set-up and Responsibilities

Regular and joint policy dialogue with MoE will take place, on a bilateral basis as well as through the EDPG (the Education Donor Partner Group) coordination group and the PPCC (Policy Planning and Coordination Committee). Close alignment with the coordination of education programmes under the specific response to the Syria crisis will be sought.

A Programme Steering Committee (PSC) will be formed and will meet semi-annually to endorse strategic orientations, oversee programme execution, and facilitate implementation of the activities. The SC will be chaired by MOE. It will include representatives from MoPIC and other relevant government institutions (MoF, MoHESR, etc.), UNICEF, the pillar assessed entity to be selected under 4.4.2.1 and the EU Delegation as observer. The SC will review progress, monitor the overall implementation of the intervention, coordinate the different components and guide to the successful achievement of the objectives, and consider sustainability and possible exit strategy prior to the end of implementation. It will also help co-ordinate between other institutions and groups likely to be involved in the project (other donors, civil society representatives, private

sector if relevant). The PSC will cover both the present action as well as the parallel action under the Syrian response. The Steering Committee's results will feed into a regular policy dialogue between the Commission and the MoE and ensure coherence of the action.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action.

5. PERFORMANCE MEASUREMENT

5.1. Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its Outputs and contribution to the achievement of its Outcomes, and if possible at the time of reporting, contribution to the achievement of its Impacts, as measured by corresponding indicators, using as reference the logframe matrix (for project modality) and the partner's strategy, policy or reform action plan list (for budget support).

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Arrangements for monitoring and reporting, including roles and responsibilities for data collection, analysis and monitoring lie with the Department of Statistics but for education more specifically the Education Quality and Accountability Unit (EQUA) under MoE. The statistical and monitoring systems as well as the quality of official data in the policy field covered have been assessed. This assessment has fed into the design of the action as follows: the MoE has approved an updated and comprehensive M&E framework and a revised set of KPIs during the Mid-Term review of the ESP; MoE reports annually on targets achieved under the ESP. The annual progress report is produced and discussed with the main stakeholders in the PPCC in March/April and this action will align with this calendar. Monitoring is carried out on a regular basis by EQUA through routine and systematic field visits.

Since 2018, in close collaboration with the MoE, the EU has financed external monitoring teams to assess the quality of a sample of 100 schools. In parallel, a separate survey for 15 camp schools was included. Now, the process is progressively being handed over to EQUA to continue with yearly assessments entirely under their responsibility, using their standards and scoring categories. This increased ownership might imply some shifts in the timing, methodology and format of the quality surveys, but the surveys will remain key for the overall monitoring of this action and the release of the variable tranche indicators.

Limited staff capacities, high staff turnover and lack of technological equipment and software programs do remain major obstacles for smooth data collection, processing and verification. Targeted capacity building for planning, budgeting, M&E and reporting needs to be further reinforced.

5.2. Evaluation

Having regard to the nature of the action, an evaluation will not be carried out for this action or its components via independent consultants contracted by the Commission.

The evaluation of this action may be performed individually or through a joint strategic evaluation of budget support operations carried out with the partner country, other budget support providers and relevant stakeholders.

In case an evaluation is not planned, the Commission may, during implementation, decide to undertake such an evaluation for duly justified reasons either on its own decision or on the initiative of the partner.

5.3. Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

6. STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

All entities implementing EU-funded external actions have the contractual obligation to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. To that end they must comply with the instructions given in the 2022 guidance document [*Communicating and raising EU visibility: Guidance for external actions*](#) (or any successor document).

This obligation will apply equally, regardless of whether the actions concerned are implemented by the Commission, the partner country, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU Member States. In each case, a reference to the relevant contractual obligations must be included in the respective financing agreement, procurement and grant contracts, and delegation agreements.

For the purpose of enhancing the visibility of the EU and its contribution to this action, the Commission may sign or enter into joint declarations or statements, as part of its prerogative of budget implementation and to safeguard the financial interests of the Union. Visibility and communication measures should also promote transparency and accountability on the use of funds. Effectiveness of communication activities on awareness about the action and its objectives as well as on EU funding of the action should be measured.

Implementing partners shall keep the Commission and the EU Delegation fully informed of the planning and implementation of specific visibility and communication activities before the implementation. Implementing partners will ensure adequate visibility of EU financing and will report on visibility and communication actions as well as the results of the overall action to the relevant monitoring committees.

The EU has been a longstanding partner of Jordan but many Jordanians might not be fully aware of this partnership in all its aspects. In particular, as the EU is opting more and more for budget support to channel its financial aid, by definition a modality less visible to the general public than a more traditional project approach. Communication about the outcomes of our budget support interventions cannot be seen in isolation of the sector policies and the reforms that these interventions support. Budget support is successful when the policy itself is successful and when the EU's contribution helps bring about effective reforms and sustainable change in the country, trickling down to the level of citizens – who perceive an improvement in their lives. The EUD together with the GoJ, with MoE for this action in particular, intends to invest in uplifting the awareness on what the EU is doing in Jordan through its budget support interventions in strategic areas such as social protection, education and employment generation.