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Report No: PAD3722

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

PROGRAM PAPER

ON A

PROPOSED ADDITIONAL LOAN AND RESTRUCTURING

IN THE AMOUNT OF US$100 MILLION
(INCLUDING AN IBRD LOAN AND SUPPORT FROM THE
GLOBAL CONCESSIONAL FINANCING FACILITY)

FOR AN

EDUCATION REFORM SUPPORT PROGRAM-FOR-RESULTS

TO THE

HASHEMITE KINGDOM OF JORDAN

JUNE 16, 2020

Education Global Practice
Middle East and North Africa Region

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CURRENCY EQUIVALENTS

(As of June 2, 2020)
Unit of currency = Jordanian Dinar (JOD)

US$1 = JOD 0.709

ABBREVIATIONS AND ACRONYMS

AAI	Accelerating Access to Education Initiative
AB	Audit Bureau
AF	Additional Financing
CBJ	Central Bank of Jordan
COVID-19	Coronavirus Disease 2019
CPF	Country Partnership Framework
DCU	Development Coordination Unit
DFID	Department for International Development
DLI	Disbursement-Linked Indicator
DLR	Disbursement-Linked Result
ECE	Early Childhood Education
ECED	Early Childhood Education and Development
EDEP	Education during Emergency Plan
EMIS	Education Management Information System
ESMP	Enhanced School Management and Planning
ESP	Education Strategic Plan
ESSA	Environmental and Social Systems Assessment
E&S	Environmental and Social
EU	European Union
FSA	Fiduciary System Assessment
GBD	General Budget Department
GCFF	Global Concessional Financing Facility
GDP	Gross Domestic Product
GFMIS	Government Financial Management Information System
GIS	Geographical Information System
GOJ	Government of Jordan
GPA	Grade Point Average
GRM	Grievance Redress Mechanism
HCI	Human Capital Index

IBRD	International Bank for Reconstruction and Development
IDA	International Development Association
INTOSAI	International Organization of Supreme Audit Institutions
IP	Implementation Progress
IPF	Investment Project Financing
IPSAS	International Public Sector Accounting Standards
ISR	Implementation Status and Results
JERS	Jordan Education Reform Support
JIACC	Jordan Integrity and Anti-Corruption Commission
JOD	Jordanian Dinar
K-12	Kindergarten to grade 12
KG	Kindergarten
MOE	Ministry of Education
MOF	Ministry of Finance
MOPWH	Ministry of Public Works and Housing
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NTPS	National Teacher Professional Standards
OECD	Organisation for Economic Co-operation and Development
PDO	Program Development Objective
PforR	Program-for-Results
PISA	Program for International Student Assessment
PPP	Public-Private Partnership
QA	Quality Assurance
RA	Result Area
RF	Results Framework
SDDP	School and Directorate Development Program
SES	Socioeconomic Status
SIP	School Improvement Plan
SOP	Standard Operating Procedures
TA	Technical Assistance
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UM	Unit of Measure
USAID	United States Agency for International Development
US$; USD	United States Dollar
WASH	Water, Sanitation and Hygiene
WB	World Bank

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BASIC INFORMATION – PARENT (Jordan Education Reform Support Program - P162407)

Country	Product Line	Team Leader(s)	
Jordan	IBRD/IDA	Dina N. Abu-Ghaida	
Project ID	Financing Instrument	Does this operation have an IPF component?	Practice Area (Lead)
P162407	Program-for-Results Financing	Yes	Education

Implementing Agency: Ministry of Education, Ministry of Public Works and Housing

Is this a regionally tagged project?	Bank/IFC Collaboration	
No	No	
Original Approval Date	Effectiveness Date	Closing Date
05-Dec-2017	14-Dec-2017	31-May-2023
Original Environmental Assessment Category (IPF Component)	Current Environmental Assessment Category (IPF Component)	
Not Required (C)	Not Required (C)	

Program Development Objective(s)

The Program is to expand access to early childhood education, and to improve student assessment and teaching and learning conditions for Jordanian children and Syrian refugee children.

Ratings (from Parent ISR)

	Implementation	Latest ISR

	11-Apr-2018	17-Oct-2018	17-May-2019	12-Dec-2019
Progress towards achievement of PDO	S	S	S	MS
Overall Implementation Progress (IP)	S	MS	MS	MS
Overall Risk	S	S	S	S
Technical	S	S	S	S
Fiduciary Systems	S	MS	MS	MS
E&S Systems	S	S	S	S
Disbursement Linked Indicators (DLI)	S	S	S	S
Monitoring and Evaluation	S	MS	MS	MS

BASIC INFORMATION – ADDITIONAL FINANCING (Additional Financing - Jordan Education Reform Support Program-for-Results - P173091)

Project ID	Project Name	Additional Financing Type	Urgent Need or Capacity Constraints
P173091	Additional Financing - Jordan Education Reform Support Program-for-Results	Changes to Expenditure Parameters, Restructuring, Scale Up	
Financing instrument	Product line	Approval Date	Will there be additional financing for the IPF component?
Program-for-Results Financing	IBRD/IDA	30-Jun-2020	No
Projected Date of Full Disbursement	Bank/IFC Collaboration	Joint Level	
	Yes	Complementary or Interdependent project requiring active coordination	
Is this a regionally tagged project?			

No

Disbursement Summary (from Parent ISR)

Source of Funds	Net Commitments	Total Disbursed	Remaining Balance	Disbursed
IBRD	147.70	90.32	57.38	61 %
IDA				%
Grants	52.30	31.85	20.45	61 %

PROGRAM FINANCING DATA – ADDITIONAL FINANCING (Additional Financing - Jordan Education Reform Support Program-for-Results - P173091)

FINANCING DATA (US$, Millions)

SUMMARY (Total Financing)

	Current Financing	Proposed Additional Financing	Total Proposed Financing
Government program Cost	7300.00	0	7300.00
Total Operation Cost	700.00	222.00	922.00
Total Program Cost	692.00	222.00	914.00
Total Financing	700.00	222.00	922.00
Financing Gap	0	0	0

DETAILS – Additional Financing

Counterpart Funding	**122.00**
Borrower/Recipient	122.00
International Bank for Reconstruction and Development (IBRD)	**81.40**
Trust Funds	**18.60**
Concessional Financing Facility	18.60

COMPLIANCE

Policy

Has the parent Program been under implementation for at least 12 months?

Yes

Have the DO and IP ratings for the parent Program been rated moderately satisfactory or better for at least the last 12 months?

Yes

Does the program depart from the CPF in content or in other significant respects?

No

Does the Program require any waivers from Bank policies?

No

INSTITUTIONAL DATA

Practice Area (Lead)

Education

Contributing Practice Areas

Climate Change and Disaster Screening

This operation has been screened for short and long-term climate change and disaster risks

TASK TEAM

Bank Staff

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Extended Team

Name	Title	Organization	Location

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I. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING

1. Jordan has historically maintained its stability and resilience despite being exposed to multiple exogenous shocks that impacted its economy over the past decade. Particularly, the country experienced spillovers from regional conflicts, specifically Iraq and Syria; fluctuations in energy prices due to disruption in natural gas supply from Egypt; loss of key Syrian and Iraqi export markets; and shifts in geopolitical relations. Combined, these shocks have compounded Jordan's vulnerabilities and hit growth and employment in Jordan. From an annual average of 6.5 percent during 2000-09, real Gross Domestic Product (GDP) growth declined to an average of 2.6 percent per year in 2010-15 and stagnated at 2.0 percent per year during 2016-18. In addition, the fiscal deficit and debt ratios surged to high levels in tandem with the post-2009 economic slowdown. Furthermore, Jordan's near-term growth prospects have substantially weakened due to the COVID-19 pandemic. The lockdown measures, the disruption in regional and global markets, and the deterioration of the global economic outlook will have a significant impact on the Jordanian economy in the near term. Preliminary simulations show GDP could contract by 3.5 percent in 2020[1], mostly driven by declines in private consumption and exports.

2. The conflict in Syria has led to a massive influx of refugees into Jordan, who have been largely absorbed into host communities and benefited from services, including education. Jordan hosts around 1.3 million Syrian refugees, of whom over 720,000 are registered with the United Nations High Commissioner for Refugees (UNHCR)[2]. Jordan has allowed Syrian refugee children to access tuition-free public schools in host communities since the start of the conflict, and additionally opened accredited public schools in *Zaatari* refugee camp in 2012 and *Azraq* refugee camp in 2014. In 2013, the Ministry of Education (MOE) additionally employed a double shift system for primary (but not secondary) schools. Today, roughly half of Syrian students enrolled in schools attend during the second shift, another quarter attend schools in refugee camps, and another quarter are in the first shift with Jordanian students. Regardless of the type of school or shift attended, Jordan prides itself in extending all education policies equally to all nationalities residing in the Kingdom.

3. Tangible progress has been made in expanding access to education in Jordan over the past four decades, but challenges remain both in the areas of access and quality of education. The number of expected years of schooling rose from 3.4 years in 1970[3] to 11.6 years in 2017 according to the World Bank's Human Capital Index (HCI).[4] This is reflected in the near universal enrolment in basic education (grades 1-10); however, pre-primary[5] net enrolment rates (NERs) remain low at 36.5 percent, and upper secondary (grades 11-12) NER is only at 71.2 percent.[6] While there is no gender gap in the basic education NER, enrolment in pre-primary education is slightly higher for boys than girls (37.1 percent vs. 36.0 percent). At the upper secondary level, the gender gap is quite substantial in favor of females (NER 77.9

[1] World Bank. 2020. *MENA Economic Update ç April 2020.*

[2] UNHCR. February 2020. Mid-Year Trends 2019, available at https://www.unhcr.org/search?comid=56b086754&cid=49aea93aba&scid=49aea93a5c&tags=midyear. The total number of refugees and asylum seekers in Jordan is estimated at 756,110, of whom 34,500 are Iraqi refugees. The proposed operation relies on UNHCR figures on Syrian refugees.

[3] . I·№2Σ w◊ I·yŘ ₩◊ [ŜŜ◊ нлмо◊ ά! bŜø 5I·ůI· {Ŝů 2₮ 9ŘdžÖI·ůl2yY·f !ůůI·lyYˇŜyů lyˇ ůKŜ [2] 2№fŘΣ мфрл-нлмлΣέ *Journal of Development Economics* 104:184-198.

[4] The HCI includes five education and health lyŘ↕ÖI·ú2№ãY ůKŜ LJ№2ōI·ōlfůúè 2₮ ădz№ØlØI·f ú2 I·∃Ŝ ₮lØŜΣ I· ÖK↕fŘůã ŜÈLJŜÖúŜŘ èŜI·№ã 2₮ ăÖK22fůyΞΣ harmonized test scores as a measure of quality of learning, adult survival rate, and the proportion of children who are not stunted.

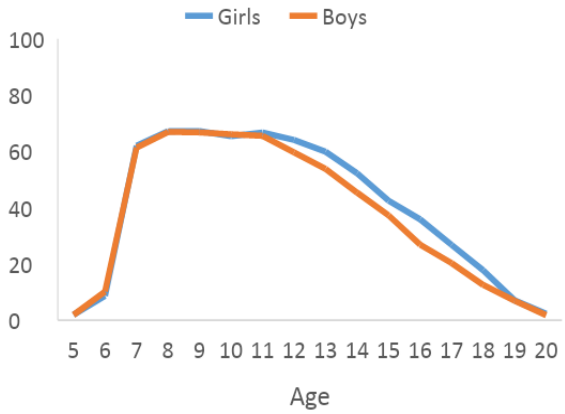
[5] Includes 2 years, Kindergarten 1 and Kindergarten 2.

[6] Ministry of Education. 2019. *Statistical Abstract for Academic Year 2017-18.*

percent for females vs. 64.8 percent for males). The HCI adjusts the actual years of schooling by accounting for the quality of what children learn: in Jordan, the adjusted years of schooling equals 7.6 years, a 4-year gap relative to the time physically spent in school (as well as demonstrating a gender gap, with females at 8.1 years and males at 7.2 years).[7] Another standardized learning metric reinforces the HCI finding: the World Bank's learning poverty measure reports that 52 percent of children in Jordan are unable to read and understand a short age-appropriate text by age 10.[8] Here again, learning poverty is higher for boys (55.3 percent) than for girls (48.2 percent).

4. Access challenges are particularly severe for Syrian refugee children in Jordan. Despite the ability to enroll free of charge in Jordanian public schools, in 2018, out of the roughly 236,000 Syrian refugees between 5 and 17 years old in Jordan, only about 152,000 (64 percent) were enrolled in formal or non-formal education.[9] Enrolment rates are especially low in early childhood education, but they do not reach beyond 70 percent for ages 7-10 years, when they begin to drop off again (and at a slightly faster rate for boys than girls -- see Figure 1). The primary reasons for low enrolment (and high dropout) rates for refugee children can be categorized into constraints on the demand side (financial constraints, early marriage, value placed on education) as well as supply side (distance to school, safe school climate concerns) that threaten to result in "a lost generation".[10] The relatively higher drop-out rate for boys is related primarily to the higher incidence of child labor among boys. This reflects the relatively high opportunity cost of education for Syrian refugees 10-16 years old: based on lessons learned from the UNICEF-run *Hajati* cash transfer program, discontinuation of the cash transfers led to lower school attendance and higher rates of child labor, particularly for boys.[11]

Figure 1: Enrolment rates of Syrian refugees in Jordan, by age and gender



Source: UNICEF based on 2016/2017 school year data. Data only refers to those registered with UNHCR.

[7] World Bank Human Capital Project, available at https://www.worldbank.org/en/publication/human-capital#firstLink01642.
[8] World Bank Learning Poverty, available at https://www.worldbank.org/en/topic/education/brief/learning-poverty.
[9] No Lost Generation Partners. *Investing in the Future: Protection and Learning for all Syrian Children and Youth.* March 2019.
[10] UNHCR. 2019. *Vulnerability Assessment Framework: Population Study 2019*. The study is based on a representative sample of Syrian refugees and does not provide any comparison between Syrians and Jordanians.
[11] UNICEF Office of Research ς Innocenti. 2019. *The Impact of Terminating Cash Support to Displaced Syrian Children in Jordan.*

5. The MOE's *Education Strategic Plan 2018-2022* (ESP) defines the government's education program, identifying opportunities for education improvement for all inhabitants of Jordan. The ESP lays out the reform program along six key domains: a) early childhood education (ECE); b) access and equity; c) quality; d) human resources; e) system strengthening; and f) vocational education. In order to support the ESP, the parent Jordan Education Reform Support (JERS) Program-for-Results (PforR) was approved by the World Bank Board of Executive Directors and became effective in December 2017, providing financing in the amount of US$200 million to the Government of Jordan, of which US$147.7 million IBRD loan and US$52.3 million support from the Global Concessional Financing Facility (GCFF). The US$200 million envelope consists of a PforR portion of US$192 million and a technical assistance (TA) Investment Project Financing (IPF) portion of US$8 million. The operation's Program Development Objective (PDO) is to expand access to early childhood education, and to improve student assessment and teaching and learning conditions for Jordanian children and Syrian refugee children. The original PforR has four key Result Areas (RAs) that support several domains of the ESP:

(a) *Result Area 1:* Expanding access and improving quality of early childhood education
(b) *Result Area 2:* Improving teaching and learning conditions
(c) *Result Area 3:* Reforming student assessment and certification system
(d) *Result Area 4:* Strengthening education system management.

6. Implementation progress of the original PforR is moderately satisfactory (see Annex 1, Table 4) while some achieved results await independent verification. In particular, figures from the MOE Education Management Information System (EMIS) show that enrolment of Syrian refugees in Kindergarten 2 (KG2, the year before primary grade 1), basic, and secondary education has increased, but these figures have not been verified, so that disbursement against the relevant disbursement-linked indicator (DLI1) has not occurred yet. Under RA1 on ECE, the MOE has received support from the TA to conduct a demand-supply analysis to inform policy options for expanding access to KG2 as well as development of a KG quality assurance system. Under RA2, national teacher professional standards have been developed and adopted – representing achievement of disbursement-linked result (DLR) 4.1. Work is also underway (with the support of the TA) to develop teacher evaluation tools and reform the teacher career path, linking it better to teacher competencies. Also under RA2, the MOE is conducting a needs assessment for socio-emotional learning programs in schools, with the support of the TA. In terms of improving the physical learning environment under RA2, DLR6.2 has been achieved, i.e. approval of the legal framework for allowing transfer of school-level maintenance and upkeep budget to schools. Under RA3, the grade 3 diagnostic test on early grade reading and math was implemented (DLR7.2) and the MOE has begun reviewing the overall approach to student assessment across all grades, including both national and international assessments. Finally, under RA4, the original PforR confirmed the required budget additionality for the MOE to be able to sustain its reforms, both for 2019 and 2020. Overall, disbursements under the original PforR amount to US$122 million (61 percent of the total), of which US$44 million are DLI payments, US$77 million DLI advances, and US$1 million disbursements under TA IPF.

7. Even before the COVID-19 pandemic, the MOE sought to redouble its efforts in several RAs, prompting the need for the additional financing (AF). Under RA1 on ECE, the government's ambitions increased significantly during the last year, particularly around the speed of expanding access, with the target set to achieve 100 percent enrolment of 5-year-olds in KG2 beginning with academic year 2020-21. Under the original PforR, the focus of RA2 was on strengthening the capacity of teachers and school leaders and improving the learning environment in schools with a high proportion of Syrian refugees. Under the AF, the governme3nt seeks to roll out these interventions beyond this subset of public schools. Finally, under RA3 on student assessment, the MOE is committed to digitizing the high-stakes

tawjihi school-leaving and university entrance exam, above and beyond the original PforR's focus on revising the content and purpose of the exam.

8. Expanding access to quality KG2 poses a formidable challenge, particularly for children from disadvantaged backgrounds, including Syrian refugees.[12] MOE estimates that the 2018 KG2 NER was 63.5 percent, yet there is variation between females and males and even more so between Jordanian and Syrian refugee children. At 62.9 percent, the female NER is lower than the male rate of 64.1 percent; and at 69.5 percent, the NER for Jordanians is significantly higher than 25.4 percent, the NER for Syrian children.[13] Therefore, the government's recent commitment to universalize KG2 for all 5-year-olds in Jordan by the 2020-21 academic year corresponds to increasing enrolment at a higher rate for females and Syrians and results in an estimated 107,000 additional children in school. This increase in enrolment represents a significant challenge, and even more so since the growing KG2 landscape is characterized by fragmentation in service delivery: the public sector accounts for nearly one-fifth of enrolments, while the bulk of services is provided by the private sector, including licensed as well as non-licensed providers. The fragmentation, in turn, can impede quality assurance – and it is key to ensure that rapid expansion of KG2 services is done while preserving quality. While the MOE monitors quality in public KG2 classrooms, private provision remains largely unmonitored. To ensure investments in service expansion are transformational towards learning outcomes, equal attention will need to be paid towards establishing a universal standard of quality for KG2 instruction. Evidence from rigorous evaluations suggests that high-quality ECE boosts children's school readiness by improving early literacy and numeracy skills and has been associated with better learning outcomes on standardized tests in middle and high school.[14] ECE has also been shown to effectively improve equity and mitigate the impact of children's socioeconomic background on their developmental trajectory, thus increasing human capital among the most vulnerable.

9. The MOE recognizes that the current learning environment in Jordan presents a significant impediment to learning. The ESP has targeted learning conditions – both physical and behavioral - as a key area for intervention in addressing learning outcomes shortfalls. Data from the 2018 Program for International Student Assessment (PISA) show that 38 percent of students in Jordan reported being bullied at least a few times a month (compared to the OECD average of 23 percent) and 22 percent feel lonely at school (OECD average of 16 percent). Both rates are significantly higher for boys than for girls. PISA data allow construction of indices that measure students' sense of belonging at school[15] and the school disciplinary climate[16]: in Jordan, the average performance of students in schools from the top 40 percent of these indices is 2 years of schooling ahead of those in the bottom 40 percent. This evidence suggests that students – especially boys in all-male schools -- may not feel safe, welcome, or at ease when in school. Furthermore, for

[12] Pre-primary enrolment in Jordan is strongly associated with family income. It is estimated that most children from the bottom two income quintiles do not receive ECE (EI-Kogali & Krafft 2015).

[13] Ministry of Education. 2019. *{úŃl·ú$ƎłlÔ ttl·yŒă !ÔKʌŜØŜY'Ŝyűă wŜLJƨŃúΦ* The gender difference in KG2 enrolment could be a result of I· Ŏ2Y'ōʌyl·úʌ2y'2ŦŦI·ŎúƨŃăΣ ʌyŎŧŒzŘʌyƎ ƎŜyŘŜℕ ōʌI·ăŜă úKI·ú Y'I·è ʌyŦŧŒzŜyŎŜ LJI·ℕŜyűăΩ decisions surrounding enrolment.

[14] Weiland, C. and H. ¸2ăKʌ]I·ǿI·Φ нлмо Φ ŒLY'LJI·ŎúăΣ 2Ŧ I· tℕŜ]ʌyŘŜℕƎI·ℕúŜy' tℕ2ƎℕI·Y' 2y' /KʌŁŘℕŜyŒă aI·úKŜY'I·úʌŎăΣ [I·yƎŒzI·ƎŜΣ [ńúŜℕI·ŎèΣ Executive Function, and Emotional Skills,é *Child Development* 84(6): 2112-2130.

[15] {ŰŒzŘŜyűăΩ ăŜyãŜ 2Ŧ ōŜŧ2yƎʌyƎ I·ú ăŎK22ŧ ʌă Y'ŜI·ăŒzℕŜŘ ōè I·ă]ʌyƎ ăúŒzŘŜyűă ØKŜűKŜℕ úKŜè I·ƎℕŜŜ óŒăúℕ2yƎfê ŘʌăI·ƎℕŜŜéΣ áŘʌăI·ƎℕŜŜéΣ áI·ƎℕŜŜéΣ áăúℕ2yƎfê I·ƎℕŜŜéú ØʌúK úKŜ Ŧ2ff2ØʌyƎ ăúI·úŜY'Syűă I·ō2ŒzúúKŜℕ ăŎK22ŧY áL ŦŜŜŧ fʌ]Ŝ I·y'2ŒzúăʌŘŜℕ ó2ℕ fŜŦú 2ŒzúŒ 2Ŧ úKʌyƎăú I·ú ăŎK22ŧéŦ áL Y'I·]Ŝ ŦℕŜyŘă ŜI·ăʌfê I·ú ăŎK22ŧéŦ áL ŦŜŜŧ fʌ]Ŝ L ōŜŧ2yƎ I·ú ăŎK22ŧéŦ áL ŦŜŜŧ I·ØǿʌǿI·ℕŘ I·yŘ 2ŒzúŒ 2Ŧ LJŧI·ŎŜ ʌy'Y'è ăŎK22ŧéŦ áhúKŜℕ ăúŒzŘŜyűă ăŜŜY' úŒ2 fʌ]Ŝ Y'Ŝé Ŧ I·yŘ áL ŦŜŜŧ f2ySfê I·ú ăŎK22ŧéΦ

[16] tL{ ! I·ă]ŜŘ ăúŒzŘŜyűă K2ǿ ŦℕŜIjŒzŜyűfê óŒyŜØŜℕ 2ℕ KI·ℕŘfê ŜØŜℕéΣ áă2Y'Ŝ fŜăă2yãéΣ áY'2ăú fŜăă2yãéΣ áŜØŜℕè fŜăă2yéú úKŜ Ŧ2ff2ØʌyƎ úKʌyƎă happen in their language-of-ʌyãúℕŒzŎúʌ2y'fŜăă2yãY á{ŰŒzŘŜyűă Ř2yΩú fʌăúŜy'ú2 ØKI·ú úKŜ úŜI·ŎKŜℕ ăI·èăéŦ á¢KŜℕŜ ʌă y2ʌăŜ I·yŘ Řʌă2ℕŘŜℕéŦ á¢KŜ úŜI·ŎKŜℕ KI·ă ú2 ǿI·ńú I· f2yƎ úʌY'Ŝ Ŧ2ℕ ăúŒzŘŜyűă ú2 IjŒzʌŜú Ř2ǿyɛŦ á{ŰŒzŘŜyűă ŎI·yyƨú ǿ2ℕ] ØŜŦféŦ I·yŘ á{ŰŒzŘŜyűă Ř2yΩú ăúI·ńú ǿ2ℕ]ʌyƎ Ŧ2ℕ I· f2yƎ úʌY'Ŝ I·ŦúŜℕ úKŜ fŜăă2y'ōŜƎʌyãéΦ ¢KŜăŜ ăúI·úŜY'Syűă ØŜℕŜ Õ2Y'ōʌySŘ ú2 ÖℕŜI·úŜ úKŜ ʌyŘŜÈ 2Ŧ ŘʌăŎʌLJŧlyl·ℕè ŎŧʌY'I·úŜΦ

Syrian refugee students, the same negative learning environment that prevents them in many instances from attending school leads to less learning even if they do not drop out of school.

10. The MOE has renewed its commitment to reforming student assessment, with a specific focus on digitizing the *tawjihi* exam as part of reforming it comprehensively. The parent JERS PforR incentivizes a reform of the content and purpose of the *tawjihi* exam, which remains the most influential and decisive high-stakes exam in Jordan's education system. This reform will entail reshaping behaviors of teachers, students, parents, principals, administrators, and other actors in the education system. Due to the complex political economy, progress on the *tawjihi* reform under the parent JERS PforR has been slow. An MOE assessment reform committee was established in March 2019 that would guide development of an overarching student assessment framework including *tawjihi* reform under the TA component. The MOE's renewed commitment to reforming the *tawjihi* and introducing education technology solutions for student assessment provides a window of opportunity to accelerate progress in this area under the AF.

11. With the advent of the COVID-19 pandemic, the MOE responded swiftly by switching to distance education in the short term and planning for the medium term. Online and television resources were set up to provide students with distance learning content. Leveraging readily available materials from the private sector, the Ministry is offering online lectures through its newly established *Darsak*[17] platform and two dedicated TV channels. These resources cover the curriculum's core subjects of Arabic, English, math, and science for grades 1 through 12. In addition, the country's TV sports channel has been repurposed to broadcast educational material tailored to students preparing for the *tawjihi*. The MOE also developed the *Education during Emergency Plan 2020/22* (EDEP), which lays out the short- to medium-term education response to the COVID-19 pandemic in three phases:

(a) *Response Phase (March-May 2020)* – corresponds to the swift response described above.

(b) *Recovery/Remedial Phase (June-August 2020)* – Since the distance education provided will likely leave learning gaps for those who were able to access it, and even larger gaps for students from vulnerable and disadvantaged backgrounds (including Syrian refugees) who could not access TV or the internet, MOE plans to provide a month-long catch-up program prior to the beginning of the new school year in September 2020. In addition, schools will be preparing during this phase for the return of students, including ensuring minimum required health and safety measures.

(c) *Sustainability Phase (September 2020-September 2022)* – Having made the swift leap to distance education, the MOE sees the benefits of maintaining the gains made in its ability to provide distance education by integrating distance education better into traditional classroom instruction. In other words, the education system in Jordan will not only recover but "build back better" during this phase, with MOE exploring opportunities to leverage high-quality distance learning content as a complementary resource for students during regular times and piloting blended learning modalities.

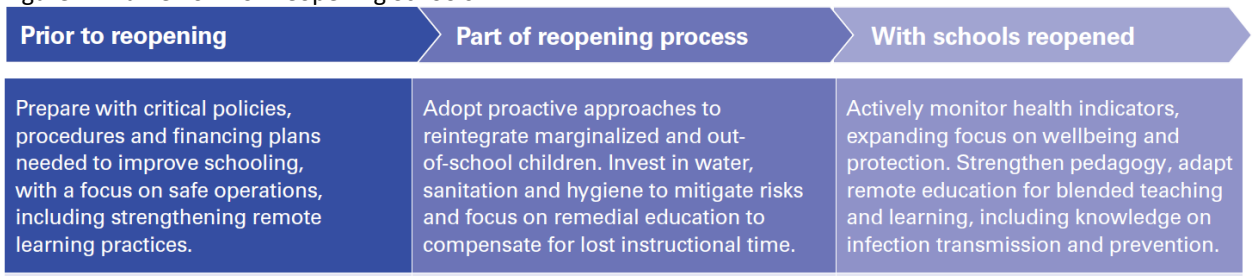
12. MOE's response to the COVID-19 pandemic as reflected in its EDEP is fully aligned the international direction on preparing for and sustaining safe school reopening. In April 2020, UNESCO, UNICEF, the World Food Programme (WFP) and the World Bank jointly published the *Framework for Reopening Schools* in response to the COVID-19 pandemic and the unprecedented risk to children's education, protection, and wellbeing that school closures represent. This framework aims to inform the decision-making process on when to reopen schools, support national preparations, and guide the implementation process, as part of the overall public health and education planning processes. The framework recognizes that disruptions to instructional time in the classroom can have a severe impact on a child's ability

[17] ά5Ι·ℕăΙ·ʅέ ʎʏ ! ℕΙ·ōΛÔ úℕΙ·yãfΙ·ûŜă ú2 άè2ʤℕ fŜăă2yɛ Ι·yŘ ÔΙ·yˇōŜ Ι·ÔÔŜăăŜŘ úKℕ2ʤ∃K úKŜ a h9 øŜōă\te at MOE.gov.jo.

to learn. The longer marginalized children are out of school, the less likely they are to return. Prolonged closures disrupt essential school-based services such as school feeding and psychosocial support, and can cause stress and anxiety due to the loss of peer interaction and disrupted routines. These negative impacts will be significantly higher for marginalized children, refugees, and children with disabilities. The framework outlines three phases in terms of how to go about reopening schools, each with a set of key activities (see Figure 2).

13. The AF is providing timely technical and financial support to cope with the medium-term challenges caused by the COVID-19 pandemic. Education sector financing will be a key challenge in times of increased pressure on the public budget, reductions in disposable incomes of families, and pressure on international financing as donor countries themselves have often been severely affected by the pandemic. The AF provides crucial support for investment in the human capital of the generation that will have to pay for the debts that countries are incurring to cope with the crisis today. The AF will further support MOE in leveraging investments in distance learning as a launching pad for more effective and inclusive education services.

Figure 2: Framework for Reopening Schools



Source: UNESCO, UNICEF, WFP, World Bank. April 2020. *Framework for Reopening Schools.*

14. The government ESP and its annual planning exercise (conducted jointly between the MOE and education development partners) will integrate the EDEP phases described above. The ESP already includes distance education reforms and targets under the domain on quality of education, as well as physical environment priorities under the domain on access and equity, allowing for integration of the EDEP phases through revisions to the current ESP annual plans. The AF, in turn, responds to the EDEP priorities laid out in the Recovery/Remedial and Sustainability Phases by including measures that address the COVID-19 pandemic under each of the already identified areas of KG2 expansion, improvement of the learning environment, and reform of the *tawjihi* exam. In particular, the AF support to the COVID-19 pandemic response stresses the equity aspect of the response, as vulnerable Jordanian and Syrian students are likely to have fallen yet further behind in terms of learning outcomes as a result of the switch to distance education. For Syrian refugees, in particular, the ongoing crisis could very well lead to yet further increases in school drop-out, therefore, concerted efforts will need to be made in this regard. The proposed operation contributes to implementation of the World Bank Group (WBG) Middle East and North Africa enlarged strategy, which stresses building human capital in order to create inclusive growth and quality private sector led jobs – the prerequisites for achieving the WBG twin goals of ending extreme poverty and boosting shared prosperity in a sustainable manner. By supporting the implementation of the government ESP, including its modifications to address the COVID-19 pandemic, the AF is squarely aligned with Objective 2.2 of the FY17-FY22 WBG Country Partnership Framework[18] (CPF) for Jordan, which highlights the need for improved equity and quality of education service delivery. The CPF also stresses improvement in economic

[18] World Bank Group. June 15, 2016. *Country Partnership Framework for the Hashemite Kingdom of Jordan for the Period FY17-FY22.*

opportunities for Jordanians and Syrian refugees in order to reduce poverty, something that cannot be accomplished without the requisite skills gained from quality education.

15. In supporting the ESP, this AF is aligned with the larger landscape of support by development partners to the Jordanian education sector. This is already notable in the EDEP, during which the MOE developed a phased approach – response, recovery, and sustainability – with each donor support earmarked to a specific phase allowing clear collaboration to be developed. In several instances, the AF is not only complementing ongoing support by another development partner but also building on this support to extend its reach and efficacy. For example, under RA1 on expanding access to KG2, the AF is benefitting from the data on school infrastructure collected under the USAID's Enhanced School Management and Planning (ESMP) program, as well as the lessons learned from USAID's support to school construction and expansion in Jordan. Similarly, under RA1, UNICEF and the World Bank are coordinating efforts to support MOE in expanding access to KG2 while at the same time ensuring the quality of education provided and that the marginalized segments of the population, including the Syrian refugees, are included in the access expansion. Under RA2 in the area of improving teacher competencies, the TA support is coordinated with ongoing USAID assistance for pre-service teacher training as well as the Canadian government's support to in-service training. In terms of gaining a better understanding of the learning environment in schools, AF interventions will build on ongoing school-level data collection under the School and Directorate Development Program (SDDP) funded by Canada and benefitting from UNESCO-supported capacity building. On Syrian access to education, the AF is coordinating with the Accelerating Access to Education Initiative (AAI) – funded by Australia, Canada, DFID, the European Union, Germany, Norway, and USAID – to ensure that access indicators and targets are aligned.

II. INTRODUCTION

16. This Program Paper seeks the approval of the Executive Directors to provide an additional financing in the amount of US$100 million (US$81.4 million IBRD and US$18.6 million GCFF funding) for Jordan Education Reform Support Program-for-Results (P162407, Loan Number 88040 JO and GCFF Trust Funds Number TF0A6420-JO and TF0A6421-JO). Furthermore, the Program Paper describes restructuring of the original JERS PforR, including its extension by 2 years, resulting in a new financing closing date of May 31, 2025. The entire additional loan will be results-based using DLIs, and the TA IPF amount remains at US$8 million for the combined original PforR and AF. Nonetheless, given savings achieved during the ongoing implementation of TA activities under the original PforR, new TA activities will be introduced to support AF interventions within the overall US$8 million envelope (see Annex 7).

17. The original PforR Program was valued at US$700.0 million, representing 10 percent of the US$7.3 billion ESP (government program), and including key activities that focus on access for ECE and quality for ECE, basic, and secondary education. The proposed AF will operate within the original boundary of the government program (see Figure 3). The PforR Program boundary will expand by US$222 million in terms of the expenditure framework (see Table 1), of which US$100 million will be provided through the AF (see Table 2). This expansion is reflected in: (a) ambitious new targets, e.g. under RA1 due to universalization of KG2; (b) additional interventions across the board to respond to the COVID-19 pandemic, including ensuring sustainability of distance learning innovations that were introduced as a response to school closures; and (c) additional expenditures since the parent operation has been extended by 2 years. In addition, this AF includes restructuring of existing DLRs in order to provide a roadmap towards outcome achievement. Modified interventions include a clearer sequence of activities towards improving the learning

environment and reforming the *tawjihi* exam, benefitting from the lessons learned in implementing the original PforR in terms of the need for a clear roadmap towards achievement of desired targets. Finally, Table 3 summarizes the MOE past, present, and projected spending on ECE, basic, and secondary education, demonstrating that it has not only maintained spending levels in the midst of a difficult fiscal environment, but also increased its commitment in nominal terms over the years.

Figure 3: Changes to Program Boundaries

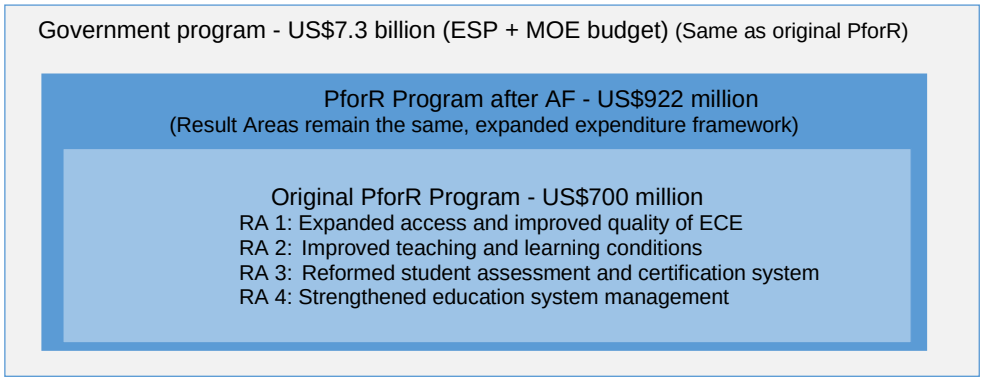


Table 1: Program Boundaries and Expenditure Framework

Government program	Area	Original PforR (US$ million)	AF (US$ million)
US$7.3 billion	RA1: ECE access and quality	114	49.8
	RA2: Teaching and learning conditions	113	113.4
	RA3: Student assessment	98	51.7
	RA4: System strengthening	375	7.1
	Total	**700**	**222**

Table 2: Program Boundaries and Financing

Financing source	Original PforR (US$ million)	AF (US$ million)	Total (US$ million)
Borrower/Recipient	500	122	622
IBRD/GCFF	200	100	300
Other	0	0	0
Total	**700**	**222**	**922**

Table 3: Ministry of Education budget for early childhood, basic, and secondary education (2018-2021)

Program	2018 Actual Spending (JOD million)	2019 Updated Estimated Spending (JOD million)	2020 Estimated Spending (JOD million)	2021 Indicative Spending (JOD million)
Early childhood education	4	5	6	6
Basic education	717	736	783	835
Secondary education	102	126	132	142

Source: Government Budget Department, Ministry of Education 2020 Budget

III. PROPOSED CHANGES

18. By 2024, an estimated 180,000 Syrian refugee children are expected to have benefited from the Program's specific interventions, including expanded access to KG2, basic, and secondary education, as well as a better socio-emotional and physical learning environment. Syrian refugee beneficiaries include those who are outside of the education system who will be enrolled based on targeted enrolment DLRs, in addition to beneficiaries currently in the system at a high risk of dropping out, by incentivizing interventions that improve the learning environment in schools with high proportion of Syrian refugees. Table 4 below provides further detail, indicating that 71 percent of Syrians age 5-17 years stand to benefit from the Program. To streamline the inclusion of Syrian refugee children into the education system, DLR 1.1 and DLR 1.2 in the original PforR, which disaggregated enrolment by level of education, are now merged into one DLI. An additional US$5 million is allocated to the merged DLI, and the targeted number of additional Syrian refugee children enrolled in school has increased from 35,000 to 55,000 children (resulting in the final target enrolment of 180,000).

Table 4: Syrian refugee children benefitting from the Program

Level of Education	Result Area (RA)	Number of Syrian Beneficiaries of the PforR Program	Total Number of Syrian Refugee Children within Age Group*	% Benefitting from Program
Basic and secondary education	RA2, RA3, RA4	160,000	232,000	69%
Kindergarten 2	RA1, RA4	20,000	20,000	100%
Total	**RA1-4**	**180,000**	**252,000**	**71%**

* Total number of Syrian refugees is estimated at 720,000 based on 2019 UNHCR data. Estimates for the number of Syrians in the KG2 age group (5-year-olds) and the basic and secondary education age group (6-17 years old) use the age group percentages from the 2018 UNHCR data.

CHANGES UNDER RESULT AREA 1: EXPANDING ACCESS AND IMPROVING QUALITY OF EARLY CHILDHOOD EDUCATION

19. To support the government's efforts to accelerate access to quality KG2, DLIs 2 and 3 will be: (a) adjusted in their scope to provide a clear and sustainable pathway towards KG2 expansion; and (b) their proposed targets will be scaled up to reflect the more ambitious nature of the government's ECE agenda. Under DLI2 of the original PforR, US$15 million were allocated towards the enrolment of 30,000 additional children in KG2. Under the AF, an additional US$36 million will be provided under DLI2 to incentivize critical activities to sustainably expand public and private KG2 provision and enable the government to achieve a more ambitious enrolment target. A DLR has also been included to strengthen the government's ECE preparedness in case of a COVID-19 pandemic relapse (or other crises that result in school closures). Under DLI3, a total of US$22 million will be allocated towards improving the quality assurance system for KG2. DLRs were restructured to more clearly incentivize the licensing of informal KG2 providers - a strategy that will both

ensure a minimum level of quality and increase access to KG2 services. In addition, the timeline for other DLRs will be extended. The DLIs associated with this RA are:

(a) DLI2: Expansion of KG2 services
(b) DLI3: Improved quality assurance system for KG2 services

CHANGES UNDER RESULT AREA 2: IMPROVING TEACHING AND LEARNING CONDITIONS

20. The scope of this RA will be expanded to allow for a more comprehensive approach to improving teaching and learning conditions. The original DLIs focused on improving school maintenance practices, capacity and incentive structures for teachers and school leaders, and fostering positive student and teacher relations and behaviors, with an allocation of US$54 million. Given the substantial effects the COVID-19 pandemic has had on education service delivery as well as teacher, student, and family well-being, this RA will be revised to: (a) improve the knowledge and understanding of student behavior across all public schools and institutionalize policies and practices to maintain positive teaching and learning conditions, and (b) provide an improved, healthy, and safe physical learning environment once students return to schools. Under the AF, an additional US$22 million will be allocated to this RA. DLI4 remains largely unchanged and focused on teacher professional development and well-being. DLI5 now provides a sequencing for the sustainable collection and use of socioemotional data and incentivizing the piloting of a socioemotional program for students and teachers. DLI6 supports the physical learning environment by leveraging school infrastructure assessment work conducted by USAID and funding interventions to rehabilitate schools and upgrade hygiene facilities. The DLIs associated with this RA are:

(a) DLI4: Strengthened teacher preparation and management
(b) DLI5: Improved learning environment in public schools and systemization of socioemotional data collection and reporting
(c) DLI6: Improved physical environment in Jordanian public schools

CHANGES UNDER RESULT AREA 3: REFORMING THE STUDENT ASSESSMENT AND CERTIFICATION SYSTEM

21. To strengthen support for the government's efforts to improve student assessment, DLI7 will be expanded in scope and adjusted in terms of targets with a focus on providing a clear pathway for *tawjihi* exam reform. Under the original PforR, US$28 million were allocated to DLI7 and under the AF, an additional US$13 million will be provided to incentivize the transition towards a competency-based, digital *tawjihi* exam as well as reducing the high-stakes nature of the exam. The definitions of existing DLRs from the original PforR will be updated to fully align with the government's provisional national assessment strategy developed in 2019. In addition, new DLRs will be added to incentivize the achievement of key intermediate activities and outputs required for *tawjihi* exam reform. Building on lessons learned in the original PforR, the AF is introducing several DLRs to incentivize continuous stakeholder consultations and a participatory reform approach. The DLI associated with this RA is DLI7: Improved student assessment system.

CHANGES UNDER RESULT AREA 4: STRENGTHENING EDUCATION SYSTEM MANAGEMENT

22. In light of the experience with the COVID-19 pandemic, a new DLI (DLI8) will be introduced to support MOE's education response during emergencies. Under the AF, US$19 million will be allocated to incentivize the development of a blended learning strategy covering various modalities, including virtual and physical learning to ensure the digital gap does not further exacerbate the learning gap across socioeconomic levels, and particularly among Syrian refugee children. The interventions are sequenced, starting with a curriculum mapping to identify opportunities for blended learning, and

a pilot for blended learning content for primary grades 4-6 in the core subjects of Arabic, mathematics, English, and science.[19] DLRs for content development and training of staff will incentivize the gradual integration of blended learning into teaching practices. Finally, in the final year of the AF, a DLR is introduced to incentivize an assessment of the impact of the DLI on learning, both by using data on usage of online materials and an impact assessment of blended learning on learning outcomes.

23. The AF will continue to provide direct support to MOE by incentivizing budget additionality. Under the original PforR, US$48 million were allocated to incentivize budget additionality to MOE and allow for upfront support to critical reforms across the RAs; under the AF, US$10 million will be added to the same DLI (now DLI9) to incentivize additionality for additional two years. The DLIs associated with this RA are:

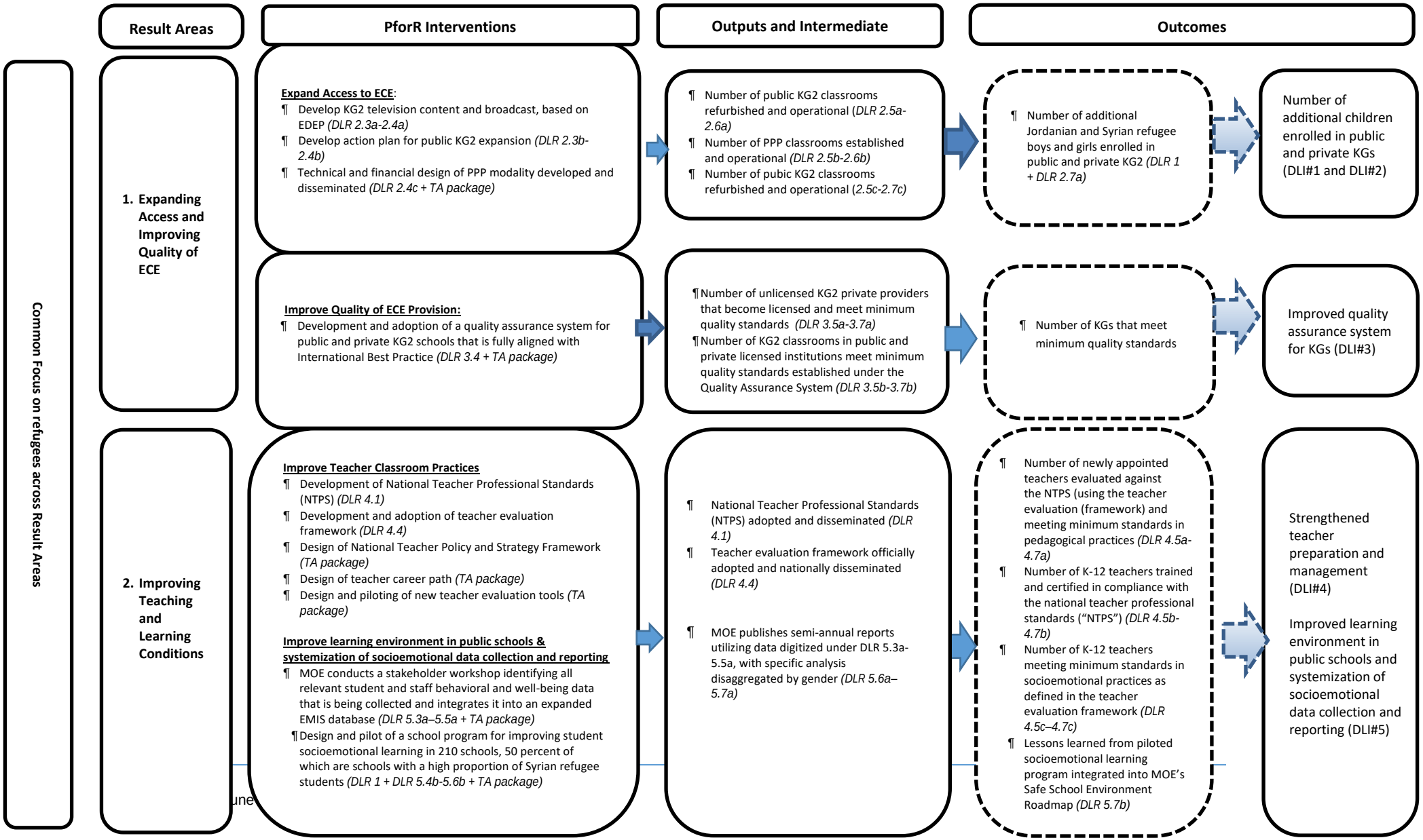
(a) DLI 8: Enhanced capacity of MOE to respond to potential future school disruptions
(b) DLI 9: Increased availability of resources and tools for the Program

24. In response to the uncertainties and risks caused by the COVID-19 pandemic, the Program design and timeline accommodate a high degree of flexibility. For example, completion dates for DLRs have been determined accounting for potential unanticipated delays. In addition, the AF introduces new TA activities within the existing US$8 million IPF allocation to support the Government of Jordan (GOJ) in responding to emerging needs and priorities in the education sector.

25. The updated results chain (see Figure 4) and Table 5 below provide a high level overview of proposed changes under the AF. A detailed overview of all DLI and DLR allocations with associated targets is provided in the Disbursement-Linked Indicators Matrix in Annex 1, Table 1.

[19] Primary grades 4-6 were chosen to build on the ongoing USAID early grade reading and mathematics project (RAMP), which covers KG2-primary grade 3.

Figure 4: Results Chain



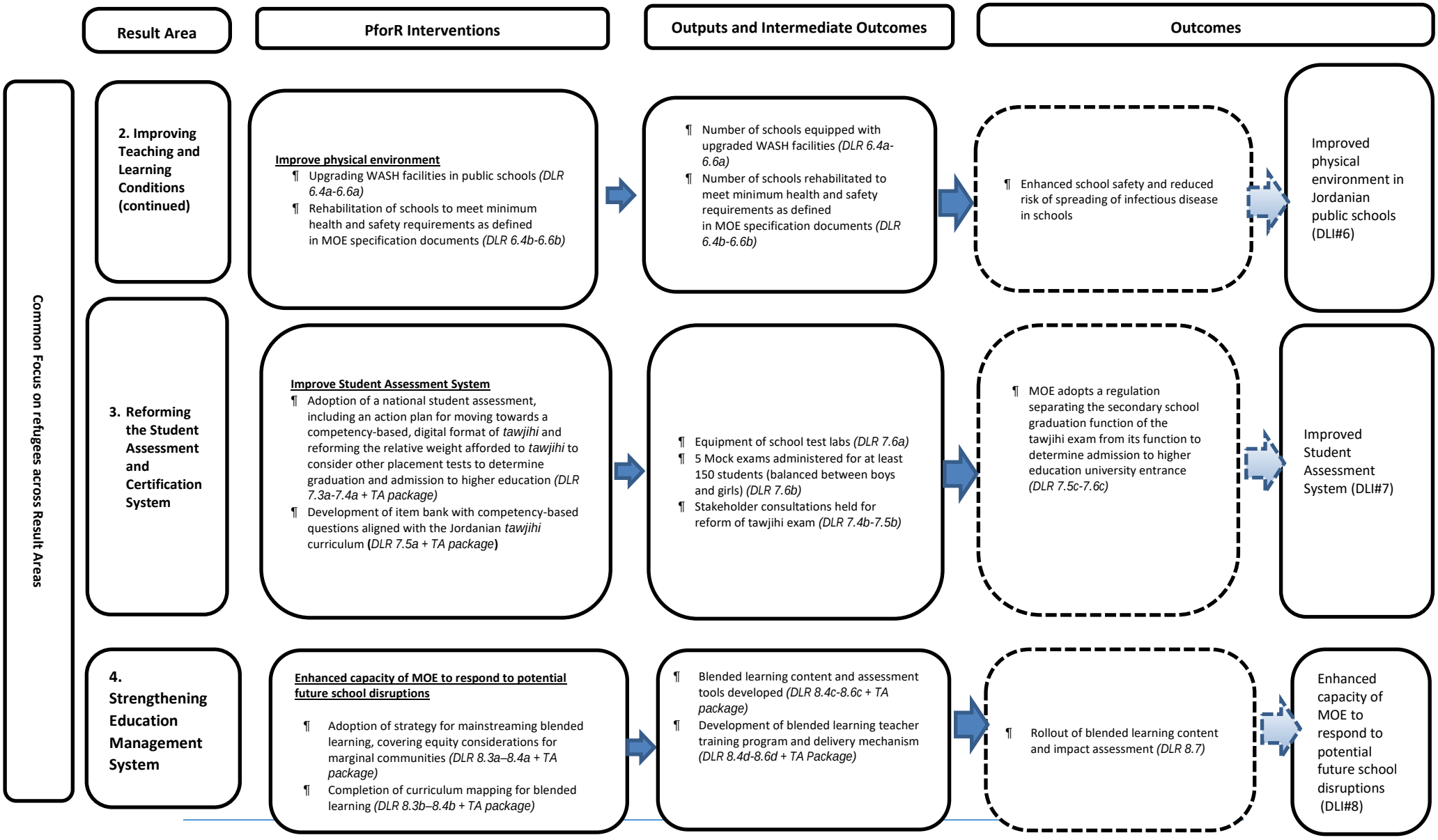

Result Area
PforR Interventions
Outputs and Intermediate Outcomes
Outcomes
Common Focus on refugees across Result Areas
2. Improving Teaching and Learning Conditions (continued)
Improve physical environment
¶ Upgrading WASH facilities in public schools (DLR 6.4a-6.6a)
¶ Rehabilitation of schools to meet minimum health and safety requirements as defined in MOE specification documents (DLR 6.4b-6.6b)
¶ Number of schools equipped with upgraded WASH facilities (DLR 6.4a-6.6a)
¶ Number of schools rehabilitated to meet minimum health and safety requirements as defined in MOE specification documents (DLR 6.4b-6.6b)
¶ Enhanced school safety and reduced risk of spreading of infectious disease in schools
Improved physical environment in Jordanian public schools (DLI#6)
3. Reforming the Student Assessment and Certification System
Improve Student Assessment System
¶ Adoption of a national student assessment, including an action plan for moving towards a competency-based, digital format of tawjihi and reforming the relative weight afforded to tawjihi to consider other placement tests to determine graduation and admission to higher education (DLR 7.3a-7.4a + TA package)
¶ Development of item bank with competency-based questions aligned with the Jordanian tawjihi curriculum (DLR 7.5a + TA package)
¶ Equipment of school test labs (DLR 7.6a)
¶ 5 Mock exams administered for at least 150 students (balanced between boys and girls) (DLR 7.6b)
¶ Stakeholder consultations held for reform of tawjihi exam (DLR 7.4b-7.5b)
¶ MOE adopts a regulation separating the secondary school graduation function of the tawjihi exam from its function to determine admission to higher education university entrance (DLR 7.5c-7.6c)
Improved Student Assessment System (DLI#7)
4. Strengthening Education Management System
Enhanced capacity of MOE to respond to potential future school disruptions
¶ Adoption of strategy for mainstreaming blended learning, covering equity considerations for marginal communities (DLR 8.3a–8.4a + TA package)
¶ Completion of curriculum mapping for blended learning (DLR 8.3b–8.4b + TA package)
¶ Blended learning content and assessment tools developed (DLR 8.4c-8.6c + TA package)
¶ Development of blended learning teacher training program and delivery mechanism (DLR 8.4d-8.6d + TA Package)
¶ Rollout of blended learning content and impact assessment (DLR 8.7)
Enhanced capacity of MOE to respond to potential future school disruptions (DLI#8)

Table 5: High Level Overview of Proposed Changes under AF/Restructuring			
Disbursement-Linked Indicator (DLI)	**Allocation under original PforR (US$ million)**	**Allocation after AF/Restructuring (US$ million)**	**Key changes introduced under AF/Restructuring**
DLI#1: Number of Syrian refugee boys and girls enrolled in Target Schools	20	25	¶ Allocation: +US$5 million ¶ Targeted number of additional Syrian refugee boys and girls enrolled in school increased from 35,000 to 55,000[20], with equal increases for boys and girls[21]
DLI#2: Expansion of KG2 services	15	51	¶ Allocation: +US$36 million ¶ Targeted number of additional boys and girls enrolled in KG2 increased from 30,000 to 40,000[22], with the aim of achieving gender parity in enrolment rates ¶ Introduced detailed sequencing of activities to support sustainable expansion of the KG2 sector and prevent overcrowding of classrooms
DLI#3: Improved quality assurance system for KG2 services	27	22	¶ Allocation: -US$5 million ¶ Dropped DLR on in-service KG teacher training to avoid duplication of work led by other donors ¶ Added TA activities to support achievement of this DLI
DLI#4: Strengthened teacher preparation and management	34	35	¶ Allocation: +US$1 million ¶ Targeted number of teachers evaluated against NTPS increased from 5,000 to 6,400 ¶ Revised DLR to be more outcome-focused by disbursing against evaluated teachers that meet minimum standards in pedagogical practices
DLI#5: Improved learning environment in public schools and systemization of socioemotional data collection and reporting	8	17.7	¶ Allocation: +US$9.7 million ¶ Introduced new activity focused on collection and reporting of data on student and teacher well-being to inform future interventions to improve the school climate, which was identified as a key challenge in latest PISA results
DLI#6: Improved physical environment in Jordanian public schools	12	23	¶ Allocation: +US$11 million ¶ Introduced new activities (upgrading of WASH and school infrastructure) in response to COVID-19 pandemic ¶ Dropped DLRs on school maintenance system to avoid duplication of work led by other donors
DLI#7: Improved student assessment system	28	41	¶ Allocation: +US$13 million ¶ Introduced new activities in response to MOE's plan to move towards a digitized, competency-based *tawjihi* exam ¶ Introduced sequenced DLRs and new TA activities to support MOE's ambitious reform effort to separate the secondary school graduation function of the *tawjihi* from its function to determine admission to higher education
DLI#8: Enhanced capacity of MOE to respond to potential future school disruptions	0	18.8	¶ New DLI introduced in response to COVID-19 pandemic
DLI#9: Increased availability of resources and tools for the Program	48	58	¶ Allocation: +US$10 million ¶ Increased allocation to incentivize budget additionality

[20] Under the original PforR, MOE enrolled an additional 9,300 Syrian refugee children (to be verified by the IVA).

IV. APPRAISAL SUMMARY

A. Technical

26. The AF redoubles efforts in RAs that are proven to positively impact learning outcomes. With regard to RA1 on ECE, evidence from rigorous evaluations suggests that high-quality ECE boosts children's school readiness by improving early literacy and numeracy skills and has been associated with better learning outcomes on standardized tests in middle and high school.[23] ECE has also been shown to effectively improve equity and mitigate the impact of children's socioeconomic background on their developmental trajectory, thus increasing human capital among the most vulnerable. The focus of RA2 on improving the learning environment in schools is grounded in the evidence on the impact of school safety and classroom disciplinary climate on teachers' ability to teach students' ability to learn.[24] How schools, school leaders, and teachers foster positive relationships with students, even when faced with extreme situations of misconduct, is a key determining factor in the ability of a student to perform better. Positive relationships are more likely to foster self-esteem and to enhance the quality of relationships with peers. As students feel more secure, they are more likely to learn, adopt appropriate norms and behaviors, and feel more confident in raising their own expectations. Moreover, socially disadvantaged students tend to benefit more from positive relationships, perhaps because some are more likely to experience stress and disrespect in their family environment. Positive student-teacher relationships have been directly connected with high socioemotional skills as well as decreased behavioral difficulties.

27. The MOE's EDEP Recovery/Remedial and Sustainability Phases include several of the key activities in the framework, some of which are also supported by the AF. As part of the reopening process, the *framework for reopening schools* (see paragraph 12 above) highlights the need to adopt proactive approaches to reintegrating marginalized and out-of-school children, as well as focusing on remedial education to compensate for lost instructional time. Along these lines, EDEP's Recovery/Remedial Phase recognizes the likely learning gap emerging from the reliance on distance education, especially for students from vulnerable and disadvantaged backgrounds (including Syrian refugees), and foresees a month-long catch-up program prior to the beginning of the new school year in September 2020. In addition, as part of the reopening process, the framework stresses the need to invest in water, sanitation, and hygiene to mitigate health risks. The EDEP Recovery/Remedial Phase foresees preparation of schools for the return of students, including ensuring minimum required health and safety measures. The AF, in turn, incentivizes MOE under RA2 to upgrade WASH facilities and ensure that schools meet minimum health and safety requirements.

28. Once schools are reopened, the framework stresses the need to adapt remote education for blended teaching and learning, which corresponds precisely to the AF support to activities under EDEP's Sustainability Phase. In terms of delivering sustainable, high-quality remote learning, AF interventions under RA1 and RA4 directly incentivize building on MOE's emergency response by enhancing the resilience of remote learning modalities for KG2 and basic education. The development of television content for KG2 and an iterative approach towards developing several blended learning modalities for all basic education students, including the more vulnerable, will provide the tools for "building back better".

[21] The breakdown for gender is currently not available, but will be collected under the AF.
[22] Under the original PforR, MOE enrolled an additional 22,000 children in KG2 (to be verified by the IVA). Under the AF, this data will be gender-disaggregated.
[23] Weiland, C. and H. Yoshikawa. 2013. "Impacts of a Prekindergarten Program on Children's Mathematics, Language, Literacy, Executive Function, and Emotional Skills." *Child Development*, 84(6): 2112-2130.
[24] Cahu, P. and M. Quota. April 2019. "Does School Safety and Classroom Disciplinary Climate Hinder Learning? Evidence from the MENA Region," *Policy Research Working Paper 8822*, Education Global Practice, World Bank Group.

In addition, the AF also incentivizes the training of teachers on blended learning teaching methods and how best to incorporate digital learning into in-person learning. Under RA3, the series of interventions on digitizing the *tawjihi* exam will expand the scope of options for MOE to conduct future assessments by transitioning away from paper and pen exams.

29. The focus in the framework, EDEP, and consequently the AF on promoting blended learning is justified by evidence on the enormous promise in terms of improved learning outcomes shown by educational software programs that are designed to help students develop particular skills.[25] Targeting instruction to meet students' learning levels has been found to be effective in improving student learning, but large class sizes with a wide range of learning levels can make it hard for teachers to personalize instruction. Software has the potential to overcome traditional classroom constraints by customizing activities for each student. Educational software– or "computer-assisted learning"–programs range from light-touch homework support tools to more intensive interventions that re-orient the classroom around the use of software. Most educational software that have been evaluated experimentally help students practice particular skills through "personalized tutoring" approaches.

B. Fiduciary

30. The findings of the updated Fiduciary System Assessment (FSA) concluded that the overall fiduciary systems provide a reasonable assurance that the Program funds will be used for the intended purposes under the proposed additional financing. The original FSA, conducted in 2017, of the ongoing PforR operation was updated for the purpose of this envisaged additional financing. The update was done remotely due to the lockdown in Jordan due to COVID-19 pandemic but is based on the lessons from implementation of the ongoing operation. Similar to the original PforR, World Bank management has approved an exceptional increase in the AF advance limit from 25 to 40 percent in order to provide the government with the required funds for safe reopening of schools, amongst other key priorities.

31. Program fiduciary risk continues to be rated moderate. The updated FSA continues to consider that the Program systems provide reasonable assurance that the financing proceeds will be used for the intended purposes, with due attention to the principles of economy, efficiency, effectiveness, transparency, and accountability. The updated FSA concluded that the public financial management (PFM)[26] systems of MOE remain pertinent for the additional financing. Annex 4 provides the full FSA addendum.

32. As agreed in the ongoing PforR operation, the implementation agency will execute the activities in accordance with the *Guidelines on Preventing and Combating Fraud and Corruption in Program-for-Results Financing* **(revised as of July 10, 2015)**.[27] The implementation agency will: (i) share information with the World Bank regarding all allegations of fraud and corruption in connection with the Program, investigate all credible allegations received, report to the World Bank on actions taken, and cooperate in any inquiry that may be conducted by the World Bank into allegations or other indications of fraud and corruption in connection with the Program; and (ii) monitor and abide by the World Bank's list of debarred/suspended firms.

[25] Abdul Lateef Jameel Poverty Action Lab (J-PAL). 2лмфφ ά ² ʎff ¢ŜŎKy₴f₴∃è ¢ℕI·yã₮₴ℕY 9ŘdzŎI·úʎ2y₸₴ℕ úKŜ . ŜúúŜℕKé *Evidence Review.*

[26] The PFM cycle has four key stages: (a) planning and budgeting, (b) budget execution, (c) internal controls and internal auditing, and (d) external auditing.

[27] The following regulations will I·LJLJfẽ ú₴ úKŜ ¢ ! ĸLtC ά ² ₴ℕfŘ . I·y℩ tℕ₴ŎdzℕŜYŜyű ʎy'LyØŠăúYŜyű tℕ₴₴ŜÔt Financing: Goods, Works, Non-/₴yãdztúʎy∃ I·yŘ /₴yãdztűʎy∃ {ŜℕØʎÔŜăέΣ ŘI·úŜŘ ℕdzfê нлмс I·yŘ ℕŜØʎăŜŘ ʎy' ! dz∃džăú нлмуφ

Program performance

33. The original Program could not achieve the expected efficiency in procurement due to the delays in deployment of Jordan National E-Procurement System (JONEPS). The World Bank-administered Inclusive Growth and Economic Opportunities Multi-Donor Trust Fund provided funding to the Ministry of Planning and International Cooperation (MOPIC) and MOF/General Procurement Department for the Strengthening Reform Management Project (P172421) and enhancement of JONEPS implementation (P171965), respectively. Funds were mobilized in December 2019 and both projects are under implementation.

34. The PFM systems of the ongoing Program have been performing in a satisfactory manner, including budget preparation and execution, internal controls and internal audit, accounting and financial reporting, and external auditing. All Program participating governmental agencies' budgets continue to be published at the General Budget Department (GBD) website with their strategic objectives and key performance indicators for three indicative years. Due to Jordan's fiscal stress in recent years, which significantly increased due to the COVID-19 pandemic, budget cuts might occur. Therefore, the World Bank will closely monitor the MOE annual budget to identify any significant reductions that would hinder the achievement of the PDO. Based on the 2020 budget law and actual expenditures up to 2018, the overall expenditures of the Program remain aligned with the expenditure framework. The original PforR-supported Program was valued at US$700 million, representing 10 percent of the US$7.3 billion ESP, and including key activities that focus on access for ECE and quality for ECE, basic, and secondary education. The proposed AF will operate within the original boundary of the government program. The PforR Program boundary will expand by US$222 million in terms of the expenditure framework, of which US$100 million will be provided through the AF.

35. The first audit report of the PforR covering the period from inception until December 31, 2018, was submitted on time. The auditor issued a clean opinion on MOE financial statements and the management letter did not report any significant weaknesses in internal controls. MOF has been providing MOE with quarterly allocations without any significant delays or reductions until the pandemic lockdown, where transfers are only enough to cover salaries. Starting May 2020, MOF resumed providing monthly allocations covering both recurrent and capital expenditures as per the budget law of 2020.

36. MOF continues to issue its annual financial reports in accordance with International Public Sector Accounting Standards (IPSAS) - cash basis and MOF is on track to move to accrual-based IPSAS within the coming 3–5 years. Also, line ministries have in place mechanisms to facilitate regular monitoring of arrears and introduction of a more effective commitment control system to prevent arrears accumulation. The Jordan Audit Bureau has withdrawn from ex-ante controls from all line ministries, a significant step toward strengthening its independence from government operations. There are no major outstanding audit observations of participating governmental agencies.

Enhancements in Public Fiduciary Systems Since the Original FSA

37. Major reforms in public procurement are ongoing. A new by-law No. 28/2019 was ratified in May 2019 and made effective in November 2019. The by-law foresees establishment of two independent units, one to regulate the sector and advise on policies and another one to handle procurement complaints when not resolved by the implementing agency and enforces use of e-procurement. The governmental agencies (ministries, public institutions, bodies, and departments mentioned in the General Budget Law and the Budget Law for Government Units) are implementing the new government procurement by-law that has been assessed to be satisfying international practices

and abiding by procurement principles of transparency, fairness, economy, and value-for-money. The reform is still ongoing, and deployment of e-procurement at the level of ministries is planned by end-2020.

38. In relation to strengthening accountability of use of public funds, the Jordan Audit Bureau has fully withdrawn from conducting ex-ante auditing in all line ministries starting 2019 in compliance with International Organization of Supreme Audit Institutions (INTOSAI) standards (except the Ministry of Agriculture). This has provided the Bureau with operational independence from the auditee as well as allowing the Bureau to focus on financial and performance audits. Additional progress is witnessed by the establishment of a special committee to review and address the main audit issues raised in the audit reports during the past years including the most recent audit report of 2018. This shows the government's seriousness in following up and addressing the audit concerns reported by the Audit Bureau in the annual audit reports. Starting 2020, the Jordan Audit Bureau issues quarterly audit reports that are reviewed and discussed by the special committee as well as with respective ministries including MOE in order to timely address the main reported observations.

C. Environment and Social

39. The social risks of the program are considered substantial. The social risks under the proposed additional financing will remain substantial primarily owing to land-related risks under the parent operation and additional financing. While the Program excludes construction of new schools, RA1 supports expanded enrolment of Syrian refugee children at all levels, and for all children in refurbished and extended KG2 classrooms, primarily on existing school lands. Land acquisition is minimized by constructing on existing MOE lands wherever possible, and the MOE also uses other strategies to increasing enrolment (e.g. increase class size), but school expansions in some cases entail swapping of land between ministries, or acquiring adjacent parcels from private landowners. There are also risks related to informal land users which are not recognized under Jordanian Land Law, even when constructing on MOE lands. A land acquisition audit will be conducted and a Standard Operating Procedures (SOP) will be prepared covering screening and implementation procedures for land acquisition and compensation in order to improve the system in relation to the environmental and social criteria in *Bank Policy: Program-for-Results Financing* (issued November 10, 2017 – Paragraph 9).

40. The Program also entails risks and positive impacts related to community health and safety. The AF supports implementation of the MOE's emergency response plan to COVID-19 pandemic, with new hygiene facilities in schools, and virtual learning methods to support shelter-in-place and social distancing efforts. Health and safety for children and public from hazards during construction of extensions and refurbishments, and proximity to work crews, are also considered risks of the parent operation and AF. Health and safety requirements will be incorporated into standard procurement documents for civil works under the Program and the capacity of the MOE on health and safety will be augmented.

41. The broader social risks associated with the Program as identified in the Environmental and Social Systems Assessment (ESSA) for the parent operation, remain relevant for the AF. These risks are contextual in nature such as violence in schools (various forms), gender biases in school curriculum or teaching, inadequate support to children with disabilities and special needs, vulnerability and psychological distress among poor Jordanians and Syrian refugees leading to negative coping strategies such as child labor, early marriage, and begging which may contribute to children dropping out. The government's program for universal KG2 under the additional financing may decrease risks related

to inclusion and access and may exacerbate others if classrooms are overcrowded or licensing processes for new KGs are weak. The Program incorporates several preventative interventions, such as social-emotional learning, and quality assurance measures that have been assessed.

42. Environmental risks are considered moderate. The environmental risks under the proposed additional financing remain moderate as rated in the original PforR since it supports similar physical activities (i.e. classroom expansion through refurbishment of available spaces in existing schools or construction of new classrooms/ child-friendly restrooms/ playgrounds extension on schools' available land). These activities are expected to result in low to moderate impacts on air, water, and soil quality as well as on workers' and adjacent communities' health and safety (including students and teachers) during construction. During school operation, impacts could be associated with water supply and sanitation, solid waste management and maintenance needs. The upgrading of the WASH facilities and the basic rehabilitation of school building (installation of heating/ cooling systems, electric maintenance and paint) may also result in a similar type of impacts but it would be limited, temporary and easy to mitigate. The impacts of the potential resultant e-waste associated with the end of use disposal of IT equipment utilized by the operation (e.g. digitization of competency-based *tawjihi* exam and distance e-learning) would be low as the amount of generated e-waste would be insignificant compared with that generated in Jordan. Digitization will result in paperless exam and learning and reduces carbon footprint associated with paper production (cutting trees, use of chemicals, energy, etc.) the generation waste.

43. Borrower performance and track record: The environmental and social (E&S) performance of the Program is rated Moderately Satisfactory primarily owing to delayed completion of Program Action Plan requirements to prepare and implement E&S Standard Operating Procedures, as well as the gender-related actions. Despite the delayed completion of requirements, the Program continues to operate in conformance with national requirements and is pursuing many different gender initiatives. Efforts to improve E&S performance that have been built into the AF are as follows: 1) the Program Action Plan requirements have now been realigned and refined to reduce overlap with other donors' programs and be better suited to MOE needs; 2) the development of the SOPs will be supported with technical assistance; 3) increase capacity building in areas such as health and safety and Grievance Redress Mechanism (GRM) are included in the Program Action Plan; and 4) E&S performance management requirements are built into DLRs and associated verification protocols. It is also noted that USAID's Enhanced School Management Program is running concurrently with the PforR and is expected to significantly assist in improving the school planning and overall construction management functions, including environmental, health and safety, and overall quality. Other international donors are active in school construction and together with non-governmental organizations (NGOs) are supporting MOE in areas of gender and school climate and many other areas.

44. The risks, conclusions and recommended mitigation measures are elaborated in an Addendum to the parent Program ESSA that has been prepared and disclosed on June 4, 2020 (see Executive Summary in Annex 6). The Addendum covers the following aspects: 1) an assessment of the ongoing relevance of the parent ESSA, including any changes to the activities, risks or benefits under the parent program; 2) any new risks or benefits associated with new activities under the AF; 3) changes to Borrower's environmental and social systems; and 4) evaluation of the Borrower's environmental and social performance and track record to date in delivering the Program.

D. Are there any waivers of Bank policies approved by the MD and/or to be approved by the Board? If so, explain.

No.

E. Any changes to the risk profile of the operation can be noted here.

45. The overall risk was revised to moderate from substantial reflecting downgraded risk categories: the macroeconomic, technical design of project or program and sector strategies and policies risk were revised to moderate from substantial, while all remaining categories remain unchanged.

46. The macroeconomic risk rating was revised to moderate from substantial to more accurately reflect the potential impact on achievement of the PDO and PDO indicators. Although the Program will be implemented in a context of several exogenous shocks, including the impact of the COVID-19 pandemic, the residual risk to the PDO after mitigation measures is moderate. This is due to Jordan's resilience to past shocks and the inclusion of a budget additionality to the MOE DLI, which aims to ensure that sufficient resources will be made available towards meeting the Program interventions.

47. The technical design of project or program risk was revised from substantial to moderate. In preparing the restructuring and AF, the Program design has extensively leveraged the MOE's ESP and EDEP and several donor stakeholder meetings have been conducted, including technical bilateral meetings. The interventions thus greatly benefit from specific insights across the RAs and build on those carried out in other operations with a practice of continued technical discussions and exchange now firmly in place. This has resulted in a technical design that provides a clear roadmap towards outcome achievement across all DLIs, as reflected in the revised results chain (Figure 4).

48. Sector strategies and policies risk was revised from substantial to moderate. The MOE has adopted the ESP and defines annual action plans that are reviewed twice a year jointly with the education sector development partners. With the onset of the COVID-19 pandemic, the MOE found it necessary to formulate the EDEP to respond to the unique emerging circumstances. Following the emergency response, the MOE is working on integrating the EDEP into the annual planning exercise of the larger ESP. Key policies that underlie the ESP – in particular the expansion of KG2 services, improvement in teaching quality, and strengthening of student assessment – have been sustained over several years, partly as the commitment to these policies reaches up to the highest levels in the country.

F. Any changes to implementation arrangements and appraisal thereof

49. The Ministry of Education remains the primary implementing agency, relying, in particular, on its Development Coordination Unit (DCU) to follow up with different departments and units at the Ministry to ensure that these are playing their respective roles in the implementation process. The DCU also acts as the first point of contact at the MOE for all education development partners in Jordan, and finds its capacity often stretched very thin, which in turn can lead to bottlenecks in implementation across the board for all donor-financed projects. The intention of the parent PforR was to strengthen the capacity of the DCU through the hiring of consultants with knowledge in specific areas such as procurement, monitoring and evaluation, etc. However, the Ministry of Education has put in place a policy severely restricting the hiring of consultants. In addition, during the first year of implementation of the parent PforR, the DCU did not have an Executive Director – a situation that has been remedied, resulting in marked improvement in implementation in recent months. Moving forward, implementation arrangements will continue to rely primarily on the DCU and its staff, but the World Bank will also strive to engage more directly with other departments and units at the Ministry. In addition, given the importance of several other education development partners in Jordan, future

implementation will coordinate to a greater degree with these partners. This coordination is not only beneficial from the point of view of ensuring complementarity and preventing duplication of support and interventions but will also help relieve the time pressure on the MOE, in general, and the DCU, in particular.

G. Corporate requirements

Climate Co-Benefits

50. Based on the Climate Screening Assessment, the overall risk to the PforR outcomes is moderate. The main climate change risks Jordan will face are extreme temperatures, water scarcity, and an increased risk of flash floods. The mean annual temperature in Jordan is expected to increase by 2.4°C by 2050[28], with more frequent heat waves, which will increase by up to 13 percent by 2090. Droughts are expected to occur on average every 5 years. Prolonged exposure to extreme heat, resulting in heat stress, is expected to occur at least once in the next five years and thus needs to be accounted for in the program design and planning decisions.

51. Children and youth have been shown to be particularly vulnerable to extreme weather events. About 39 percent of Jordan's population are aged 18 years or below.[29] Due to their physical vulnerability, children are particularly vulnerable to extreme heat spells, flooding, and the realities of post-disaster scenarios, such as malnutrition and infectious disease. Extreme weather events can lead to long-term developmental challenges, especially for children affected during their first 1,000 days of life, when toxic stress can cause lasting damage to the brain's architecture.[30] As such, the adversities of climate change may impact individuals' long-term resilience. In Jordan, about 2 million children and youth attend schools in locations at high risk of experiencing extreme heat or flooding.

52. The identified climate change risks and vulnerabilities have informed the design of the AF, which addresses climate hazards through tailored incentives across all four result areas. Climate change will adversely affect future economic growth, productivity and human capital development in Jordan, requiring a carefully planned response to strengthen local resilience. Under the AF, climate change mitigation and adaptation measures have been embedded in all four result areas. Among others, the measures cover awareness raising on climate change, promotion of the usage of renewable energy where feasible, usage of energy-efficient appliances in refurbished classrooms and schools, and resilience to extreme weather events through the promotion of blended learning.

53. For a detailed assessment of the climate screening and vulnerability context as well as the intent to address climate hazards and linkage to PforR activities, see climate co-benefits section under the technical assessment addendum in Annex 3.

Citizen Engagement

54. Citizen engagement interventions will focus on two key areas of reform being supported by the operation: teachers and students. With regards to teachers, MOE will work with a mix of existing teacher representative

[28] WB Climate Change Knowledge Portal, https://climateknowledgeportal.worldbank.org/country/jordan/climate-data-projections.
[29] UN. 2019. World Population Prospects 2019, available at https://population.un.org/wpp/Download/Standard/Interpolated/.
[30] Center on the Developing Child ς Harvard University. Toxic Stress, available at https://developingchild.harvard.edu/science/key-concepts/toxic-stress/.

associations, including the Teachers Union to establish virtual engagement groups to discuss issues related to the aspects of the operation. Specifically, these engagements will focus on soliciting inputs and feedback on the design, implementation and evaluation of: (i) the teacher evaluation framework; (ii) blended learning piloting for grades 4-6; and (iii) the transition to a digitized, competency-based *tawjihi* exam.

55. With regards to students, MOE will reach out through electronic information provided by schools, to students in upper secondary school. Virtual discussion groups will be encouraged whereby youth will be given the opportunity to voice their ideas, expectations and concerns regarding the envisaged *tawjihi* reform and the related engagement process. A particular focus will be on the transition towards competency-based questions, the digital delivery format and how it should be designed to be user-friendly, as well as more generally on the purpose of *tawjihi*. The focus group discussions and virtual debates will be recorded and feed directly into the reform process as well as into the Program's M&E framework. In addition, students will be asked to provide their own opinions via commonly used online social media platforms that the citizen engagement process will leverage. MOE will also periodically post online confidential questionnaires that would ask opinions on key issues arising from the online discussions, but also from key issues that the Bank/client would like to discuss, from the students.

Disability

56. The focus on blended teaching and learning represents an opportunity to make education in Jordan more inclusive of students with disabilities or special needs. Anecdotal evidence suggests that the shift to distance education has made learning more accessible to some students on the autism spectrum, for example. At the same time, remote learning opportunities might not be available or accessible for all students, and a variety of communication channels and methods need to be utilized, ensuring that educational content is shared in sign language, using captions, audio provision, and graphics.[31] Available technology allows students with print disabilities to use online study materials in different formats like converting texts to audio or Braille characters. However, only a few countries, such as Finland, South Africa, and the United Kingdom, have considered learners with disabilities or diverse/special educational needs in their COVID-19 pandemic response, ensuring that some support services are available during the crisis. Yet, the pandemic presents an opportunity to ensure that remote learning is accessible for all and that some more individualized support is available. This will be helpful in future crisis situations and in efforts to address the needs of those who are at risk of not returning to school after they reopen. Once students, teachers and other school staff return to school, it is essential that health and safety is restored with improved health and sanitation practices followed in an inclusive manner with facilities, information and communication accessible for all students and staff. Demand for socioemotional support and counseling services will increase as the well-being of teachers and students needs to take center stage. Responding to the COVID-19 crisis and recovering from it calls for an inclusive approach, which takes care of all learners, inclusive of children and youth with disabilities and other marginalized learners. Blended education will provide an avenue to emerge from the crisis with more inclusive education systems that can support all learners in getting back on track.

[31] Alasuutari, Hanna. April 20, 2020. "Tackling inequity in education during and after COVID-19," *World Bank Blogs* available at *https://blogs.worldbank.org/education/tackling-inequity-education-during-and-after-covid-19*

Gender

57. Gender disparities affect the education opportunity, experience and outcomes of both male and female students, but in distinct ways for each group. [32] There are higher repetition and dropout rates and lower learning outcomes among boys, while the overall learning experience in male schools is of lower quality than in female schools. However, although better learning achievements are recorded in female schools, discriminatory social norms, gender bias and stereotypes compromise the education, career and life aspirations and choices of girls and women. Gender disparities also tend to be exacerbated among more vulnerable socioeconomic groups and refugee populations. In KG2, the female NER at 62.9 percent is lower than the male rate at 64.1 percent and at 69.5, the NER for Jordanians is significantly higher than 25.4 percent, the NER for Syrian children.[33]

58. The MOE's *Strategy for Mainstreaming Gender Equality in Education 2018-2022* **aims to guide and support the Ministry's efforts to ensure that gender inequalities in education are identified and appropriate interventions to address them are implemented.** The strategy is fully aligned with the ESP 2018-2022, aiming to reinforce its objectives and mainstream gender in its implementation, and the MOE is responsible for implementing and monitoring the strategy. It highlights significant gender disparities that can be observed between male and female students in Jordan, especially with relation to:

(a) the demand for, participation and engagement in, and value attached to education;
(b) the learning and socialization process in school and the overall learning environment;
(c) the quality of education provided in male and female schools;
(d) the learning outcomes between male and female students;
(e) the choice of subjects in vocational and higher education by male and female students, which eventually affects their career choices and life prospects;
(f) the way education qualifications are used by male and female students.

59. The Strategy on Gender Equality in Education has two overarching goals, to be pursued through 15 strategic objectives that are organized under each of the six domains of the ESP to ensure alignment of the strategy with the ESP (see below). Implementation of the strategy is based on an action plan spanning the period 2018-2022 that also serves as a tool to coordinate the support being provided by different donors to the MOE to implement the strategy. Support under the AF is therefore coordinated with other donors under the overall ESP framework as well as the strategy's action plan. Among the different strategic objectives outlined below, the AF contributes in particular to:

(a) Ensuring equal access to quality early childhood education and development (ECED) for both boys and girls – by supporting a gender-sensitive KG2 quality assurance system (DLI3) and monitoring gender-disaggregated expansion in KG2 enrolment (DLI2). The design of the quality assurance system will be supported under the TA IPF using terms of reference that will clearly lay out the means to combat gender stereotyping in school and in collaboration with parents and child guardians. This is as a key ingredient of a best practice quality assurance system;
(b) Ensuring safe, healthy and enabling learning environments for both boys and girls – by supporting gender-sensitive socioemotional learning programs (DLI5) and gender-specific WASH facilities and health requirements in schools (DLI6). The socioemotional learning program being piloted already incorporates gender-sensitive training for teachers and skills for students that combat gender stereotyping;

[32] Jordan Ministry of Education. July 30, 2018. *Strategy for Mainstreaming Gender Equality in Education 2018-2022.*
[33] Ministry of Education. 2019. *{úŃI·ŭŜ∃ŀÔ ttI·yŒă !ÔKŀŜØŜY·Ŝyŭă wŜLJ2ŃŬ℗* The gender difference in KG2 enrolment could be a result of a combination of factors, including gender biases that may influence paŃŜyŭă℗ ŘŜÕŀăŀ2yã ădzŃŃ2dzyŘŀyƎ ŜyŃ2ftY·Ŝyŭ℗

(c) Ensuring gender analysis and the use of sex-disaggregated data in education information systems and decision-making – by supporting gender-disaggregated data collection on student and staff behavior and wellbeing with resulting semi-annual reporting that is gender-disaggregated (DLI5);
(d) Ensuring teaching and learning content is free from gender bias and stereotypes – by supporting teacher training and certification that is gender-sensitive (DLI4 and DLI8). The design of the teacher training and certification is supported by the TA IPF with the help of an international firm according to terms of reference that stipulate specific pedagogical approaches that promote gender equity; and
(e) ensuring equal access to technology, with special attention to closing the gender digital divide and promoting girls' digital skills and competences – by supporting a gender-sensitive blended learning strategy and content (DLI8). This blended learning strategy will be supported by the TA IPF with terms of reference defined to first characterize the gender digital divide more specifically and then define specific actions to close that divide. Though the Strategy on Gender Equality in Education highlights the gender divide, and global evidence indicates that such a divide exists and grows as children progress through the schooling system, available 2018 PISA evidence for Jordan does not point to such a divide. The TA under this operation will explore this issue in more detail to properly inform the blended learning strategy.

Figure 5: Strategy on Gender Equality in Education

OVERARCHING GOALS

A. Ensure the education system recognizes and fulfils the distinct needs and aspirations of male and female students, in terms of learning opportunities, experiences and outcomes
B. Build individual and institutional capacity within the MOE on gender-responsive analysis, mainstreaming and monitoring

STRATEGIC OBJECTIVES

Domain 1: Early Childhood Education and Development (ECED)

1. Ensure equal access to quality ECED programs for both boys and girls
2. Ensure equal opportunities in care, play and learning in ECED programs and environments, based on gender equality

Domain 2: Access and Equity

3. Ensure safe, healthy and enabling learning environments for both boys and girls and reduce the risk of SRGBV
4. Promote inclusive education, acknowledging and addressing the specific needs and circumstances of both girls and boys, especially those in vulnerable groups and children with special needs
5. Ensure non-formal education and lifelong learning opportunities are gender-responsive

Domain 3: System Strengthening

6. Mainstream gender in institutional performance management
7. Ensure gender analysis and the use of sex-disaggregated data in education information systems and decision-making

Domain 4: Quality

8. Ensure teaching and learning content is free from gender bias and stereotypes
9. Ensure equal access to technology, with special attention to closing the gender digital divide and promoting girls' digital skills and competences

10. Promote gender balance in school leadership and community participation
11. Study, address and prevent causes of dropout among girls and boys and ensure safe learning environments

Domain 5: Human Resources

12. Ensure teacher policies are based on and promote gender equality

Domain 6: Vocational Education

13. Promote gender balance in the management of vocational education
14. Promote equal learning opportunities to vocational education and improve access of both boys and girls to non-traditional vocational streams
15. Ensure learning contents, processes and environments in vocational education are free from gender bias

V. KEY RISKS

60. *The overall macroeconomic risk is moderate.* The Program will be implemented in a context of several exogeneous shocks, including the impact of the COVID-19 pandemic and the Syrian refugee crisis. Despite this, Jordan's resilience to past shocks and the inclusion of budget additionality to the MOE, which aims to ensure that sufficient resources will be made available towards meeting the Program interventions, will mitigate the risk on achievement of the PDO.

61. *Institutional capacity for implementation and sustainability risk is high.* The interventions under the AF are ambitious but derive their ambition from a concerted effort by MOE to substantially transform the education system. Sustaining the commitment to transformational reform of the kind being supported by this AF (including universalizing KG2, reforming the content and modality of the *tawjihi* exam, and adopting blended education) is a key concern. However, experience has shown that there is wider commitment to key education sector reforms above and beyond the MOE, and the intention of this AF is to support wider stakeholder consultation so that this commitment is sustained. Implementation capacity is also a key concern since the DCU staff are stretched very thin, as mentioned earlier. This potential implementation bottleneck will be mitigated by a series of measures: 1) in coordination with DCU staff, the World Bank will engage more directly (including through Bank staff to be based in Amman office) with other key MOE departments that are in charge of implementation of specific Program areas, thereby supporting them in their efforts; 2) closer coordination with other education development partners, and this in turn can alleviate some of the pressure exerted on the DCU staff from the side of donors.

62. *The combined environment and social risks are substantial.* The social risks of the Program are considered substantial. The social risks under the proposed additional financing will remain substantial primarily owing to land-related risks of the parent operation and additional financing. Land acquisition is minimized by constructing on existing MOE lands wherever possible, and the MOE also uses other strategies to increasing enrolment (e.g. increase class size), but school expansions in some cases entail swapping of land between ministries, or acquiring adjacent parcels from private landowners. The environmental risks under the proposed AF remain moderate as rated in the original PforR since it supports similar physical activities (i.e. classroom expansion through refurbishment of available spaces in existing schools or construction of new classrooms/ child-friendly restrooms/ playgrounds extension on schools' available land).

These activities are expected to result in low to moderate impacts on air, water, and soil quality as well as on workers' and adjacent communities' health and safety (including students and teachers) during construction.

VI. WORLD BANK GRIEVANCE REDRESS

63. Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), please visit *http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service*. For information on how to submit complaints to the World Bank Inspection Panel, please visit *www.inspectionpanel.org*

VII. SUMMARY TABLE OF CHANGES

	Changed	Not Changed
Change in Results Framework	✓	
Change in Loan Closing Date(s)	✓	
Change in Program Action Plan	✓	
Change of EA category (IPF Component)	✓	
Change in Implementing Agency		✓
Change in Project's Development Objectives		✓
Change in Program Scope		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓
Change in Disbursements Arrangements		✓
Change in Safeguard Policies Triggered		✓
Change in Legal Covenants		✓
Change in Institutional Arrangements		✓
Change in Technical Method		✓
Change in Fiduciary		✓
Change in Environmental and Social Aspects		✓
Change in Implementation Schedule		✓
Other Change(s)		✓

VIII. DETAILED CHANGE(S)

LOAN CLOSING DATE(S)

Ln/Cr/Tf	Status	Original Closing	Current Closing(s)	Proposed Closing	Proposed Deadline for Withdrawal Applications
IBRD-88040	Effective	31-May-2023	31-May-2023	31-May-2025	30-Sep-2025
TF-A6420	Effective	31-May-2023	31-May-2023	31-May-2025	30-Sep-2025
TF-A6421	Effective	31-May-2023	31-May-2023	31-May-2025	30-Sep-2025

Environmental Assessment (EA) Category (IPF Component)

Change of EA Category	Original EA Category
Yes	Not Required (C)
Current EA Category	Proposed EA Category
Not Required (C)	Partial Assessment (B)

64. The detailed changes at the DLR level are summarized in table 6 below.

Table 6: Summary of DLR-level Changes

Result Area	Disbursement-Linked Indicator	Dropped DLRs from parent PforR	Modified DLRs from parent PforR	Newly Introduced DLRs under the AF *(shortened formulation)*
RA1	DLI1: Number of Syrian refugee boys and girls enrolled in target schools	No	Yes (Merged)	No
	DLI2: Expansion of KG2 services	No	No	¶ 2.3a-2.4a: KG2 TV content ¶ 2.3b-2.4b: Action plan on KG2 expansion ¶ 2.4c: Technical and financial design of public-private partnership (PPP) modality ¶ 2.5a-2.6a: Refurbished KG2 classrooms ¶ 2.5b-2.6b: PPP KG2 classrooms ¶ 2.5c-2.7c: Constructed KG2 classrooms
	DLI3: Improved quality assurance system for KG2 services	¶ Percentage of KG2 schools assessed through the newly established quality assurance system ¶ Percentage of public KG2 teachers who have completed the KG in-service training modules	Former DLR 3.4 has been split and modified to: ¶ 3.5a-3.7a: Number of unlicensed KG2 private providers that become licensed and meet minimum Quality Assurance (QA) standards established under the Quality Assurance System ¶ 3.5b-3.7b: Number of KG2 classrooms in public and private licensed institutions that meet minimum QA standards established under the QA System	No
RA2	DLI4: Strengthened teacher preparation and management	No	Former DLRs 4.3 and 4.4 have been modified to: ¶ 4.5a-4.7a: Number of newly appointed teachers evaluated against the national teacher professional standards (NTPS) (using the teacher evaluation framework) and meeting minimum standards in pedagogical practices ¶ 4.5b-4.7b: Number of K-12 teachers trained and certified in compliance with the NTPS	¶ 4.5c-4.7c: Number of K-12 teachers meeting minimum standards in socioemotional practices as defined in the teacher evaluation framework

	DLI5: Improved learning environment in public schools and systemization of socioemotional data collection and reporting	¶ Percentage of schools with high proportion of Syrian refugee children implementing the socioemotional learning program	Former DLR 5.1 has been modified to: ¶ 5.4b-5.6b: Design and piloting of a school program for improving student socioemotional learning in 210 schools, 50 percent of which are schools with a high proportion of Syrian refugee students	¶ 5.3a-5.5a: Stakeholder workshop on student/teacher behavioral data and expansion of EMIS database ¶ 5.6a-5.7a: Publication of semi-annual reports utilizing data collected ¶ 5.7b: Lessons learned from pilot integrated into MOE's Safe School Environment Roadmap
	DLI6: Improved physical environment in Jordanian public schools	¶ Improved maintenance system adopted ¶ Number of schools that are using maintenance and upkeep budget	No	¶ 6.4a-6.6a: Schools equipped with upgraded WASH facilities ¶ 6.4b-6.6b: Schools rehabilitated to meet minimum health and safety requirements
RA3	DLI7: Improved Student Assessment System	No	Former DLR 7.1 has been modified to: ¶ 7.3a-7.4a: MOE adopts a national student assessment strategy, including an action plan for moving towards a competency-based, digital format of *tawjihi* and reforming the relative weight afforded to *tawjihi* to consider other placement tests to determine graduation and admission to higher education Former DLR 7.3 has been modified to: ¶ 7.4b-7.5b: MOE completes stakeholder consultations and analytical work agreed under the action plan developed under DLR 7.3a-7.4a Former DLR 7.4 has been modified to: ¶ 7.5c-7.6c: MOE adopts a regulation separating the secondary school graduation function of the *tawjihi* exam from its function to determine admission to higher education, in alignment with DLR 7.3a-7.4a	¶ 7.5a: Item bank and digital platform for digital, competency-based *tawjihi* exam developed ¶ 7.6a: School test labs are equipped with devices, furniture and internet network to serve 50 percent of tawjihi students ¶ 7.6b: 5 Mock *tawjihi* exams administered to a total of at least 150 students (balanced between boys and girls) covering at least 5 different cities
	DLI8: Enhanced capacity of MOE to respond to potential future school	n/a	n/a	¶ 8.3a-8.4a: Blended learning strategy covering equity both by gender and for marginal communities ¶ 8.3b-8.4b: Curriculum mapping on opportunities for blended learning

	disruptions			¶ 8.4c-8.6c: Blended learning content and assessment tools developed ¶ 8.4d-8.6d: Teacher training on blended learning ¶ 8.7: Impact assessment of blended learning
RA4	DLI9: Increased availability of resources and tools for the Program	No	Former DLR 8.2 has been extended to span additional years of the Program.	No

IX. RESULTS FRAMEWORK AND MONITORING

Results Framework
COUNTRY: Jordan
Additional Financing - Jordan Education Reform Support Program-for-Results

Program Development Objective(s)

The Program is to expand access to early childhood education, and to improve student assessment and teaching and learning conditions for Jordanian children and Syrian refugee children.

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	DLI	Baseline	End Target
Expanding access and improving quality of early childhood education *(Action: This Objective has been Revised)*			
Number of Jordanian children and Syrian refugee children enrolled in KG2, disaggregated by nationality, gender, and type of school (Number)	null 2	80,000.00	120,000.00
Action: This indicator has been Revised	*Rationale:* *This PDO indicator is an outcome of sequential interventions to increase public and licensed private access to KG2 services in Jordan. It encompasses all students, including Syrian refugees. From the current level, additional children enrolled will be distributed with the aim of achieving gender parity in enrolment rates between boys and girls*		
Improving teaching and learning conditions *(Action: This Objective has been Revised)*			
Percentage point reduction in the dropout rate of Syrian		0.00	5.00

Indicator Name	DLI	Baseline	End Target
refugees (Percentage)			
Action: This indicator has been Marked for Deletion			
Number of Syrian refugee boys and girls benefitting from the PforR Program interventions, disaggregated by gender and level of education (Number)		0.00	180,000.00
Action: This indicator is New	*Rationale:* *This indicator will track all children who directly benefit from the program's interventions across all four RAs. Beneficiaries include those under DLI 1, but also refugee children currently enrolled in the system in target schools that will benefit from interventions. The indicator will be disaggregated by gender and level of education (KG, basic, lower secondary, upper secondary). Data source: EMIS.*		
Improving teaching and learning conditions *(Action: This Objective has been Revised)*			
Number of teachers evaluated against the new National Teacher Professional Standards (NTPS) who meet the minimum performance standards (Number)		0.00	6,400.00
Action: This indicator has been Revised	*Rationale:* *Under the original PforR, the MOE developed and adopted new national teacher professional standards (NTPS). This indicator provides a metric on the use of the NTPS as an objective standard against which MOE evaluates teachers to identify teachers' professional development needs and determine teachers' career path.*		
Adoption of evidence-based program for socioemotional learning in Jordanian schools (Yes/No)	null 5	No	Yes
Action: This indicator has been Marked for Deletion			
Reforming the student assessment and certification system *(Action: This Objective has been Revised)*			

Indicator Name	DLI	Baseline	End Target
Legal regulation adopted towards reforming the dual purpose of the tawjihi high-stakes exam (Yes/No)		No	Yes
Action: This indicator has been Revised	*Rationale:* *This metric is designed to evaluate whether a significant and transformational step in reforming assessments was taken during the lifecycle of the project. Reforming tawjihi will require significant process steps in developing a digitized, competence-based exam.*		

Intermediate Results Indicators by Results Areas

Indicator Name	DLI	Baseline	End Target
Expanded access and improved quality of early childhood education			
Number of additional public and PPP KG2 classrooms added and operational (Number)		0.00	510.00
Action: This indicator has been Revised	*Rationale:* *This intermediate indicator looks at the total public and private expansion of KG2 classrooms added and operational. Public classrooms are either refurbishments or extensions in existing primary schools, while private classrooms are subject to a Public-Private Partnership set up by MOE.*		
KG2 television content developed and broadcast building on MOE 2020 Emergency Response Plan (Yes/No)		No	Yes
Action: This indicator has been Revised	*Rationale:* *The COVID-19 pandemic has necessitated the use of blended learning modalities to minimize loss of ECE learning. This*		

Indicator Name	DLI	Baseline	End Target
	intermediate indicator will evaluate whether the Government's Emergency Response Plan was actioned and appropriate content was developed and broadcast on national television. Blended learning is critical to enhance resilience to system shocks and to supplement physical pedagogy in the classroom.		
National KG2 Quality Assurance System developed (Yes/No)	null 3	No	Yes
Action: This indicator has been Revised	*Rationale:* *This indicator is a precursor to formal adoption of quality standards in all KG2 classrooms and is a necessary step for enhancing the quality of services in Jordan*		
Number of public and private classrooms meeting minimum KG2 quality standards (Number)		0.00	1,750.00
Action: This indicator has been Revised	*Rationale:* *Building on the development of national QA standards, this indicator measures the formal adoption in public and licensed private KG2 classrooms. Adoption of QA standards directly links to the overall objective of enhancing the quality of provided KG2 services.*		
Improved teaching and learning environment			
Teacher evaluation framework officially adopted and nationally disseminated (Yes/No)		No	Yes
Action: This indicator has been Revised	*Rationale:* *A national teacher development framework will allow the evaluation of educators against Jordan's National Teacher Development Standards.*		
Number of teachers meeting minimum standards of socioemotional skills development, disaggregated by gender (Number)		0.00	20,000.00

Indicator Name	DLI	Baseline	End Target
Action: This indicator has been Revised	*Rationale:* *This indicator tracks progress on the development of socioemotional skills among new and existing teachers in Jordanian public schools. Combined with achieving minimum professional standards, this indicator ensures that classroom instruction develops both cognitive and socioemotional ability in students.*		
Publication of semi-annual reports utilizing digitized school-level socioemotional well-being data (Number)		0.00	7.00
Action: This indicator has been Revised	*Rationale:* *This is an intermediate indicator that will support the design and piloting of a socioemotional learning program and will leverage work in process DLRs that aim to identify, digitize and link socioemotional data to the open EMIS. It is a necessary step that will provide the support for future interventions in socioemotional learning development.*		
Number of additional schools with upgraded health, hygiene and safety facilities to meet minimum national standards (Number)	null 6	0.00	450.00
Action: This indicator has been Revised	*Rationale:* *This indicator combines all interventions in health and hygiene into one place and tracks effort to upgrade school facilities. Facilities include necessary investments to meet minimum safety and health standards and WASH facilities that promote a clean learning environment for students.*		
Percentage point reduction in secondary net enrolment rate gender gap, disaggregated by nationality (Number)		0.00	4.00
Action: This indicator is New	*Rationale:* *This indicator aims to reduce the gender gap in secondary school enrolment, which is currently skewed towards girls. The PforR interventions, notably on socioemotional learning aim to increase secondary school enrolment among boys, in particular.*		
Reformed student assessment and certification system			

Indicator Name	DLI	Baseline	End Target
Grade 3 diagnostic test on early grade reading and math implemented (Yes/No)		No	Yes
Action plan developed to reform the relative weight afforded to tawjihi to determine graduation and admission to higher education (Yes/No)		No	Yes
Action: This indicator has been Revised			
Upper secondary teachers trained in the administration of the digital, competency-based tawjihi exam (Number)		0.00	6,000.00
Action: This indicator has been Revised	*Rationale:* *An action plan is a necessary first step that will incentivize the exploration of various options towards accounting for school GPA, results from tawjihi and international standardized exams to determine school completion and higher education admission.*		
Competency-based digital tawjihi exam designed and tested in at least 5 cities (Yes/No)		No	Yes
Action: This indicator is New			
Percentage of teachers satisfaction with the quality of engagement on: i)mainstreaming of blended learning activities; (ii) the reform towards a digitized, competency-based tawjihi exam (Percentage) (Percentage)		0.00	75.00
Action: This indicator is New			
Student satisfaction survey conducted gauging the quality of engagement on the creation of the digitized, competency-based tawjihi exam (Yes/No)		No	Yes

Indicator Name	DLI	Baseline	End Target
Action: This indicator is New			
Strengthened management of education system			
Geographical Information System (GIS) and Open EMIS produce accurate and timely disaggregated data needed for program monitoring (Yes/No)		No	Yes
Action: This indicator has been Revised			
Strategy for mainstreaming blended learning developed, covering equity considerations for marginal communities (Yes/No)		No	Yes
Action: This indicator has been Revised	*Rationale:* *The advent of the COVID-19 pandemic has forced policymakers to rapidly developing a series of distance learning modalities. Over the medium term, the development of a blended learning strategy is imperative to:* *1) Ensure marginal communities are accounted for directly in tailored blended learning modalities* *2) Ensure appropriate content is developed and integrated into classroom instruction*		
Blended learning content and assessment tools developed in alignment with MOE strategy (Yes/No)	null 9	No	Yes
Action: This indicator has been Revised	*Rationale:* *this indicator will track the development of blended learning content that is based on the MOE strategy and leverages a curriculum mapping exercise that identifies opportunities for the development of content.*		
Percentage of grievances received through the grievance redress mechanism that are resolved within 21 days (Percentage)		0.00	80.00
Action: This indicator is New			

Monitoring & Evaluation Plan: PDO Indicators					
Indicator Name	**Definition/Description**	**Frequency**	**Datasource**	**Methodology for Data Collection**	**Responsibility for Data Collection**
Number of Jordanian children and Syrian refugee children enrolled in KG2, disaggregated by nationality, gender, and type of school	Total number of Jordanian and Syrian refugee children enrolled in KG2 services in Jordan, disaggregated by gender and nationality	Annual	Ministry of Education	Open Emis	Ministry of Education
Percentage point reduction in the dropout rate of Syrian refugees					
Number of Syrian refugee boys and girls benefitting from the PforR Program interventions, disaggregated by gender and level of education	This indicator will track all Syrian refugee boys and girls who directly benefit from the program's interventions across all four RAs. Beneficiaries include those under DLI 1, but also Syrian refugee children currently enrolled in the system in target schools that will benefit from interventions.	Annual	MOE (openEmis)	The verification agency will check the number of Syrian refugee children enrolled in target schools and will conduct site visits and spot checks in a sample of randomly selected schools to verify enrolment numbers.	MOE
Number of teachers evaluated against the new National Teacher Professional Standards (NTPS) who meet the minimum performance standards	The National Teacher Evaluation and Appraisal Framework (NTEAF) aims to evaluate teacher performance and to	Annual	MOE teacher evaluation records	MOE teacher evaluation records	Ministry of Education

	provide feedback to teachers, teacher training institutes and MOE supervisors. MOE will then evaluate teachers against this framework to identify teacher professional development needs and to determine teachers' placement on the career path (certification level). Data should be disaggregated by gender. For verification of the DLR, MOE must demonstrate a clear evaluation report per teacher showing metrics for evaluation, feedback on areas of improvement and a guidance on how to achieve improvement				
Adoption of evidence-based program for socioemotional learning in Jordanian schools					
Legal regulation adopted towards reforming the dual purpose of the tawjihi high-stakes exam	This indicator will be measured against the official adoption by MOE of a regulation separating the secondary school graduation function of the	Once	MOE Website	MOE Website	Ministry of Education

	tawjihi exam from its function to determine admission to higher education, and replacing it with a combination of tawjihi and other placement tests.				

Monitoring & Evaluation Plan: Intermediate Results Indicators					
Indicator Name	**Definition/Description**	**Frequency**	**Datasource**	**Methodology for Data Collection**	**Responsibility for Data Collection**
Number of additional public and PPP KG2 classrooms added and operational	The indicator reflects the number of additional classrooms both public and private added as a result of the program during its lifecycle. An added public classroom must comply with existing or revised national applicable MOE guidelines on size, amenities, and standards for all equipment. An added private classroom must comply with the guidelines established under a PPP framework.Public KG2	Annual	Ministry of Education KG records	Open EMIS	Ministry of Education

	classrooms will be disaggregated by refurbishments and extensions to an existing school.				
KG2 television content developed and broadcast building on MOE 2020 Emergency Response Plan	KG2 television content has been developed and broadcasted on national television.	Annual	MOE website and TV recordings.	Ministry of Education publishes on website and broadcasts on national television	Ministry of Education
National KG2 Quality Assurance System developed	KG2 quality assurance system will meet criteria as described in the verification protocol.	Annual	MOE website	MOE publishes on website	Ministry of Education
Number of public and private classrooms meeting minimum KG2 quality standards	Disaggregated by public and private KG2 classrooms, the total number of classrooms meeting nationally disseminated KG2 quality standards	Annual	MOE KG2 records	Ministry of Education KG2 records	Ministry of Education
Teacher evaluation framework officially adopted and nationally disseminated	MOE will design and adopt a National Teacher Evaluation and Appraisal Framework (NTEAF), which will include teacher evaluation tools based on the national teacher professional standards (NTPS).	Once	Ministry of Education	Ministry of Education website	Ministry of Education

Number of teachers meeting minimum standards of socioemotional skills development, disaggregated by gender	Disaggregated by gender and level of education (basic, lower secondary, upper secondary)	Annual	Ministry of Education teacher evaluation records	Ministry of Education to track and update teacher evaluation records	Ministry of Education
Publication of semi-annual reports utilizing digitized school-level socioemotional well-being data	All data in semi-annual reports will be disaggregated by gender, level of education and type of school (co-ed, all boys).	Annual	Ministry of Education Website (Semi-annual reports.)	Ministry of Education to publish semi-annual reports on website	Ministry of Education
Number of additional schools with upgraded health, hygiene and safety facilities to meet minimum national standards	Disaggregated by level of education and type of school (co-ed, all boys).	Annual	MOE district office infrastructure records.	MOE EMIS/infrastructure records	Ministry of Education
Percentage point reduction in secondary net enrolment rate gender gap, disaggregated by nationality	This indicator aims to reduce the gender gap in secondary school enrolment, which is currently skewed towards girls. The PforR interventions, notably on socioemotional learning aim to increase secondary school enrolment among boys, in particular.	Annual	MOE (OpenEMIS)	MOE (OpenEMIS)	Ministry of Education

Grade 3 diagnostic test on early grade reading and math implemented	Test has been designed and will be implemented during the scholastic year 2018/2019.				
Action plan developed to reform the relative weight afforded to tawjihi to determine graduation and admission to higher education	The action plan will detail several key steps of reform, including: ● Reform of school completion to be based on tawjihi results and cumulative GPA, with a timeline for adoption; ● Course of action for students who do not pass the school completion requirements (remedial sessions and make up exams); ● Identification of required preparatory analytical work to inform the reform of the purpose of tawjihi;	Once	Ministry of Education Website	Ministry of Education Website	Ministry of Education
Upper secondary teachers trained in the administration of the digital, competency-based tawjihi exam	Indicator will track training received on administration, grading and reporting of digitized tawjihi exam. Indicator will be disaggregated by gender.		MOE teacher training records.	MOE teacher training records.	Ministry of Education

Competency-based digital tawjihi exam designed and tested in at least 5 cities	Indicator to track whether competency-based digital exam is developed	Once	MOE *tawjihi* test report from new *tawjihi* digital platform.	Reported on MOE tawjihi digital platform	Ministry of Education
Percentage of teachers satisfaction with the quality of engagement on: i)mainstreaming of blended learning activities; (ii) the reform towards a digitized, competency-based tawjihi exam (Percentage)	Citizen engagement indicator; disaggregated by gender. It will target teachers in grades 4-6 targeted by blended learning initiative and upper secondary teachers on tawjihi reform. Satisfaction will be tracked semi-annually and within three months of Program completion.	Semi-annual	MOE online survey results	MOE online survey results	Ministry of Education
Student satisfaction survey conducted gauging the quality of engagement on the creation of the digitized, competency-based tawjihi exam	Citizen engagement indicator; disaggregated by gender. It will target students in upper secondary school and will be tracked annually.	Annual	MOE online survey results	MOE online survey results	Ministry of Education
Geographical Information System (GIS) and Open EMIS produce accurate and timely disaggregated data needed for program monitoring	Achieved	Achieved	Achieved	Achieved	Achieved
Strategy for mainstreaming blended learning developed, covering equity	MOE will develop a strategy on how to ensure	Once	MOE Website	MOE Website	Ministry of Education

considerations for marginal communities	access to blended learning opportunities for all students during times of crisis. The strategy will further outline how the blended learning content and delivery modalities could be leveraged during regular times to pilot blended learning opportunities. The strategy will identify partners for the creation and dissemination of online, TV, radio and physical resources for blended learning. It will also include an update of the MOE COVID-19 emergency response plan 'Education during Emergency' based on lessons learned under COVID-19 (building on user data of Darsak online learning platform, pulse survey results on students' and teachers' satisfaction with distance learning opportunities, and other relevant information)				

Blended learning content and assessment tools developed in alignment with MOE strategy	The blended learning content will include online/digital content (including video and audio files) as well as other types of content identified in the blended learning strategy under DLR 8.3a-8.4a. It will build on the curriculum mapping conducted under DLR 8.3b-8.4b and cover four core subjects (Arabic, math, English, science) in grades 4-6 of primary education. All blended learning content must: • include detailed instructions for teachers and students; • be uploaded and stored in a central blended learning database with hosting owned by MOE; • feature embedded tools for formative, summative and adaptive assessment.	Annual	Blended learning database / MOE	Blended learning database / MOE	MOE
Percentage of grievances received through the grievance redress mechanism that are resolved within 21 days	Resolved grievances defined as grievances that were followed up on and	Annual	MOE	Grievance redress mechanism	MOE

	forwarded to the responsible entities by the Ministry's grievance redress mechanism team.				

Disbursement Linked Indicators Matrix

DLI 1	DLR#1.1. Number of Syrian refugee children enrolled in target schools at the basic and secondary education levels			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	Yes	Number	15,000,000.00	0.07
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	125,000.00			
By end of Year 1			0.00	
By end of Year 2			0.00	
By end of Year 3			0.00	
By end of Year 4			0.00	
By end of Year 5	160,000.00		15,000,000.00	Starting Academic Year 2018, US$100,000 for every 1000 Syria
By end of Year 6			0.00	

By end of Year 7			0.00	
Action: This DLI has been Revised. See below.				

DLI 1	*DLI 1: Number of Syrian refugee boys and girls enrolled in target schools*			
Type of DLI	*Scalability*	*Unit of Measure*	*Total Allocated Amount (USD)*	*As % of Total Financing Amount*
Output	*Yes*	*Number*	*25,000,000.00*	*0.00*
Period	*Value*		*Allocated Amount (USD)*	*Formula*
Baseline	*125,000.00*			
By end of Year 1			*0.00*	
By end of Year 2			*0.00*	
By end of Year 3			*0.00*	
By end of Year 4			*0.00*	
By end of Year 5			*0.00*	
By end of Year 6			*0.00*	
By end of Year 7	*180,000.00*		*25,000,000.00*	*Scalable (see comments)*

DLI 2	DLR#1.2. Number of Syrian refugee children enrolled in target schools at KG2 level			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	Yes	Number	5,000,000.00	0.02
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	2,500.00			
By end of Year 1			0.00	
By end of Year 2			0.00	
By end of Year 3			0.00	
By end of Year 4			0.00	
By end of Year 5	10,000.00		5,000,000.00	From a baseline of 2,500, US$50,000 for every 100 additional
By end of Year 6			0.00	
By end of Year 7			0.00	
Action: This DLI has been Revised. See below.				

DLI 2	*DLI 2: Expansion of KG2 services*			
Type of DLI	*Scalability*	*Unit of Measure*	*Total Allocated Amount (USD)*	*As % of Total Financing Amount*
Output	*Yes*	*Text*	*51,000,000.00*	*0.00*
Period	*Value*		*Allocated Amount (USD)*	*Formula*
Baseline	*Baseline/Targets: DLR 2.3a-2.4a (No/Yes); DLR 2.3b-2.4b (No/Yes); DLR 2.4c (No/Yes); DLR 2.5a-2.6a (0/200); DLR 2.5b-2.6b (0/30); DLR 2.5c-2.7c (0/280); DLR 2.7a (80,000/120,000)*			
By end of Year 1			*0.00*	
By end of Year 2			*0.00*	
By end of Year 3	*DLR 2.3a: MOE develops KG2 television content covering key sections of the official curriculum and initiates its broadcast, building on MOE's COVID-19 emergency response plan -- DLR 2.3b: MOE develops and adopts an action plan for expanding public KG2 services*		*3,500,000.00*	*2.3a: 2m; 2.3b: 1.5m*
By end of Year 4	*DLR 2.4a: (continued from DLR 2.3a)-- DLR 2.4b: (continued from DLR 2.3b) -- DLR 2.4c: PPP Unit under the Prime Minister's Office issues guidelines in coordination with MOE on the technical and financial design of a PPP modality for expanding KG2 services*		*6,500,000.00*	*2.4a: 2m; 2.4b: 1.5m; 2.4c: 3m*
By end of Year 5	*DLR 2.5a: Number of public KG2 classrooms are refurbished and become operational according*		*9,000,000.00*	*2.5a: 3.5m; 2.5b: 1.5m; 2.5c: 4m*

	to criteria laid out in action plan adopted by MOE under DLR 2.3b-2.4b -- DLR 2.5b: Number of PPP KG2 classrooms established and operational consistent with the technical and financial design adopted in the guidelines issued by the PPP unit under the Prime Minister's office under DLR 2.4c --- DLR 2.5c: Number of public KG2 classrooms constructed (as extensions to existing primary schools) and operational according to criteria laid out in action plan adopted by MOE under DLR 2.3b-2.4b		
By end of Year 6	*DLR 2.6a: (continued from DLR 2.5a)-- DLR 2.6b:(continued from DLR 2.5b) -- DLR 2.6c: (continued from DLR 2.5c)*	*9,000,000.00*	*2.6a: 3.5m; 2.6b: 1.5m; 2.6c: 4m*
By end of Year 7	*DLR 2.7a: Number of additional boys and girls enrolled in public and licensed KG2 classrooms -- DLR 2.7c: (continued from DLR 2.5c and DLR 2.6c)*	*23,000,000.00*	*2.7a: 20m; 2.7c: 3*

DLI 2	*N/A*			
Type of DLI	*Scalability*	*Unit of Measure*	*Total Allocated Amount (USD)*	*As % of Total Financing Amount*
Output	*No*	*Text*	*0.00*	*0.00*
Period	*Value*		*Allocated Amount (USD)*	*Formula*
Baseline	*0.00*			
By end of Year 1			*0.00*	

By end of Year 2		*0.00*	
By end of Year 3		*0.00*	
By end of Year 4		*0.00*	
By end of Year 5		*0.00*	
By end of Year 6		*0.00*	
By end of Year 7		*0.00*	

DLI 3	DLR#2. Number of additional children enrolled in public and private KG2			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	Yes	Number	15,000,000.00	0.07
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	80,000.00			
By end of Year 1			0.00	
By end of Year 2			0.00	
By end of Year 3			0.00	
By end of Year 4			0.00	
By end of Year 5	110,000.00		15,000,000.00	From a baseline of 80,000, US$50,000

			for every 100 additiona
By end of Year 6		0.00	
By end of Year 7		0.00	
Action: This DLI has been Revised. See below.			

DLI 3	*DLI 3: Improved quality assurance system for KG2 services*			
Type of DLI	*Scalability*	*Unit of Measure*	*Total Allocated Amount (USD)*	*As % of Total Financing Amount*
Output	*Yes*	*Text*	*22,000,000.00*	*0.00*
Period	*Value*		*Allocated Amount (USD)*	*Formula*
Baseline	*Baseline/Target: DLR 3.4 (No/Yes); DLR 3.5a-3.7a (0/250); DLR 3.5b-3.7b (0, 1,500)*			
By end of Year 1			*0.00*	
By end of Year 2			*0.00*	
By end of Year 3			*0.00*	
By end of Year 4	*DLR 3.4: MOE develops and adopts a quality assurance system for public and private KG2 schools that is fully aligned with International Best Practices in QA systems for KG2 schools*		*4,000,000.00*	*3.4: 4m*
By end of Year 5	*DLR 3.5a: Number of unlicensed KG2 private providers that become licensed and meet minimum Quality Assurance standards*		*6,000,000.00*	*3.5a: 3m; 3.5b: 3m;*

	established under the Quality Assurance System -- DLR 3.5b: Number of KG2 classrooms in public and private licensed institutions that meet minimum Quality Assurance standards established under the Quality Assurance System		
By end of Year 6	*DLR 3.6a (continued from DLR 3.5a) -- DLR 3.6a (continued from DLR 3.5b)*	*6,000,000.00*	*3.6a: 3m; 3.6b: 3m;*
By end of Year 7	*DLR 3.7a (continued from DLR 3.5a and DLR 3.6a) -- DLR 3.7a (continued from DLR 3.5b and DLR 3.6b)*	*6,000,000.00*	*3.7a: 3m; 3.7b: 3m;*

DLI 4	DLR#3.1. Comprehensive and harmonized quality assurance system adopted for public and private KG2 schools			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	No	Yes/No	4,000,000.00	0.02
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	No			
By end of Year 1	Yes		4,000,000.00	US$4,000,000 by Closing Date
By end of Year 2			0.00	
By end of Year 3			0.00	
By end of Year 4			0.00	
By end of Year 5	Yes		0.00	

By end of Year 6		0.00	
By end of Year 7		0.00	
Action: This DLI has been Revised. See below.			

DLI 4	*DLI 4: Strengthened teacher preparation and management*			
Type of DLI	*Scalability*	*Unit of Measure*	*Total Allocated Amount (USD)*	*As % of Total Financing Amount*
Output	*Yes*	*Text*	*29,000,000.00*	*0.00*
Period	*Value*		*Allocated Amount (USD)*	*Formula*
Baseline	*DLR 4.4a: No DLR 4.5a-4.7a: 0 DLR 4.5b-4.7b: 0 DLR 4.5c-4.7c: 0*			
By end of Year 1			*0.00*	
By end of Year 2			*0.00*	
By end of Year 3			*0.00*	
By end of Year 4	*DLR 4.4: Teacher evaluation framework adopted and disseminated*		*6,000,000.00*	*4.4: 6m*
By end of Year 5	*DLR 4.5a: Number of newly appointed teachers evaluated against the NTPS (using the teacher evaluation framework) and meeting minimum standards in pedagogical practices -- DLR 4.5b: Number of K-12 teachers trained and certified in compliance with the National Teacher Professional Standards (NTPS -- DLR 4.5c:*		*8,000,000.00*	*4.5a: 3m; 4.5b: 3m; 4.5c: 2m*

	Number of K-12 teachers meeting minimum standards in socioemotional practices as defined in the teacher evaluation framework		
By end of Year 6	*DLR 4.6a: (continued from DLR 4.5a) -- DLR 4.6b: (continued from DLR 4.5b) -- DLR 4.6c: (continued from DLR 4.5c)*	*8,000,000.00*	*4.6a: 3m; 4.6b: 3m; 4.6c: 2m*
By end of Year 7	*DLR 4.7a: (continued from DLR 4.5a and DLR 4.6a) -- DLR 4.7b: (continued from DLR 4.5b and DLR 4.6b) -- DLR 4.7c: (continued from DLR 4.5c and DLR 4.6c)*	*7,000,000.00*	*4.7a: 3m; 4.7b: 3m; 4.7c: 1m*

DLI 5	DLR#3.2. 80 percent of KG2 schools assessed through the newly established quality assurance system			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Process	No	Percentage	8,000,000.00	0.04
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	0.00			
By end of Year 1			0.00	
By end of Year 2			0.00	
By end of Year 3	80.00		8,000,000.00	For 30 percent of KG2 schools assessed, US$3,000,000; for 60
By end of Year 4			0.00	
By end of Year 5	80.00		0.00	

By end of Year 6		0.00	
By end of Year 7		0.00	
Action: This DLI has been Revised. See below.			

DLI 5	*DLI 5: Improved learning environment in public schools and systemization of socioemotional data collection and reporting*			
Type of DLI	*Scalability*	*Unit of Measure*	*Total Allocated Amount (USD)*	*As % of Total Financing Amount*
Process	*No*	*Text*	*17,700,000.00*	*0.00*
Period	*Value*		*Allocated Amount (USD)*	*Formula*
Baseline	*DLR 5.3-5.7: null (no or 0)*			
By end of Year 1			*0.00*	
By end of Year 2			*0.00*	
By end of Year 3	*DLR 5.3a: MOE conducts a stakeholder workshop identifying all relevant student and staff behavioral and well-being data that is being collected and integrates it into an expanded EMIS database*		*2,000,000.00*	*5.3a: 2m*
By end of Year 4	*DLR 5.4a: (continued from DLR 5.3a) -- DLR 5.4b: MOE designs and piloting of a school program for improving student socioemotional learning in at least 100 schools, 50% of which are schools with a high proportion of Syrian refugee students*		*4,000,000.00*	*5.4a: 2m; 5.4b: 2m*

By end of Year 5	*DLR 5.5a:(continued from DLR 5.3a and DLR 5.4a) -- DLR 5.5b: (continued from DLR 5.4b)*	*4,500,000.00*	*5.5a: 2.5m; 5.5b: 2m*
By end of Year 6	*DLR 5.6a: MOE publishes semi-annual reports utilizing data digitized under DLR 5.3a-5.5a, with specific analysis disaggregated by gender -- DLR 5.6b:(continued from DLR 5.4b and DLR 5.5b)*	*3,000,000.00*	*5.6a: 2m; 5.6b: 1m*
By end of Year 7	*DLR 5.7a: (continued from DLR 5.6a) -- DLR 5.7b: Lessons learned from piloted socioemotional learning program under DLR 5.4b-5.6b are integrated into MOE's Safe School Environment Roadmap*	*4,200,000.00*	*5.7a: 1.5m; 5.7b: 2.7m*

DLI 6	DLR#3.3. 95 percent of public KG2 teachers have completed the KG in-service training modules			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	Yes	Percentage	8,000,000.00	0.04
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	0.00			
By end of Year 1			0.00	
By end of Year 2			0.00	
By end of Year 3			0.00	
By end of Year 4	95.00		8,000,000.00	From baseline of 0, for every 1 percentage point increase in

By end of Year 5	95.00	0.00	
By end of Year 6		0.00	
By end of Year 7		0.00	
Action: This DLI has been Revised. See below.			

DLI 6	*DLI 6: Improved physical environment in Jordanian public schools*			
Type of DLI	*Scalability*	*Unit of Measure*	*Total Allocated Amount (USD)*	*As % of Total Financing Amount*
Process	*Yes*	*Text*	*18,000,000.00*	*0.00*
Period	*Value*		*Allocated Amount (USD)*	*Formula*
Baseline	*Baseline/Targets: DLR 6.4-6.6a (0/225); DLR 6.4b-6.6b (0/225)*			
By end of Year 1			*0.00*	
By end of Year 2			*0.00*	
By end of Year 3			*0.00*	
By end of Year 4	*DLR 6.4a: Number of schools equipped with upgraded WASH facilities---------- DLR 6.4b: Number of schools rehabilitated to meet minimum health and safety requirements as defined in MOE specification documents*		*6,000,000.00*	*6.4a: 3m; 6.4b: 3m*

By end of Year 5	*DLR 6.5a: (continued from DLR 6.4a) -- DLR 6.5b: (continued from DLR 6.4b)*	*6,000,000.00*	*6.5a: 3m; 6.5b: 3m*
By end of Year 6	*DLR 6.5a: (continued from DLR 6.4a) -- DLR 6.5b: (continued from DLR 6.4b)*	*6,000,000.00*	*6.6a: 3m; 6.6b: 3m*
By end of Year 7		*0.00*	

DLI 7	DLR#3.4. 25 percent of KG schools have improved quality as per the quality assurance system			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Outcome	No	Percentage	7,000,000.00	0.03
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	0.00			
By end of Year 1			0.00	
By end of Year 2			0.00	
By end of Year 3			0.00	
By end of Year 4			0.00	
By end of Year 5	25.00		7,000,000.00	For 25 percent of schools with improved quality, US$7,000,00
By end of Year 6			0.00	
By end of Year 7			0.00	

Action: This DLI has been Revised. See below.				
DLI 7	*DLI 7: Improved Student Assessment System - Reforming the content, delivery format, and purpose of tawjihi*			
Type of DLI	*Scalability*	*Unit of Measure*	*Total Allocated Amount (USD)*	*As % of Total Financing Amount*
Intermediate Outcome	*Yes*	*Text*	*34,000,000.00*	*0.00*
Period	*Value*		*Allocated Amount (USD)*	*Formula*
Baseline	*Baseline/Target: DLR 7.3-7.7 (No/Yes)* *All DLRs under DLI 7 have a baseline of No and a target of Yes*			
By end of Year 1			*0.00*	
By end of Year 2			*0.00*	
By end of Year 3	*DLR 7.3a: MOE adopts a national student assessment strategy, including an action plan for moving towards a competency-based, digital format of tawjihi and reforming the relative weight afforded to tawjihi to consider other placement tests to determine graduation and admission to higher education*		*2,500,000.00*	*7.3a: 2.5m*
By end of Year 4	*DLR 7.4a: (continued from DLR 7.3a) -- DLR 7.4b: MOE completes stakeholder consultations and analytical work agreed under the action plan developed under DLR 7.3a-7.4a*		*4,500,000.00*	*7.4a: 2.5m; 7.4b: 2m*
By end of Year 5	*DLR 7.5a:MOE develops a digital platform for tawjihi test administration and an Item Bank*		*13,500,000.00*	*7.5a: 8m; 7.5b: 2m; 7.5c: 3.5m*

	with competency-based questions aligned with the Jordanian tawjihi curriculum----------DLR 7.5b: (continued from DLR 7.4b) -- DLR 7.5c: MOE adopts a regulation separating the secondary school graduation function of the tawjihi exam from its function to determine admission to higher education, in alignment with DLR 7.3a-7.4a		
By end of Year 6	*DLR 7.6a: School test labs are equipped with devices, furniture and internet network to serve 50 percent of tawjihi students -- DLR 7.6b: 5 Mock tawjihi exams administered to a total of at least 150 students (balanced between boys and girls) covering at least 5 different cities -- DLR 7.6c: : (continued from DLR 7.5c)*	*13,500,000.00*	*7.6a: 5; 7.6b: 5m 7.6c: 3.5m;*
By end of Year 7		*0.00*	

DLI 8	DLR#4.1. New national teacher professional standards adopted and disseminated			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Process	No	Yes/No	6,000,000.00	0.03
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	No			
By end of Year 1	Yes		6,000,000.00	US$6,000,000 by Closing Date

By end of Year 2	No	0.00	
By end of Year 3	No	0.00	
By end of Year 4	No	0.00	
By end of Year 5	Yes	0.00	
By end of Year 6		0.00	
By end of Year 7		0.00	

DLI 9	DLR#4.2. Teacher evaluation framework adopted			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Process	No	Yes/No	6,000,000.00	0.03
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	No			
By end of Year 1	No		0.00	
By end of Year 2	Yes		6,000,000.00	US$6,000,000 by Closing Date
By end of Year 3	No		0.00	
By end of Year 4	No		0.00	
By end of Year 5	Yes		0.00	

By end of Year 6		0.00	
By end of Year 7		0.00	
Action: This DLI has been Revised. See below.			

DLI 9	*DLI 8: Enhanced capacity of MOE to respond to potential future school disruptions*			
Type of DLI	*Scalability*	*Unit of Measure*	*Total Allocated Amount (USD)*	*As % of Total Financing Amount*
Output	*Yes*	*Text*	*18,800,000.00*	*0.00*
Period	*Value*		*Allocated Amount (USD)*	*Formula*
Baseline	*Baseline/Targets: DLR 8.3-8.7 (No/Yes)* All DLRs under DLI 8 have a baseline of No and a target of Yes*			
By end of Year 1			*0.00*	
By end of Year 2			*0.00*	
By end of Year 3	*DLR 8.3a: MOE develops and adopts a strategy for mainstreaming blended learning, covering equity both by gender and for marginal communities----------DLR 8.3b: MOE conducts curriculum mapping that identifies opportunities for embedding blended learning materials into teaching practices, developed in alignment with the strategy adopted under DLR 8.3a-8.4a*		*3,400,000.00*	*8.3a: 1m; 8.3b: 2.4m*

By end of Year 4	*DLR 8.4a: (continued from DLR 8.3a) -- DLR 8.4b: (continued from DLR 8.3b) -- DLR 8.4c: MOE develops blended learning content and assessment tools in alignment with the strategy adopted under DLR 8.3a-8.4a and curriculum mapping developed under DLR 8.3b-8.4b -- DLR 8.4d: MOE develops and rolls out a teacher training program on integration of blended learning into classroom instruction*	*7,400,000.00*	*8.4a: 1m; 8.4b: 2.4m; 8.4c: 2m; 8.4d: 2m*
By end of Year 5	*DLR 8.5c: (continued from DLR 8.4c) -- DLR 8.5d: (continued from DLR 8.4d)*	*2,000,000.00*	*8.5c: 1m; 8.5d: 1m*
By end of Year 6	*DLR 8.6c: (continued from DLR 8.4c and DLR 8.5c) -- DLR 8.6d: (continued from DLR 8.4d and DLR 8.5d)*	*2,000,000.00*	*8.6c: 1m; 8.6d: 1m*
By end of Year 7	*DLR 8.7: MOE completes an impact assessment of newly developed blended learning modules*	*4,000,000.00*	*8.7: 4m*

DLI 10	DLR#4.3. 5,000 teachers evaluated against the National Teacher Professional Standards (NTPS)			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Outcome	Yes	Number	7,000,000.00	0.03
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	0.00			
By end of Year 1			0.00	
By end of Year 2			0.00	

By end of Year 3	5,000.00	7,000,000.00	US$140,000 is disbursed for every 100 teachers evaluated, up
By end of Year 4		0.00	
By end of Year 5	5,000.00	0.00	
By end of Year 6		0.00	
By end of Year 7		0.00	
Action: This DLI has been Revised. See below.			

DLI 10	*DLI 9: Increased availability of resources and tools for the Program*			
Type of DLI	*Scalability*	*Unit of Measure*	*Total Allocated Amount (USD)*	*As % of Total Financing Amount*
Outcome	*No*	*Text*	*32,000,000.00*	*0.00*
Period	*Value*		*Allocated Amount (USD)*	*Formula*
Baseline	*DLR 9.3-9.6: No*			
By end of Year 1			*0.00*	
By end of Year 2			*0.00*	
By end of Year 3	*DLR 9.3: Approved MOE 2021 budget reflects the minimum amount of Jordanian Dinars 1 billion (*)*		*11,000,000.00*	*9.3: 11m*
By end of Year 4	*DLR 9.4: Approved MOE 2022 budget reflects a minimum increase of USD10 million from the*		*12,000,000.00*	*9.4: 12m*

	baseline 1 billion Jordanian Dinars to meet PforR Program results		
By end of Year 5	*DLR 9.5: Approved MOE 2023 budget reflects a minimum increase of USD10 million from the baseline 1 billion Jordanian Dinars to meet PforR Program results*	*5,000,000.00*	*9.5: 5m*
By end of Year 6	*DLR 9.6: Approved MOE 2024 budget reflects a minimum increase of USD10 million from the baseline 1 billion Jordanian Dinars to meet PforR Program results*	*4,000,000.00*	*9.6: 4m*
By end of Year 7		*0.00*	

DLI 11	DLR#4.4. 30,000 K-12 teachers trained and certified			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	Yes	Number	15,000,000.00	0.07
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	0.00			
By end of Year 1			0.00	
By end of Year 2			0.00	
By end of Year 3			0.00	
By end of Year 4			15,000,000.00	US$500,000 for every 1,000 teachers crtified, up to a maximu

By end of Year 5	30,000.00	0.00	
By end of Year 6		0.00	
By end of Year 7		0.00	
Action: This DLI has been Marked for Deletion			

DLI 12	DLR#5.1. School program for improving student socioemotional learning designed and tested in schools			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Process	No	Yes/No	4,000,000.00	0.02
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	No			
By end of Year 1	No		0.00	
By end of Year 2	No		0.00	
By end of Year 3	Yes		4,000,000.00	US$4,000,000 by Closing Date
By end of Year 4	Yes		0.00	
By end of Year 5	Yes		0.00	
By end of Year 6			0.00	

By end of Year 7			0.00	
Action: This DLI has been Marked for Deletion				
DLI 13	DLR#5.2. 70 percent of schools with high proportion of Syrian refugee children implementing the socioemotional learning program			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Outcome	No	Percentage	4,000,000.00	0.02
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	0.00			
By end of Year 1			0.00	
By end of Year 2			0.00	
By end of Year 3			0.00	
By end of Year 4			0.00	
By end of Year 5	70.00		4,000,000.00	Upon implementation of socioemotional learning program in 70
By end of Year 6			0.00	
By end of Year 7			0.00	

Action: This DLI has been Marked for Deletion	

DLI 14	DLR#6.1. Improved maintenance system adopted			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	No	Yes/No	5,000,000.00	0.02
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	No			
By end of Year 1	Yes		5,000,000.00	US$5,000,000 by Closing Date
By end of Year 2	No		0.00	
By end of Year 3	No		0.00	
By end of Year 4	No		0.00	
By end of Year 5	Yes		0.00	
By end of Year 6			0.00	
By end of Year 7			0.00	
Action: This DLI has been Marked for Deletion				

DLI 15	DLR#6.2. Legal framework approved for allowing transfer of school-level maintenance and upkeep budget to schools			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	No	Yes/No	5,000,000.00	0.02
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	No			
By end of Year 1	No		5,000,000.00	
By end of Year 2	Yes		0.00	
By end of Year 3	No		0.00	
By end of Year 4	No		0.00	
By end of Year 5	Yes		0.00	
By end of Year 6			0.00	
By end of Year 7			0.00	

DLI 16	DLR#6.3. 3,000 schools using a maintenance and upkeep budget			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Outcome	No	Number	2,000,000.00	0.01
Period	**Value**		**Allocated Amount (USD)**	**Formula**

Baseline	0.00		
By end of Year 1		0.00	
By end of Year 2		0.00	
By end of Year 3		0.00	
By end of Year 4	3,000.00	2,000,000.00	Upon reaching 3,000 schools that are using a maintenance and
By end of Year 5	3,000.00	0.00	
By end of Year 6		0.00	
By end of Year 7		0.00	
Action: This DLI has been Marked for Deletion			

DLI 17	DLR#7.1. National assessment strategy adopted			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	No	Yes/No	5,000,000.00	0.02
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	No			
By end of Year 1	Yes		5,000,000.00	US$5,000,000 by Closing Date

By end of Year 2	No	0.00	
By end of Year 3	No	0.00	
By end of Year 4	No	0.00	
By end of Year 5	Yes	0.00	
By end of Year 6		0.00	
By end of Year 7		0.00	
Action: This DLI has been Marked for Deletion			

DLI 18	DLR#7.2. Grade 3 diagnostic test on early grade reading and math implemented in all target schools			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	No	Yes/No	7,000,000.00	0.03
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	No			
By end of Year 1	No		7,000,000.00	US$7,000,000 by Closing Date
By end of Year 2	Yes		0.00	
By end of Year 3	Yes		0.00	

By end of Year 4	Yes	0.00	
By end of Year 5	Yes	0.00	
By end of Year 6		0.00	
By end of Year 7		0.00	

DLI 19	DLR#7.3. First phase of Tawjihi reform completed and action plan for reform rollout is produced			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Process	No	Yes/No	9,000,000.00	0.04
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	No			
By end of Year 1	No		9,000,000.00	US$9,000,000 by Closing Date
By end of Year 2	No		0.00	
By end of Year 3	Yes		0.00	
By end of Year 4	Yes		0.00	
By end of Year 5	Yes		0.00	
By end of Year 6			0.00	
By end of Year 7			0.00	

Action: This DLI has been Marked for Deletion				
DLI 20	DLR#7.4. Legal framework for reform of the Tawjihi exam has been adopted so that its secondary graduation and certification function is separated from its function as a screening mechanism for univer			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Process	No	Yes/No	7,000,000.00	0.03
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	No			
By end of Year 1	No		7,000,000.00	US$7,000,000 by Closing Date
By end of Year 2	No		0.00	
By end of Year 3	No		0.00	
By end of Year 4	Yes		0.00	
By end of Year 5	Yes		0.00	
By end of Year 6			0.00	
By end of Year 7			0.00	
Action: This DLI has been Marked for Deletion				

DLI 21	DLR#8.1. Geographical Information System (GIS) is operational and updated with latest data required for management of the education system			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	No	Yes/No	3,000,000.00	0.01
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	No			
By end of Year 1	Yes		3,000,000.00	US$3,000,000 by Closing Date
By end of Year 2	No		0.00	
By end of Year 3	No		0.00	
By end of Year 4	No		0.00	
By end of Year 5	Yes		0.00	
By end of Year 6			0.00	
By end of Year 7			0.00	
Action: This DLI has been Marked for Deletion				

DLI 22	DLR#8.2. Approved annual MOE budget reflects an increase of US$134 million for the Program			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	No	Yes/No	45,000,000.00	0.20
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	No			
By end of Year 1	Yes		11,000,000.00	US$11,000,000 if approved MOE 2019 budget reflects the minim
By end of Year 2	Yes		12,000,000.00	US$12,000,000 if approved MOE 2020 budget reflects a minimum
By end of Year 3	Yes		11,000,000.00	US$11,000,000 if approved MOE 2021 budget reflects a minimum
By end of Year 4	Yes		11,000,000.00	US$11,000,000 if approved MOE 2022 budget reflects a minimum
By end of Year 5	Yes		0.00	
By end of Year 6			0.00	
By end of Year 7			0.00	
Action: This DLI has been Marked for Deletion				

Verification Protocol Table: Disbursement Linked Indicators	
DLI 1	DLR#1.1. Number of Syrian refugee children enrolled in target schools at the basic and secondary education levels
Description	Number of Syrian refugee children that are enrolled in the Program target schools, disaggregated by gender. The Program target schools are schools that are participating in the Program interventions, including: ECE enrolment, teacher training, socio-emotional learning program, school maintenance, student assessment, etc.
Data source/ Agency	MOE (OpenEMIS)
Verification Entity	Third Party
Procedure	The verification agency will check the number of Syrian refugee children enrolled in target schools and will conduct site visits, phone calls and spot checks in a sample of randomly selected schools to verify enrollment numbers.
DLI 1	DLI 1: Number of Syrian refugee boys and girls enrolled in target schools
Description	Number of Syrian refugee children that are enrolled in the Program target schools, disaggregated by gender. The Program target schools are schools that are participating in the Program interventions, including: ECE enrolment, teacher training, socio-emotional learning program, school maintenance, student assessment, etc.
Data source/ Agency	MOE (OpenEMIS)
Verification Entity	Independent Verification Agency (IVA)
Procedure	The verification agency will check the number of Syrian refugee children enrolled in target schools annually and will conduct site visits and spot checks in a sample of randomly selected schools to verify enrolment numbers.
DLI 2	DLR#1.2. Number of Syrian refugee children enrolled in target schools at KG2 level
Description	Number of Syrian refugee children that are enrolled in the Program target schools, disaggregated by gender. The Program target schools are schools that are participating in the Program interventions, including: ECE enrolment, teacher training,

	socio-emotional learning program, school maintenance, student assessment, etc.
Data source/ Agency	MOE (OpenEMIS)
Verification Entity	Third Party
Procedure	The verification agency will check the number of Syrian refugee children enrolled in target schools and will conduct site visits, phone calls and spot checks in a sample of randomly selected schools to verify enrollment numbers.
DLI 2	DLI 2: Expansion of KG2 services
Description	**DLR 2.3a-2.4a:** The KG2 television content will: 1. Be based on a curriculum mapping to cover key Jordanian KG2 learning objectives; 2. be age-appropriate and designed to engage 5-year-old children; 3. cover content that will support the development of early literacy, numeracy, and socioemotional skills, as well as age-appropriate awareness-raising on important topics (such as COVID-19 and hygiene, as well as climate change and the need to conserve scarce resources); 4. offer advice to parents on how they can support their children's early learning through activities at home; be broadcasted on national television according to a schedule published on the MOE website and other relevant channels. **DLR 2.3b-2.4b:** The action plan will be developed in three phases. Phase 1. MOE will share with the WB a consolidated dataset of all public and private schools in the country, including geographic variables, school infrastructure characteristics, type of school, and student and teacher characteristics, following a dataset template provided by the WB. Phase 2. An engineering firm approved by MOE and the WB will conduct an infrastructure assessment of all public primary schools to determine the feasibility of ¶ repurposing available rooms and spaces to create additional KG2 classrooms, ¶ building additional KG2 classrooms within the land of an existing primary school. ¶ The infrastructure assessment will cover all public schools that have not already been screened for potential

refurbishments and extensions by USAID and other development partners within the past three years. The infrastructure assessment will present findings listed by school ID on the construction / small works required to create additional KG2 classrooms, potential to use renewable energy to serve these classrooms, accessibility for physically disabled, and the estimated time required for these works, and associated cost.

Phase 3. Finally, informed by the data analysis and infrastructure assessment, a stakeholder workshop with all relevant MOE departments will be conducted to develop a detailed action plan for the expansion of public KG2 services, including:

- ¶ the number and specific location of envisaged refurbishments/extensions to create additional KG2 classrooms;
- ¶ associated capital and recurrent cost to operate these additional classrooms for at least 5 years;

an implementation plan and timeline.

DLR 2.4c:

The technical design of a public-private partnership (PPP) model will be developed to allow MOE to expand access by leveraging private providers subject to quality requirements laid out in DLI3. The technical design will specify:

- ¶ Analytical feasibility study of PPP modality reflecting market size, potential PPP structure and preliminary feasibility assessment.
- ¶ Contractual arrangement between service providers: Tailored contracting arrangements with the selected private providers that are legally and financially feasible (e.g., transfers are made by MOE to the selected private providers proportional to the number of additional children they enroll at the beginning of the academic year, installments are made in tranches after verifying quality criteria are met, etc.).
- ¶ Monitoring framework: Feasible provisions for the monitoring of contracts, based on the QA system (e.g., providers receive biannual inspections from MOE KG supervisors to verify enrolment numbers and ensure they meet minimum quality standards, health and safety requirements; collection of feedback from parents on KG services).

Operational Guidelines: These will include the rules, methods and procedures for any monetary transfers to KG private providers.

DLR 2.5a-2.6a:

Many public schools across the country have available rooms/spaces that can be refurbished and turned into a new, additional KG2 classroom. DLR 2.5a-2.6a will disburse against new KG2 classrooms that (a) came about as a result of a refurbishment, and (b) become operational (i.e., are serving a minimum of 15 KG2 children per classroom). KG2 classroom refurbishments will follow MOE guidelines for energy efficient and climate-proof designs that explore potential to use

	renewable energy to serve these classrooms and allow for cooling ventilation during heatwaves. New KG2 classrooms will also be equipped with age-appropriate signage to conserve energy and water and raise awareness of the importance of conserving scare resources. **DLR 2.5b-2.6b:** Number of KG2 classes that are created and become operational (i.e., are serving a minimum of 15 KG2 children per classroom) as a result of a PPP, and in line with the Technical Design of the PPP model (developed under DLR 2.4c). **DLR 2.5c-2.7c:** Many public schools across the country have available land where an additional KG2 classroom(s) (and needed KG2 amenities) can be built. DLR 2.5c-2.7c will disburse against new KG2 classrooms that (a) are built within the land of an existing primary school, and (b) become operational (i.e., are serving a minimum of 15 KG2 children per classroom). KG2 classroom construction will follow MOE guidelines on energy efficient and climate-proof designs that explore potential to use renewable energy to serve these classrooms and allow for cooling ventilation during heatwaves. New KG2 classrooms will also be equipped with age-appropriate signage to conserve energy and water and raise awareness of the importance of conserving scare resources. **DLR 2.7a:** Number of students enrolled in public and licensed private KG2. Data will be reported disaggregated at the classroom-level, indicating name of school/provider, district, type of school/provider, gender of the child, and nationality of the child.
Data source/ Agency	**DLR 2.3a-2.4a:** KG2 TV scripts and show recordings / MOE **DLR 2.3b-2.4b:** Action Plan / MOE **DLR 2.4c:** Technical design document **DLR 2.5a-2.6a:** MOE (Open EMIS) **DLR 2.5b-2.6b:** MOE (Open EMIS) **DLR 2.5c-2.7c:** MOE (Open EMIS) **DLR 2.7a:** MOE (Open EMIS)

Verification Entity	Independent Verification Agency (IVA)
Procedure	**DLR 2.3a-2.4a** The verification agency will confirm: ¶ identification report of key learning objectives to be developed into distance learning material ¶ KG2 content developed that meets the criteria agreed upon with the WB ¶ Content is broadcasted in line with the MOE's published KG2 TV schedule and in line with b and c **DLR 2.3b-2.4b:** The verification agency will review the action plan to confirm that it meets all the specifications that have been agreed upon with the WB. **DLR 2.4c:** The verification agency will review the technical design of the PPP model to confirm that it meets all the specifications that have been agreed upon with the WB. **DLR 2.5a-2.6a:** The verification agency will check the number of public KG2 classrooms refurbished and operational, and will conduct site visits and spot checks in a sample of randomly selected refurbished classrooms to verify that they are operational. The sampling framework should be acceptable to the WB. **DLR 2.5b-2.6b:** The verification agency will check the number of public KG2 classrooms constructed (as extensions to existing primary schools) and operational and will conduct site visits and spot checks in a sample of randomly selected newly constructed classrooms to verify that they are operational. **DLR 2.5c-2.7c:** The verification agency will check the number of PPP KG2 classrooms established and operational, and will conduct site visits and spot checks in a sample of randomly selected PPP classrooms to verify that they are operational. The sampling framework should be acceptable to the WB. **DLR 2.7a:**

	This DLR will be verified in 2024. Enrolment data and disaggregation is provided to the verification agency. The verification agency will conduct site visits and spot checks in a sample of randomly selected schools to verify enrolment numbers. The sampling framework should be acceptable to the WB and children must have been enrolled for a minimum of 3 months at the time of the spot.
DLI 2	N/A
Description	
Data source/ Agency	
Verification Entity	
Procedure	
DLI 3	DLR#2. Number of additional children enrolled in public and private KG2
Description	Number of students enrolled in public or freely provided private KG2. Data should be reported disaggregated by type of school, directorate, gender, and nationality.
Data source/ Agency	MOE (OpenEMIS)
Verification Entity	Third Party
Procedure	Enrollment data and disaggregation is provided to the verification agency. The verification agency will check the number of Syrian refugee children enrolled in target schools and will conduct site visits, phone calls and spot checks in a sample of randomly selected schools to verify enrollment numbers.
DLI 3	DLI 3: Improved quality assurance system for KG2 services
Description	**DLR 3.4:** A quality assurance (QA) system will be developed and adopted for all public and private KG2 providers/schools. The QA system will develop/strengthen a regulatory framework that harmonizes existing/planned quality assurance

	processes for public KGs (e.g., accreditation, excellence awards, etc.), with quality assurance processes for private KGs/providers (e.g., licensing procedures for market entry and renewal, as well as transitional licensing for unlicensed providers). The QA system will include three key elements, aligned with International Best Practice: (a) clearly defined quality standards that adequately balance the structural, process and learning dimensions of early childhood development, and are structured along a quality continuum (i.e., from minimum quality standards to ideal quality standards); (b) valid and reliable monitoring tools that KG supervisors/inspectors can use to measure all KGs against set standards. (c) a protocol that specifies the objectives, frequency and scope of KG supervisors'/inspectors' field visits, the administration of the monitoring tools, and the process through which the observations of the field visits inform tailored actions (e.g., teacher trainings) to continuously improve the quality of KG2 service provision. **DLR 3.5a-3.7a:** The QA system will include regulatory processes for the licensing of unlicensed providers, as well as monitoring tools to assess KGs against a quality continuum (i.e., from minimum quality standards to ideal quality standards).Once licensing processes are met and monitoring tools are administered in the classroom(s) of a given provider, a digital file will be produced for each classroom, documenting the results from the quality assessment(s). The digital file will also include all relevant licensing documents of each provider. **DLR 3.5b-3.7b:** The QA system will include monitoring tools to assess KGs against a quality continuum (i.e., from minimum quality standards to ideal quality standards). Once these monitoring tools are administered in a given classroom, a digital file will be produced for each classroom, documenting the results from the quality assessment(s).
Data source/ Agency	**DLR 3.4:** MOE website, signed documents at MOE **DLR 3.5a-3.7a:** Digital files for each classroom **DLR 3.5b-3.7b:** Digital files for each classroom
Verification Entity	Independent Verification Agency (IVA)

Procedure	**DLR 3.4:** The verification agency will check that the QA system has been officially approved by MOE, signed by the Minister, and disseminated on the MOE website. The verification agency will also check that the document contains all characteristics and elements of the QA system, that have been agreed upon with the WB. **DLR 3.5a-3.7a:** The verification agency will verify the digital files/EMIS for each provider that becomes licensed, for completeness and accuracy. The criteria for the verification of completeness and accuracy will be agreed upon with the WB. **DLR 3.5b-3.7b:** The verification agency will verify the digital files/EMIS for each classroom, for completeness and accuracy. The criteria for the verification of completeness and accuracy will be agreed upon with the WB.
DLI 4	DLR#3.1. Comprehensive and harmonized quality assurance system adopted for public and private KG2 schools
Description	A quality assurance system will be developed and adopted for both public and private (for profit, community-based, NGO) KG2 schools. The system will include clear standards for early childhood education along a quality continuum, which are harmonized with licensing procedures for market entry and renewal for private KGs. Moreover, it includes a system of incentives and sanctions to incentivize compliance with said quality standards and promote continuous quality improvement. It also includes the development of a set of evaluation tools with corresponding protocols for assessing KG2 schools against said quality standards.
Data source/ Agency	MOE website, signed documents at MOE
Verification Entity	Third Party
Procedure	The verification agency will check that the quality assurance system has been officially approved by MOE, signed by the Minister, and disseminated on the MOE website. The verification agency will also check that the document contains all elements of the quality assurance system, that have been agreed upon with the WB.
DLI 4	DLI 4: Strengthened teacher preparation and management
Description	**DLR 4.4:** MOE will design and adopt a National Teacher Evaluation and Appraisal Framework (NTEAF), which will include teacher evaluation tools based on the national teacher professional standards (NTPS). **DLR 4.5a-4.7a:**

	The National Teacher Evaluation and Appraisal Framework (NTEAF) aims to evaluate teacher performance and to provide feedback to teachers, teacher training institutes and MOE supervisors. MOE will then evaluate teachers against this framework to identify teacher professional development needs and to determine teachers' placement on the career path (certification level). Data will be disaggregated by gender. For verification of the DLR, MOE will demonstrate a clear evaluation report per teacher showing metrics for evaluation, feedback on areas of improvement and a guidance on how to achieve improvement. **DLR 4.5b-4.7b:** In-service training for K-12 teachers to be delivered with the aim of aligning teacher skills and competencies with the new Teacher Standards. The training would also place emphasis on the application of targeted instruction strategies and the use of student assessments (formative and summative). Instructional support materials, whether paper or technology based, that are closely aligned with the curriculum and that teachers will be trained on, will be introduced as supplementary means for fostering improved teaching practices. Updated virtual trainings for K-12 teachers will also cover psychosocial support strategies and best practices in facilitating distance learning in times of crisis (including, for example, health emergencies or extreme weather periods). Successful completion of the training by the awarding of a teacher certificate will serve as the verification means. Data will be disaggregated by gender. **DLR 4.5c-4.7c:** K-12 teachers will be assessed by MOE supervisors during regular field visits using the *Teach* classroom observation tool (specifically, the instruction and socioemotional skills modules). To qualify as meeting minimum standards, K-12 teachers will reach a minimum average score agreed upon with the WB.
Data source/ Agency	**DLR 4.4:** MOE website, signed documents at MOE **DLR 4.5a-4.7a:** MOE teacher evaluation records **DLR 4.5b-4.7b:** MOE online training records **DLR 4.5c-4.7c:** MOE teacher evaluation records
Verification Entity	Independent Verification Agency (IVA)

Procedure	**DLR 4.4:** The verification agency will check that the teacher evaluation framework has been adopted, signed, and published on MOE's website. **DLR 4.5a-4.7a:** The verification agency will check evaluation records and conduct spot checks for a sample of teachers. **DLR 4.5b-4.7b:** The verification agency will check MOE training records and certification data on K-12 teachers' completion of the trainings. The verification agency will also interview a sample of randomly selected teachers that have completed the training according to training records data and verify completion of training. **DLR 4.5c-4.7c:**The verification agency will check teacher evaluation records and accompany MOE supervisors to a random selection of field visits to verify adequate use of the *Teach* tool for data collection.
DLI 5	DLR#3.2. 80 percent of KG2 schools assessed through the newly established quality assurance system
Description	The quality assurance system will include a set of evaluation tools and protocols to asses KGs against the quality standards. Assessment of KGs includes site visits to administer the evaluation tools following the corresponding protocols. The score of the assessments will be made publicly available.
Data source/ Agency	Quality assurance reports for all KG2 schools
Verification Entity	Third Party
Procedure	The verification agency will verify the assessment scores for KGs on the MOE website and ensure completion of the evaluation tools, as well as conduct phone calls and spot checks in a sample of randomly selected schools. The assessment procedure and methodology will be agreed upon with the WB.
DLI 5	DLI 5: Improved learning environment in public schools and systemization of socioemotional data collection and reporting
Description	**DLR 5.3a-5.5a:** MOE will conduct stakeholder workshop with teachers, principals, development partners and other relevant stakeholders to identify key data on 1. student wellbeing; 2. student behavior (discipline referrals, suspension, detention, etc.);

	3. teacher wellbeing; and 4. teachers' practices to foster socioemotional skills; that is required to inform the content and targeting of interventions to improve the learning environment in public schools. MOE, with support from UNESCO and other relevant partners, will then set up a sustainable modality to collect the data identified at the stakeholder workshop. Data collection, entry, submission, reporting and analysis will be seamlessly integrated into existing EMIS and data collection efforts linked to the development of SIPs and the modality will demonstrate sustainability as part of ongoing data collection by MOE. **DLR 5.4b-5.5b:** The program would promote socio-emotional learning in schools with 30 percent or more Syrian refugee students and where there is a prevalence for violence and disruptive behavior (to be determined post-assessment in Year 1). The intervention will include community, school and classroom supports in the form of trainings, management and institutional strengthening, outreach, and one-on-one targeted aid. **DLR 5.6a-5.7a:** Semi-annual reports will: ¶ present summary statistics of data on students'/teachers' well-being and socio-emotional practices; ¶ lay out how this data informs MOE's targeting of interventions to provide psychosocial support and improve socioemotional practices. **DLR 5.7b:** MOE will build on the lessons learned under pilot of the socioemotional learning program (DLR5.4b-5.6b) to inform its approach towards embedding successful elements of socioemotional learning into the extracurricular hour and/or teachers' regular classroom instruction. Specifically, MOE will integrate findings into its Safe School Environment Roadmap, clearly defining which elements of socioemotional learning interventions it is planning to roll out in schools and how, along with an envisaged timeline.
Data source/ Agency	**DLR 5.3a-5.5a:** Workshop summary report and openEMIS / MOE **DLR 5.4b-5.5b:** Implementation report / MOE **DLR 5.6a-5.7a:** Semi-annual reports on MOE website

	DLR 5.7b: Safe School Environment Roadmap / MOE
Verification Entity	Independent Verification Agency (IVA)
Procedure	**DLR 5.3a-5.5a:** The verification agency will check that the workshop summary report contains a list of relevant indicators data on student/teacher wellbeing and behavior. It will further confirm that a data module on behavioral and well-being aspects agreed upon in stakeholder workshop is successfully integrated into EMIS (i.e., verification agency confirms data can be submitted by schools/districts and is accurately recorded in EMIS). **DLR 5.4b-5.5b:** The verification agency checks the pilot implementation report of the intervention. **DLR 5.6a-5.7a:** The verification agency will confirm that semi-annual reports are published on the MOE website. **DLR 5.7b:** The verification agency will review MOE's Safe School Environment Roadmap with a focus on socioemotional learning
DLI 6	DLR#3.3. 95 percent of public KG2 teachers have completed the KG in-service training modules
Description	KG in-service modules will be developed through technical assistance from the WB.
Data source/ Agency	MOE training records
Verification Entity	Third Party
Procedure	The verification agency will verify successful completion of the training through reviewing training records. It will also conduct interviews to a sample of randomly selected KG teachers to verify completion of training. The sampling framework and training modules should be acceptable to the WB.

DLI 6	DLI 6: Improved physical environment in Jordanian public schools
Description	**DLR 6.4a-6.6a:** Building on USAID's infrastructure assessment (completion expected in September 2020), schools that lack adequate WASH facilities will be upgraded to allow for safe disposal of wastewater and solid waste and ensure that restrooms and handwashing facilities are easily accessible and supplied with adequate water quality and quantity. Age-appropriate signage will be installed to conserve energy and water in WASH facilities and raise awareness of the importance of conserving scare resources. **DLR 6.4b-6.6b:** In line with minimum health and safety requirements as defined in MOE specification documents and agreed upon with the WB, school buildings will be rehabilitated through simple works (including heat and cooling systems, electrical, and basic physical infrastructure rehab). New appliances and equipment will meet energy efficiency standards as laid out by MOE.
Data source/ Agency	**DLR 6.4a-6.6a:** School infrastructure records / MOE **DLR 6.4a-6.6a:** School infrastructure records / MOE
Verification Entity	Independent Verification Agency (IVA)
Procedure	**DLR 6.4a-6.6a**: The verification agency will check school infrastructure records of MOE district offices and conduct random spot checks to selected schools to confirm existence of upgraded WASH facilities. **DLR 6.4a-6.6a:** The verification agency will check school infrastructure records of MOE district offices and conduct random spot checks to selected schools to confirm that they meet minimum health and safety requirements as per MOE definition.
DLI 7	DLR#3.4. 25 percent of KG schools have improved quality as per the quality assurance system
Description	The quality assurance system will include the development of standards that allow assessing KGs along a quality continuum. This continuum should include, at minimum, the following quality classification levels: - Inadequate quality: KGs that do not meet minimum quality standards - Minimum quality: KGs that meet minimum quality standards - Good quality: KGs that perform above minimum quality standards Improved quality is defined as the movement to at least one higher level in the

	KG school quality classification continuum. A quality report needs to be produced for each school detailing the classification justification as per the quality assurance system.
Data source/ Agency	Quality assurance reports for all KG2 schools
Verification Entity	Third Party
Procedure	The verification agency will first review the quality reports for all KG2 schools at baseline and endline. It will then conduct phone calls and spot checks in a sample of randomly selected KG2 schools from those that have improved quality as per the quality assurance system to verify endline quality classification levels. The sampling framework should be acceptable to the WB.
DLI 7	DLI 7: Improved Student Assessment System - Reforming the content, delivery format, and purpose of tawjihi
Description	**DLR 7.3a-7.4a:** An implementation plan with a detailed timeline and cost estimates for each activity required to reform the content and delivery format of *tawjihi* is developed. The plan will outline the process for developing competency-based test items, procuring the needed hardware and software, and rolling out the digital student assessment solutions in pilot schools. The plan will leverage findings from the school assessment to be conducted under the Jordan Youth, Technology and Jobs Project financed by the WB (specifically, data on the availability of digital devices for students and teachers, internet access, and other relevant conditions for the use of digital solutions in student assessment). The action plan will detail several key steps of reform, including: ¶ Reform of school completion to be based on *tawjihi* results and cumulative GPA, with a timeline for adoption; ¶ Course of action for students who do not pass the school completion requirements (remedial sessions and make up exams); ¶ Identification of required preparatory analytical work to inform the reform of the purpose of *tawjihi*; Plan for stakeholder engagement (parents, students, teachers, teachers' union, universities, and local NGOs such as QRTA, QRTF and NCHRD, with adequate representation of women and other marginalized groups) outlining how MOE will use print, broadcast and social media as well as surveys and in-person events to engage in a public debate on the objectives, timeline, challenges and merits of the *tawjihi* reform, as well as how the results of the consultation will be taken into

	consideration and reported back to stakeholders. The Stakeholder Engagement Plan will be disclosed. **DLR 7.5a:** Digital platform will include a consistent interface (with logical headers, tools for navigation, and descriptive text), security measures for handling test items and personal information, storage and data recovery protocols in place for emergencies, and integration with other systems (Learning Management Systems and adaptive testing capability). The platform will be tested on 100 students. Development of item bank database by subject area with an organizational structure targeting areas of competence to be tested. The item test bank needs to be reusable, can track the history of questions, record metadata and be used to directly generate assessments. Multiple-choice and open-ended questions will be aligned with the Jordanian secondary school curriculum and cover all subjects tested in the *tawjihi*. **DLR 7.4b-7.5b:** MOE will conduct stakeholder consultations on the *tawjihi* as per the commitments in the action plan (DLR 7.3a-7.4a), maintaining detailed records documenting the date of the consultation, number of participants, and summary of opinions received. In addition, MOE will oversee preparatory analytical work required for reforming the purpose of *tawjihi* as per the action plan. **DLR 7.5c-7.6c:** Regulation on secondary school graduation criteria is adopted and signed into law, defining the weighting of *tawjihi* results and cumulative GPA from upper secondary classes. This DLR will be completed and verified sequentially only after completion of DLR 7.4b-7.5b. **DLR 7.6a:** School test labs for the administration of the digitized *tawjihi* exam will be set up in schools identified as per the national assessment strategy under DLR 7.3a-7.4a. School test labs need to be fully equipped with the required digital devices, furniture and broadband access to meet the physical infrastructure requirements for administering the digitized *tawjihi*. Test labs will be equipped to be cross-functional and used for multiple assessments. **DLR 7.6b:** Mock *tawjihi* exams will be based on test questions from the newly created item bank and use the digital platform (DLR 7.5a) for test administration, grading and reporting of results. The mock exams will be administered under uniform conditions to students selected based on criteria agreed upon with the WB.

Data source/ Agency	**DLR 7.3a-7.4a:** Implementation Plan / MOE **DLR 7.5a:**Item bank and Digital Platform / MOE **DLR 7.4b-7.5b:**Stakeholder consultation records / MOE **DLR 7.5c-7.6c:**Regulation / MOE **DLR 7.6a:** School infrastructure records / MOE **DLR 7.6b:**Digital platform test records / MOE
Verification Entity	Independent Verification Agency (IVA)
Procedure	**DLR 7.3a-7.4a:** The verification agency will review the implementation plan and confirms that it is circulated officially with details on the activities planned for reforming the content and delivery format of *tawjihi* along with the envisaged timeline and cost estimates for each activity. **DLR 7.5a:** The verification agency will confirm that the digital platform is consistent with functionality for integration as well as security measures for private information. The verification agency will also confirm that testing with at least 100 upper secondary students has taken place, with feedback collected and actionable items addressed. The verification agency will further confirm that the item bank is operational and can generate sample tests for a competency-based *tawjihi* exam. This will be scalable to allow for partial completion of subject areas. **DLR 7.4b-7.5b:**The verification agency will review MOE documentation on the number and type of stakeholder consultations conducted and compare against the commitments made in the action plan under DLR 7.3-7.4. **DLR 7.5c-7.6c:**The verification agency will confirm official circulation of legally binding regulation to reform the purpose of the *tawjihi* exam. **DLR 7.6a:** The verification agency will verify school infrastructure records and conduct random spot checks to confirm if equipped school test labs are functional, i.e. digital devices can be turned on and access the network. **DLR 7.6b:**The verification agency will confirm that a mock exam was conducted with official standards and results were

	collected and analyzed via the digital platform.
DLI 8	DLR#4.1. New national teacher professional standards adopted and disseminated
Description	National teacher professional standards are adopted by the steering committee for central planning, published on MOE's website, and disseminated to the field directorates and schools. 2-day awareness sessions for teachers will take place in a cascade approach.
Data source/ Agency	MOE website, MOE adoption letter, letter of dissemination of NTPS to directorates, copy of the adopted new NTPS
Verification Entity	Third Party
Procedure	The IVA will check that the national teacher professional standards have been adopted, signed and published on the MOE's website.
DLI 9	DLR#4.2. Teacher evaluation framework adopted
Description	MOE will design and adopt a National Teacher Evaluation and Appraisal Framework (NTEAF), which will include teacher evaluation tools based on the national teacher professional standards (NTPS).
Data source/ Agency	MOE website, signed documents at MOE
Verification Entity	Third Party
Procedure	The verification agency will check that the teacher evaluation framework has been adopted, signed, and published on MOE's website.
DLI 9	DLI 8: Enhanced capacity of MOE to respond to potential future school disruptions
Description	**DLR 8.3a-8.4a** MOE will develop a strategy on how to ensure access to distance learning opportunities for all students during times of crisis. The strategy will further outline how the distance learning content and delivery modalities could be leveraged during

	regular times to pilot blended learning opportunities. The strategy will identify partners for the creation and dissemination of online, TV, radio and physical resources for distance learning. It will also include an update of the MOE COVID-19 emergency response plan 'Education during Emergency' based on lessons learned under COVID-19 (building on user data of *Darsak* online learning platform, pulse survey results on students' and teachers' satisfaction with distance learning opportunities, and other relevant information). **DLR 8.3b-8.4b:** The curriculum mapping will be conducted for four core subjects (Arabic, math, English, science) in grades 4-12 of primary education. It will compare the content and competencies to be covered as per the Jordanian curriculum against available online learning resources to identify opportunities for leveraging existing content and developing new materials. **DLR 8.4c-8.6c:** The blended learning content will include online/digital content (including video and audio files) as well as other types of content identified in the blended learning strategy under DLR 8.3a-8.4a. It will build on the curriculum mapping conducted under DLR 8.3b-8.4b and cover four core subjects (Arabic, math, English, science) in grades 4-6 of primary education. All blended learning content will: ¶ include detailed instructions for teachers and students; ¶ be uploaded and stored in a central blended learning database with hosting owned by MOE; feature embedded tools for formative, summative and adaptive assessment. **DLR 8.4d-8.6d:** Blended learning delivery mechanisms need to address equity considerations as per the strategy developed under DLR 8.3a-8.4a. Trainings will be designed specifically for grade 4-6 teachers on the effective use of blended learning resources and student assessments. Trainings will be delivered through a combination of virtual and in-person sessions for 4-6 teachers; training will focus exclusively on learning how to use blended learning materials and integrate into teaching practices. **DLR 8.7:** MOE will conduct an impact assessment of the newly developed blended learning modules on student learning outcomes and teaching practices through an experimental or quasi-experimental research design. The impact assessment will also cover descriptive statistics on the usage of blended learning modules, satisfaction rates among students and teachers, and qualitative evidence from focus group discussions on the blended learning approach.

Data source/ Agency	**DLR 8.3a-8.4a:** Blended learning strategy / MOE **DLR 8.3b-8.4b:** Curriculum mapping document / MOE **DLR 8.4c-8.6c:** Blended learning database / MOE **DLR 8.4d-8.6d:** Teacher training records / MOE **DLR 8.7:** Impact assessment report / MOE
Verification Entity	Independent Verification Agency (IVA) for all DLRs
Procedure	**DLR 8.3a-8.4a:** The verification agency will check that the action plan covers all key steps of the reform as per the DLR definition and verify that the action plan was published on the MOE website. **DLR 8.3b-8.4b:** The verification agency will check the curriculum mapping and confirm that it meets the criteria agreed upon with the WB. **DLR 8.4c-8.6c:** The verification agency will check that the blended learning database is operational, covers assessment tools and content for the specified subjects and grades, and resources are clearly labeled and accessible to students and teachers. **DLR 8.4d-8.6d:** The verification agency will check MOE training records. The verification agency will also interview a sample of randomly selected teachers that have completed the training according to training records data and verify completion of training. **DLR 8.7:** The verification agency will review the impact assessment report and confirm that it is published on MOE's website.
DLI 10	DLR#4.3. 5,000 teachers evaluated against the National Teacher Professional Standards (NTPS)
Description	The National Teacher Evaluation and Appraisal Framework (NTEAF) aims to evaluate teacher performance and to provide feedback to teachers, teacher training institutes and MOE supervisors. MOE will then evaluate teachers against this framework to identify teacher professional development needs and to determine teachers' placement on the career path (certification level). Data should be disaggregated by gender.
Data source/ Agency	MOE Teacher evaluation records

Verification Entity	Third Party
Procedure	The verification agency will verify teacher evaluation records. The IVA will also conduct phone calls and schools visits to a sample of randomly selected schools.
DLI 10	DLI 9: Increased availability of resources and tools for the Program
Description	**DLR 9.3-9.6** On an annual basis, MOE updates its expenditure framework and the Ministry of Finance approves the following: 1. Approved MOE 2021 budget reflects the minimum amount of Jordanian Dinars 1 billion (*) 2. Approved MOE 2022 budget reflects a minimum increase of USD10 million from the baseline 1 billion Jordanian Dinars to meet PforR Program results 3. Approved MOE 2023 budget reflects a minimum increase of USD10 million from the baseline 1 billion Jordanian Dinars to meet PforR Program results 4. Approved MOE 2023 budget reflects a minimum increase of USD10 million from the baseline 1 billion Jordanian Dinars to meet PforR Program results
Data source/ Agency	DLR 9.3-9.6: MOE expenditure framework and MOF approved annual budget
Verification Entity	Jordan Audit Bureau (for all DLRs)
Procedure	The verification agency reviews MOE's budget and checks that the intended additionality from the baseline is reflected.
DLI 11	DLR#4.4. 30,000 K-12 teachers trained and certified
Description	In-service training for grade 4 to 10 teachers to be delivered with the aim of aligning teacher skills and competencies with the new Teacher Standards. The training would also place emphasis on the application of targeted instruction strategies and the use of student assessments (formative and summative). Instructional support materials, whether paper or technology based, that are closely aligned with the curriculum and that teachers will be trained on, will be introduced as supplementary

	means for fostering improved teaching practices. Successful completion of the training by the awarding of a teacher certificate will serve as the verification means. Data should be disaggregated by gender.
Data source/ Agency	MOE Training and certification records
Verification Entity	Third Party
Procedure	The verification agency will conduct phone calls and schools visits to a sample of randomly selected schools, as well as verify training records for teachers' training and check teacher certification records. The certification mechanism will need to be compliant with the requirements agreed upon with the WB as specified in the Program Operations Manual.
DLI 12	DLR#5.1. School program for improving student socioemotional learning designed and tested in schools
Description	The program would promote socio-emotional learning in schools with 30 percent or more Syrian refugee students and where there is a prevalence for violence and disruptive behavior (to be determined post-assessment in Year 1). The intervention will include community, school and classroom supports in the form of trainings, management and institutional strengthening, outreach, and one-on-one targeted aid.
Data source/ Agency	Implementation report
Verification Entity	Third Party
Procedure	The verification agency checks the pilot implementation report of the intervention. The IVA conducts phone calls and schools visits to randomly selected school to verify implementation of the intervention.
DLI 13	DLR#5.2. 70 percent of schools with high proportion of Syrian refugee children implementing the socioemotional learning program
Description	Schools with high proportion of Syrian refugee children have 30 percent or more Syrian refugee children. Implementation plans from schools, and mid-term program evaluation assessing project progress and impact.
Data source/ Agency	School records/evaluation reports
Verification Entity	Third Party

Procedure	The verification agency will conduct phone calls and school visits to randomly selected schools to document the implementation of the socioemotional learning intervention in schools.
DLI 14	DLR#6.1. Improved maintenance system adopted
Description	MOE updates and adopts an improved maintenance system, which includes preventive and corrective maintenance. The maintenance system needs to be approved by MOE, in addition to all relevant standard operating procedures, which need to be issued, including decisions about the structure of the maintenance units and their committees and decisions for training to staff and school-level actors on the maintenance system.
Data source/ Agency	Maintenance system document and operating procedures
Verification Entity	Third Party
Procedure	The verification agency will review the maintenance system document and operating procedures produced and adopted by MOE.
DLI 15	DLR#6.2. Legal framework approved for allowing transfer of school-level maintenance and upkeep budget to schools
Description	MOE approves a mechanism including standard operating procedures for transfer of a maintenance and upkeep budget to schools.
Data source/ Agency	Standard operating procedures for budget mechanism
Verification Entity	Third Party
Procedure	The verification agency will review the standard operating procedures for budget mechanism and ensure that they have been approved and adopted by MOE. The IVA will also review the legal framework and MOE adoption letter of legal framework.

DLI 16	DLR#6.3. 3,000 schools using a maintenance and upkeep budget
Description	Number of schools that have disbursed at least once from the newly established maintenance and upkeep budget to conduct eligible maintenance and upkeep activities as per the maintenance system adopted by MOE.
Data source/ Agency	Schools budget and invoices
Verification Entity	Third Party
Procedure	The verification agency will conduct school visits on a sample of schools to review school-level budgets and check that schools are disbursing from this budget.

DLI 17	DLR#7.1. National assessment strategy adopted
Description	A comprehensive long-term national learning assessment strategy including different types of student assessments (international and national exams, as well as other student assessments) is developed. It defines MOE's unified framework for assessing student learning in order to inform good practices for governance, teaching, and learning. The strategy should be approved by the Minister and should be made public on MOE’s website.
Data source/ Agency	MOE website, signed documents at MOE
Verification Entity	Third Party
Procedure	The verification agency will check that the national assessment strategy has been adopted, signed, and published on MOE's website

DLI 18	DLR#7.2. Grade 3 diagnostic test on early grade reading and math implemented in all target schools
Description	Schools are conducting rapid, no-stakes formative assessments given by Grade 3 teachers at the beginning of the year to evaluate student learning needs, particularly in math and reading.
Data source/ Agency	School records of assessments
Verification Entity	Third Party

Procedure	The IVA will check assessments records for a sample of schools, as well as sample test papers, implementation adoption letter, and test guides and procedure manual.
DLI 19	DLR#7.3. First phase of Tawjihi reform completed and action plan for reform rollout is produced
Description	The first phase of the Tawjihi reform will consist of conducting consultations on the reform with the various stakeholders, the design of the new examination instruments and the piloting of those instruments. After the first phase, MOE will analyze the examination data, in addition to perception and satisfaction data collected during the process and will accordingly identify lessons learnt and develop an action plan for the rollout of the reform.
Data source/ Agency	First phase of Tawjihi reform report and action plan, stakeholder consultations and pilot results.
Verification Entity	Third Party
Procedure	The verification agency reviews first phase completion report which includes results of stakeholder consultations, instruments design methodology, pilot results, recommendations, and action plan for reform roll-out.
DLI 20	DLR#7.4. Legal framework for reform of the Tawjihi exam has been adopted so that its secondary graduation and certification function is separated from its function as a screening mechanism for univer
Description	Legislations and/or decrees reforming the requirements for secondary school graduation are issued and standard operating procedures are adopted. While keeping the Tawjihi as a national examination, its secondary graduation function will be reformed putting more emphasis on school-based assessment and/or a newly created school leaving exam (which could still be known as Tawjihi) as the unique requirement for secondary school graduation.
Data source/ Agency	Legislations/decrees and standard operating procedures
Verification Entity	Third Party
Procedure	The verification entity will verify the passing of legislation and/or decrees establishing a separate requirement for secondary school graduation (even if *Tawjihi* remains as a national examination) and for competitive voluntary admission.

DLI 21	DLR#8.1. Geographical Information System (GIS) is operational and updated with latest data required for management of the education system
Description	The GIS system is operational, contains the latest data updated on a yearly basis, and is able to produce reports. MOE staff have been trained on the use of the system and are able to use it to inform planning and monitoring
Data source/ Agency	GIS reports and training certificates
Verification Entity	Third Party
Procedure	The verification agency reviews GIS reports and checks that latest data is available, as well as training certificates to verify that the personnel have been trained.

DLI 22	DLR#8.2. Approved annual MOE budget reflects an increase of US$134 million for the Program
Description	
Data source/ Agency	
Verification Entity	
Procedure	

ANNEX 1: Supplementary Technical Tables

<table>
<tr><td colspan="10">Table 1: Disbursement-Linked Indicators Matrix</td></tr>
<tr><td colspan="2" rowspan="2">DLI</td><td rowspan="2">Y1 - 2018</td><td rowspan="2">Y2 - 2019</td><td colspan="5">JERSP AF</td><td rowspan="2">Total (Original PforR + AF)</td></tr>
<tr><td>Y3 - 2020</td><td>Y4 - 2021</td><td>Y5 - 2022</td><td>Y6 - 2023</td><td>Y7 - 2024</td></tr>
<tr><td>DL#1</td><td>Number of Syrian refugee boys and girls enrolled in target schools</td><td colspan="7">1.1-1.7: Number of Syrian refugee boys and girls enrolled in target schools at the basic, KG2 and secondary education levels</td><td></td></tr>
<tr><td>Baseline/ Target</td><td>Unity of Measure (UoM): Number</td><td colspan="7">1.1-1.7: 125,000/ 180,000</td><td></td></tr>
<tr><td>Allocation</td><td></td><td colspan="7">25 scalable</td><td>20+5 = 25</td></tr>
<tr><td rowspan="4">DL#2</td><td rowspan="4">Expansion of KG2 services</td><td colspan="2" rowspan="4"></td><td>2.3a-2.4a: MOE develops KG2 television content covering key sections of the official curriculum and initiates its broadcast, building on MOE’s COVID-19 emergency response plan</td><td colspan="2" rowspan="2">2.5a-2.6a: Number of public KG2 classrooms refurbished and operational according to criteria laid out in action plan adopted by MOE under DLR 2.3b-2.4b

2.5b-2.6b: Number of PPP KG2 classrooms established and operational consistent with the technical and financial design adopted in the guidelines issued by the PPP unit under the Prime Minister’s office under DLR 2.4c</td><td rowspan="2">2.7a: Number of additional boys and girls enrolled in public and licensed private KG2 classrooms</td><td rowspan="2"></td></tr>
<tr><td>2.3b-2.4b: MOE develops and adopts an action plan for expanding public KG2 services</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">2.4c: PPP Unit under the Prime Minister’s Office issues guidelines in coordination with MOE on the technical and financial design of a PPP modality for expanding KG2 services</td></tr>
<tr><td colspan="3">2.5c-2.7c: Number of public KG2 classrooms constructed (as extensions to existing primary schools) and operational according to criteria laid out in action plan adopted by MOE under DLR 2.3b-2.4b</td><td></td></tr>
<tr><td>Baseline/ Target</td><td>UoM: Yes/No, Number</td><td></td><td></td><td>2.3a-2.4a: No/Yes
2.3b-2.4b: No/Yes</td><td>2.4c: No/ Yes</td><td>2.5a-2.6a: 0/ 200
2.5b-2.6b: 0/ 30
2.5c-2.7c: 0/ 280</td><td>2.7a: 80,000/120,000</td><td></td></tr>
</table>

Allocation				2.3a-2.4a: 4 2.3b-2.4b: 3 2.4c: 3		2.5a-2.6a: 7 scalable 2.5b-2.6b: 3 scalable 2.5c-2.7c: 11 scalable	2.7a: 20 scalable	**15+36= 51**
DLI#3	**Improved quality assurance system for KG2 services**				3.4: MOE develops and adopts a quality assurance system for public and private KG2 schools that is fully aligned with International Best Practices in QA systems for KG2 schools	3.5a-3.7a: Number of unlicensed KG2 private providers that become licensed and meet minimum quality standards established under the Quality Assurance System 3.5b-3.7b: Number of KG2 classrooms in public and private licensed institutions that meet minimum quality standards established under the Quality Assurance System		
Baseline/ Target	**UoM: Number**				3.4: No/ Yes	3.5a-3.7a: 0/ 250 3.5b-3.7b: 0/ 1,500		
Allocation					3.4: 4	3.5a-3.7a: 9 scalable 3.5b-3.7b: 9 scalable		**27-5= 22**
DLI#4	**Strengthened teacher preparation and management**	4.1: New National Teacher Professional Standards (NTPS) adopted and disseminated			4.4: Teacher evaluation framework adopted and disseminated	4.5a-4.7a: Number of newly appointed teachers evaluated against the NTPS (using the teacher evaluation framework) and meeting minimum standards in pedagogical practices 4.5b-4.7b: Number of K-12 teachers trained and certified in compliance with the national teacher professional standards (“NTPS”) 4.5c-4.7c: Number of K-12 teachers meeting minimum standards in socioemotional practices as defined in the teacher evaluation framework		
Baseline/ Target	**UoM: Yes/No, Number**	4.1: No/ Yes			4.4: No/ Yes	4.5a-4.7a: 0/ 6,400 4.5b-4.7b: 0/ 30,000 4.5c-4.7c: 0/ 20,000		

Allocation		4.1: 6			4.4: 6	4.5a-4.7a: 9 scalable 4.5b-4.7b: 9 scalable 4.5c-4.7c: 5 scalable	**34+1 = 35**
DL#5	**Improved learning environment in public schools and systemization of socioemotional data collection and reporting**			5.3a-5.5a: MOE conducts a stakeholder workshop identifying all relevant student and staff behavioral and well-being data that is being collected and integrates it into an expanded EMIS database		5.6a-5.7a: MOE publishes semi-annual reports utilizing data digitized under DLR 5.3a-5.5a, with specific analysis disaggregated by gender	
					5.4b-5.6b: MOE designs and pilots a school program for improving student socioemotional learning in 210 schools, 50 percent of which are schools with a high proportion of Syrian refugee students		5.7b: Lessons learned from piloted socioemotional learning program under DLR 5.4b-5.6b are integrated into MOE's Safe School Environment Roadmap
Baseline/ Target	**UoM: Yes/No, %**			5.3a-5.5a: No/ Yes	5.4b-5.6b: No/Yes	5.6a-5.7a: 0/7 5.7b: No/Yes	
Allocation				5.3a-5.5a: 6.5	5.4b-5.6b: 5	5.6a-5.7a: 3.5 5.7b: 2.7	**8+9.7=17.7**
DLI#6	**Improved physical environment in Jordanian public schools**		6.2: Legal framework approved for allowing transfer of school-level maintenance and upkeep budget to schools		6.4a-6.6a: Number of schools equipped with upgraded WASH facilities 6.4b-6.6b: Number of schools rehabilitated to meet minimum health and safety requirements as defined in MOE specification documents		

<table>
<tr><td>Baseline/ Target</td><td>UoM: Yes/No, Number</td><td></td><td>6.2: No/ Yes</td><td></td><td colspan="3">6.4a-6.6a: 0/ 225
6.4b-6.6b: 0/ 225</td><td></td><td></td></tr>
<tr><td>Allocation</td><td></td><td></td><td>6.2: 5</td><td></td><td colspan="3">6.4a-6.6b: 9 scalable
6.4b-6.6b: 9 scalable</td><td></td><td>12+11 = 23</td></tr>
<tr><td rowspan="3">DLI#7</td><td rowspan="3">Improved Student Assessment System</td><td rowspan="3"></td><td rowspan="3">7.2: Grade 3 diagnostic test on early grade reading and math implemented in all target schools</td><td colspan="2" rowspan="2">7.3a-7.4a: MOE adopts a national student assessment strategy, including an action plan for moving towards a competency-based, digital format of tawjihi and reforming the relative weight afforded to tawjihi to consider other placement tests to determine graduation and admission to higher education</td><td rowspan="2">7.5a: MOE develops a digital platform for tawjihi test administration and an Item Bank with competency-based questions aligned with the Jordanian tawjihi curriculum</td><td>7.6a: School test labs are equipped with devices, furniture and internet network to serve 50 percent of tawjihi students</td><td rowspan="3"></td><td></td></tr>
<tr><td>7.6b: 5 Mock tawjihi exams administered to a total of at least 150 students (balanced between boys and girls) covering at least 5 different cities</td><td></td></tr>
<tr><td></td><td colspan="2">7.4b-7.5b: MOE completes stakeholder consultations and analytical work agreed under the action plan developed under DLR 7.3a-7.4a</td><td></td></tr>
</table>

						7.5c-7.6c: MOE adopts a regulation separating the secondary school graduation function of the *tawjihi* exam from its function to determine admission to higher education, in alignment with DLR 7.3a-7.4a			
Baseline/ Target	**UoM: Yes/No**		7.2: No/ Yes	7.3a-7.4a: No/ Yes 7.4b-7.5b: No/ Yes		7.5a: No/ Yes 7.5c-7.6c: No/ Yes	7.6a: No/Yes 7.6b: No/ Yes		
Allocation			7.2: 7	7.3a-7.4a: 5 7.4b-7.5b: 4		7.5a: 8 7.5c-7.6c: 7	7.6a: 5 7.6b: 5		**28+13= 41**
DLI#8	**Enhanced capacity of MOE to respond to potential future school disruptions**			8.3a-8.4a: MOE develops and adopts a strategy for mainstreaming blended learning, covering equity both by gender and for marginal communities 8.3b-8.4b: MOE conducts curriculum mapping that identifies opportunities for embedding blended learning materials into teaching practices, developed in alignment with the strategy adopted under DLR 8.3a-8.4a				8.7: MOE completes an impact assessment of newly developed blended learning modules	
					8.4c-8.6c: MOE develops blended learning content and assessment tools in alignment with the strategy adopted under DLR 8.3a-8.4a and curriculum mapping developed under DLR 8.3b-8.4b 8.4d-8.6d: MOE develops and rolls out a teacher training program on integration of blended learning into classroom instruction				
Baseline/ Target	**UoM: Yes/No**			8.3a-8.4a: No/ Yes	8.4c-8.6c: No/Yes			8.7: No/Yes	

				8.3b-8.4b: No/ Yes	8.4d-8.6d: 0/16,000				
Allocation				8.3a-8.4a: 2 8.3b-8.4b: 4.8	8.4c-8.6c: 4 8.4d-8.6d: 4			8.7: 4	**0+18.8 = 18.8**
DLI#9	**Increased availability of resources and tools for the Program**	9.1a: Geographical Information System (GIS) is operational and updated with latest data required for management of the education system 9.1b: Approved MOE 2019 budget reflects the minimum amount of JOD 949,555,000, as indicated in 2017 budget law	9.2: Approved MOE 2020 budget reflects an increase of a minimum of US$50 million from 2019 indicative budget to meet PforR Program results	9.3: Approved MOE 2021 budget reflects the minimum amount of 1 billion Jordanian Dinars	9.4: Approved MOE 2022 budget reflects a minimum increase of USD10 million from the baseline 1 billion Jordanian Dinars to meet PforR Program results	9.5: Approved MOE 2023 budget reflects a minimum increase of USD10 million from the baseline 1 billion Jordanian Dinars to meet PforR Program results	9.6: Approved MOE 2024 budget reflects a minimum increase of USD10 million from the baseline 1 billion Jordanian Dinars to meet PforR Program results		
Baseline/ Target	**UoM: Yes/No**	9.1a: No/ Yes 9.1b: No/ Yes	9.2: No/ Yes	9.3: No/ Yes	9.4: No/ Yes	9.5: No/ Yes	9.6: No/ Yes		

Allocation		9.1a: 3 9.1b: 11	9.2: 12	9.3: 11	9.4: 12	9.5: 5	9.6: 4		**48+10 = 58**
Note: DLRs highlighted in green in the DLI matrix have been achieved and disbursed under the original PforR. DLR allocations are net of the front-end fee.									

Table 2: Verification Protocol and Disbursement

Disbursement-Linked Result (DLR)	Definition of DLR and proof of accomplishment	Protocol to evaluate achievement of the DLRs and data/results verification			Disbursement formula
		Data Source	Verification Entity	Verification Procedure	
DLR 1.1-1.7 Number of Syrian refugee boys and girls enrolled in target ăÔK22fă‰Ì·ű űKŜ YDнΣ ōÌ·ă№c and ăŜÔ2ýŘÌ·№è ŜŘʤÔÌ·ű№2ý˙tŜØŜfă‰	Number of Syrian refugee boys and girls that are enrolled in the Program target schools disaggregated by gender. The Program target schools are schools that are participating in the Program interventions, including: ECE enrolment, teacher training, ă2Ô№2π emotional learning program, school maintenance, student assessment, etc.	MOE (Open EMIS)	IVA	The verification agency will check the number of Syrian refugee boys and girls enrolled in target schools annually and will conduct site visits and spot checks in a sample of randomly selected schools to verify enrolment numbers.	Scalable; From the baseline of 125,000, US$100,000 for every additional 220 Syrian refugee children enrolled in Target Schools at the KG2, basic and secondary education level, relative to the previous annually verified enrolment; up to US$25,000,000
DLI #2 ς Expansion of KG2 services					
DLR 2.3a-2.4a MOE develops KG2 television content covering key sections of the official curriculum and initiates its and broadcast, ōʤ№ŘЉyЭ 2ý˙ a h9№ă / h±L5-19 emergency response plan	The KG2 television content will: ¶ Be based on a curriculum mapping to cover key Jordanian KG2 learning objectives; ¶ be age-appropriate and designed to engage 5-year-old children; ¶ cover content that will support the development of early literacy, numeracy, and socioemotional skills, as well as age-appropriate awareness-raising on important topics (such as COVID-19 and hygiene, as well as climate change and the need to conserve scarce resources); ¶ offer advice to parents on how they ŎÌ·ý˙ăʤLJLJ2№ű űKŜ№ ŎK№fŘ№Ŝyŋă ŜÌ·№fê learning through activities at home; ¶ be broadcasted on national television according to a schedule published on	KG2 TV scripts and show recordings / MOE	IVA	The verification agency will confirm: a) identification report of key learning objectives to be developed into distance learning material b) KG2 content developed that meets the criteria agreed upon with the WB c) Content is broadcasted in line with űKŜ a h9№ă LJʤzōf№ăKŜŘ YDн TV schedule and in line with b and c.	Non-scalable; US$4 million by December 31, 2022

	the MOE website and other relevant channels.				
DLR 2.3b-2.4b MOE develops and adopts an action plan for expanding public KG2 services	The action plan will be developed in three phases. Phase 1. MOE will share with the WB a consolidated dataset of all public and private schools in the country, including geographic variables, school infrastructure characteristics, type of school, and student and teacher characteristics, following a dataset template provided by the WB. Phase 2. An engineering firm approved by MOE and the WB will conduct an infrastructure assessment of all public primary schools to determine the feasibility of - repurposing available rooms and spaces to create additional KG2 classrooms, - building additional KG2 classrooms within the land of an existing primary school. - The infrastructure assessment will cover all public schools that have not already been screened for potential refurbishments and extensions by USAID and other development partners within the past three years. The infrastructure assessment will present findings listed by school ID on the construction / small works required to create additional KG2 classrooms, potential to use renewable energy to serve these classrooms, accessibility for physically disabled, and the	Action Plan / MOE	IVA	The verification agency will review the action plan to confirm that it meets all the specifications that have been agreed upon with the WB.	Non-scalable; US$3 million by December 31, 2022

	estimated time required for these works, and associated cost. Phase 3. Finally, informed by the data analysis and infrastructure assessment, a stakeholder workshop with all relevant MOE departments will be conducted to develop a detailed action plan for the expansion of public KG2 services, including: ¶ the number and specific location of envisaged refurbishments/extensions to create additional KG2 classrooms; ¶ associated capital and recurrent cost to operate these additional classrooms for at least 5 years; ¶ an implementation plan and timeline.				
DLR 2.4c PPP Unit under the Prime aʎyƖăúŜꞮꞮûă hŦŦʎŐŜ ʎăădzŜă ƎdzʎŘŜfʎyŜă in coordination with MOE on the technical and financial design of a PPP modality for expanding KG2 services	The technical design of a public-private partnership (PPP) model will be developed to allow MOE to expand access by leveraging private providers subject to quality requirements laid out in DLI3. The technical design will specify: (a) Analytical feasibility study of PPP modality reflecting market size, potential PPP structure and preliminary feasibility assessment. (b) Contractual arrangement between service providers: Tailored contracting arrangements with the selected private providers that are legally and financially feasible (e.g., transfers are made by MOE to the selected private providers proportional to the number of additional children they enroll at the beginning of the academic year, installments are made in tranches	Technical design document	IVA	The verification agency will review the technical design of the PPP model to confirm that it meets all the specifications that have been agreed upon with the WB.	Non-scalable; US$3 million by December 31, 2022

	after verifying quality criteria are met, etc.). (c) Monitoring framework: Feasible provisions for the monitoring of contracts, based on the QA system (e.g., providers receive biannual inspections from MOE KG supervisors to verify enrolment numbers and ensure they meet minimum quality standards, health and safety requirements; collection of feedback from parents on KG services). (d) Operational Guidelines: These will include the rules, methods and procedures for any monetary transfers to KG private providers.				
DLR 2.5a-2.6a Number of public KG2 classrooms refurbished and operational according to criteria laid out in action plan adopted by MOE under DLR 2.3b-2.4b	Many public schools across the country have available rooms/spaces that can be refurbished and turned into a new, additional KG2 classroom. DLR 2.5a-2.6a will disburse against new KG2 classrooms that (a) came about as a result of a refurbishment, and (b) become operational (i.e., are serving a minimum of 15 KG2 children per classroom). KG2 classroom refurbishments will follow MOE guidelines for energy efficient and climate-proof designs that explore potential to use renewable energy to serve these classrooms and allow for cooling ventilation during heatwaves. New KG2 classrooms will also be equipped with age-appropriate signage to conserve energy and water and raise awareness of the importance of conserving scare resources.	MOE (Open EMIS)	IVA	The verification agency will check the number of public KG2 classrooms refurbished and operational, and will conduct site visits and spot checks in a sample of randomly selected refurbished classrooms to verify that they are operational. The sampling framework should be acceptable to the WB.	Scalable; From the baseline of 0, US$350,000 for every 10 public KG2 classrooms refurbished and operational, up to US$7,000,000
DLR 2.5b-2.6b Number of PPP KG2 classrooms established and operational consistent with the technical and	Number of KG2 classes that are created and become operational (i.e., are serving a minimum of 15 KG2 children per classroom) as a result of a PPP, and in line	MOE (Open EMIS)	IVA	The verification agency will check the number of PPP KG2 classrooms established and	Scalable; From the baseline of 0, US$500,000 for every 5 PPP KG2 classrooms established and

financial design adopted in the guidelines issued by the PPP unit ʤyŘŜℕ ΰḰŜ tℕΆΥ ̂ aɬyℿăΰŜℕΩă 2₸₸ΠΌŜ under DLR 2.4c	with the Technical Design of the PPP model (developed under DLR 2.4c).			operational, and will conduct site visits and spot checks in a sample of randomly selected PPP classrooms to verify that they are operational. The sampling framework should be acceptable to the WB.	operational after DLR 2.4c is achieved, up to US$3,000,000
DLR 2.5c-2.7c Number of public KG2 classrooms constructed (as extensions to existing primary schools) and operational according to criteria laid out in action plan adopted by MOE under DLR 2.3b-2.4b	Many public schools across the country have available land where an additional KG2 classroom(s) (and needed KG2 amenities) can be built. DLR 2.5c-2.7c will disburse against new KG2 classrooms that (a) are built within the land of an existing primary school, and (b) become operational (i.e., are serving a minimum of 15 KG2 children per classroom). KG2 classroom construction will follow MOE guidelines on energy efficient and climate-proof designs that explore potential to use renewable energy to serve these classrooms and allow for cooling ventilation during heatwaves. New KG2 classrooms will also be equipped with age-appropriate signage to conserve energy and water and raise awareness of the importance of conserving scare resources.	MOE (Open EMIS)	IVA	The verification agency will check the number of public KG2 classrooms constructed (as extensions to existing primary schools) and operational and will conduct site visits and spot checks in a sample of randomly selected newly constructed classrooms to verify that they are operational.	Scalable; From the baseline of 0, US$392,857 for every 10 public KG2 classrooms constructed and operational, up to US$11,000,000
DLR 2.7a Number of additional boys and girls enrolled in public and licensed private KG2 classrooms	Number of students enrolled in public and licensed private KG2. Data will be reported disaggregated at the classroom-level, indicating name of school/provider, district, type of school/provider, gender of the child, and nationality of the child.	MOE (Open EMIS)	IVA	This DLR will be verified in 2024. Enrolment data and disaggregation is provided to the verification agency. The verification agency will conduct site visits and spot checks in a sample of randomly selected schools to verify enrolment numbers. The	Scalable; From the baseline of 80,000, US$50,000 for every 100 additional students enrolled, to be verified in 2024, up to US$20,000,000

				sampling framework should be acceptable to the WB and children must have been enrolled for a minimum of 3 months at the time of the spot check.	
DLI #3 ς Improved quality assurance system for KG2					
DLR 3.4 MOE develops and adopts a quality assurance system for public and private KG2 schools that is fully aligned with International Best Practices in QA systems for KG2 schools	A quality assurance (QA) system will be developed and adopted for all public and private KG2 providers/schools. The QA system will develop/strengthen a regulatory framework that harmonizes existing/planned quality assurance processes for public KGs (e.g., accreditation, excellence awards, etc.), with quality assurance processes for private KGs/providers (e.g., licensing procedures for market entry and renewal, as well as transitional licensing for unlicensed providers). The QA system will include three key elements, aligned with International Best Practice: (a) clearly defined quality standards that adequately balance the structural, process and learning dimensions of early childhood development, and are structured along a quality continuum (i.e., from minimum quality standards to ideal quality standards); (b) valid and reliable monitoring tools that KG supervisors/inspectors can use to measure all KGs against set standards. (c) a protocol that specifies the objectives, frequency and scope of KG ăđzLJŜ\WØłăƨ\\ăΩkłyƺLJŜÕúƨ\\ăΩ ŦłŜfŘ ØłăłúăΣ úKŜ administration of the monitoring tools, and the process through which the	MOE website, signed documents at MOE	IVA	The verification agency will check that the QA system has been officially approved by MOE, signed by the Minister, and disseminated on the MOE website. The verification agency will also check that the document contains all characteristics and elements of the QA system, that have been agreed upon with the WB.	Non-scalable; US$4 million by December 31, 2022

	observations of the field visits inform tailored actions (e.g., teacher trainings) to continuously improve the quality of KG2 service provision.				
DLR 3.5a-3.7a Number of unlicensed KG2 private providers that become licensed and meet minimum Quality Assurance standards established under the Quality Assurance System	The QA system will include regulatory processes for the licensing of unlicensed providers, as well as monitoring tools to assess KGs against a quality continuum (i.e., from minimum quality standards to ideal quality standards). Once licensing processes are met and monitoring tools are administered in the classroom(s) of a given provider, a digital file will be produced for each classroom, documenting the results from the quality assessment(s). The digital file will also include all relevant licensing documents of each provider.	Digital files for each classroom	IVA	The verification agency will verify the digital files/EMIS for each provider that becomes licensed, for completeness and accuracy. The criteria for the verification of completeness and accuracy will be agreed upon with the WB.	Scalable; From the baseline of 0, US$360,000 for every 10 unlicensed KG2 private providers that become licensed and meet minimum Quality Assurance standards, up to US$9,000,000
DLR 3.5b-3.7b Number of KG2 classrooms in public and private licensed institutions that meet minimum Quality Assurance standards established under the Quality Assurance System	The QA system will include monitoring tools to assess KGs against a quality continuum (i.e., from minimum quality standards to ideal quality standards). Once these monitoring tools are administered in a given classroom, a digital file will be produced for each classroom, documenting the results from the quality assessment(s).	Digital files for each classroom	IVA	The verification agency will verify the digital files/EMIS for each classroom, for completeness and accuracy. The criteria for the verification of completeness and accuracy will be agreed upon with the WB.	Scalable; From the baseline of 0, US$60,000, for every 10 KG2 classrooms in public and private licensed institutions meeting minimum Quality Assurance standards, up to US$9,000,000
DLI #4 ç Strengthened teacher preparation and management					
DLR 4.1 New National Teacher Professional Standards (NTPS) adopted and disseminated	Disbursed under JERS Parent PforR				
DLR 4.4 Teacher evaluation ŦNI·YŜø2ℕ¶ل·Ř2LJÚŠŘ I·yŘ disseminated	MOE will design and adopt a National Teacher Evaluation and Appraisal Framework (NTEAF), which will include teacher evaluation tools based on the national teacher professional standards	MOE website, signed documents at MOE	IVA	The verification agency will check that the teacher evaluation framework has been adopted, signed, and	Non-scalable; US$6 million by December 31, 2022.

	(NTPS).			published on MOE's website.	
DLR 4.5a-4.7a Number of newly appointed ΰŜƖ·ŎKŜℕăѫŜØƖ·fdzƖ·ΰŜŘ against ΰKŜѫb¢t{ (using the teacher evaluation framework) and meeting minimum standards in pedagogical practices	The National Teacher Evaluation and Appraisal Framework (NTEAF) aims to evaluate teacher performance and to provide feedback to teachers, teacher training institutes and MOE supervisors. MOE will then evaluate teachers against this framework to identify teacher professional development needs and to ŘŜΰŜℕƳʎyŜ ΰŜƖ·ŎKŜℕăΩ LJfƖ·ŎŜƳŜyΰ ƨyƳΰKŜ career path (certification level). Data will be disaggregated by gender. For verification of the DLR, MOE will demonstrate a clear evaluation report per teacher showing metrics for evaluation, feedback on areas of improvement and a guidance on how to achieve improvement.	MOE teacher evaluation records	IVA	The verification agency will check evaluation records and conduct spot checks for a sample of teachers.	Scalable; From the baseline of 0, US$140,625 for every 100 newly appointed teachers evaluated, up to US$9,000,000
DLR 4.5b-4.7b Number of K-12 teachers trained and certified in compliance with the National Teacher Professional Standards (άNTPSε)	LyтăŜℕØʎŎŜ ΰℕƖ·ʎyʎyƎ Ŧƨℕ Y-12 teachers to be delivered with the aim of aligning teacher skills and competencies with the new Teacher Standards. The training would also place emphasis on the application of targeted instruction strategies and the use of student assessments (formative and summative). Instructional support materials, whether paper or technology based, that are closely aligned with the curriculum and that teachers will be trained on, will be introduced as supplementary means for fostering improved teaching practices. Updated virtual trainings for K-12 teachers will also cover psychosocial support strategies and best practices in facilitating distance learning in times of crisis (including, for example, health emergencies or extreme weather periods). Successful completion of the training by the awarding of a	MOE online training records	IVA	The verification agency will check MOE training records and certification data on K-мн ΰŜƖ·ŎKŜℕăΩ completion of the trainings. The verification agency will also interview a sample of randomly selected teachers that have completed the training according to training records data and verify completion of training.	Scalable; From the baseline of 0, US$30,000 for every 100 teachers trained and certified, up to US$9,000,000

	teacher certificate will serve as the verification means. Data will be disaggregated by gender.				
DLR 4.5c-4.7c Number of K-12 teachers meeting minimum standards in socioemotional practices as defined in the teacher evaluation framework	K-12 teachers will be assessed by MOE supervisors during regular field visits using the *Teach* classroom observation tool (specifically, the instruction and socioemotional skills modules). To qualify as meeting minimum standards, K-12 teachers will reach a minimum average score agreed upon with the WB.	MOE teacher evaluation records	IVA	The verification agency will check teacher evaluation records and accompany MOE supervisors to a random selection of field visits to verify adequate use of the *Teach* tool for data collection.	Scalable; From the baseline of 0, US$25,000 for every 100 K-12 teachers who meet minimum standards in instructional and socioemotional practices, up to US$5,000,000
DLI#5 ς Improved learning environment in public schools and systemization of socioemotional data collection and reporting					

DLR 5.3a-5.5a MOE conducts a stakeholder workshop identifying all relevant student and staff behavioral and well-being data that is being collected and integrates it into an expanded EMIS database	MOE will conduct stakeholder workshop with teachers, principals, development partners and other relevant stakeholders to identify key data on ¶ student wellbeing; ¶ student behavior (discipline referrals, suspension, detention, etc.); ¶ teacher wellbeing; and ¶ úŜI·ŎĶŜℕäΩ LJℕI·ŎúιŎŜä ú2 ŦƵăúŜℕ socioemotional skills; that is required to inform the content and targeting of interventions to improve the learning environment in public schools. MOE, with support from UNESCO and other relevant partners, will then set up a sustainable modality to collect the data identified at the stakeholder workshop. Data collection, entry, submission, reporting and analysis will be seamlessly integrated into existing EMIS and data collection efforts linked to the development of SIPs and the modality will demonstrate sustainability as part of ongoing data collection by MOE.	Workshop summary report and openEMIS / MOE	IVA	The verification agency will check that the workshop summary report contains a list of relevant data on student/teacher wellbeing and behavior. It will further confirm that a data module on behavioral and well-being aspects agreed upon in stakeholder workshop is successfully integrated into EMIS (i.e., verification agency confirms data can be submitted by schools/districts and is accurately recorded in EMIS).	Non-scalable; US$6.5 million by December 31, 2023

DLR 5.4b-5.6b MOE designs and pilots a school program for improving student socioemotional learning in 210 schools, 50 percent of which are ăÕK2ƶfă ǿʌúK ł·ɻKʌƎK ŁJЍ2LJ2ЍúΛ2ƴ2ŦSyrian refugee students	¢KŜ ŁJЍ2ƎЍł·Ƴ ǿ2dzfŘ ŁJЍ2Ƴ2ΰŜ ă2ÕΛ2π emotional learning in schools with 30 percent or more Syrian refugee students and where there is a prevalence for violence and disruptive behavior (to be ŘŜΰŜЍƳʌyŜŘ ŁJ2ăúπł·ăăŜăăƳŜyΰ ʌƴ¸ŜI·Ѝ ʍú℗ The intervention will include community, school and classroom supports in the form of trainings, management and institutional ăΰЍŜyƎΰKŜyʌyƎΣ 2dzúЍŜI·ÕKΣ ł·yŘ 2yŜπ2yπ2yŜ targeted aid.	Implementation report / MOE	IVA	The verification agency checks the pilot implementation report of the intervention.	Non-scalable; US$5 million by December 31, 2023
DLR 5.6a-5.7a MOE publishes semi-annual reports utilizing data digitized under DLR 5.3a-5.5a, with specific analysis disaggregated by gender	Semi-annual reports will: ¶ present summary statistics of data on ăΰdzŘŜyΰă℀kΰŜI·ÕKŜЍăΩ ǿŜtf-being and socio-emotional practices; ¶ fł·è 2dzΰ K2ǿ ΰKʌă ŘI·úł· ʌyŦ2ЍƳă a h9℀ă targeting of interventions to provide psychosocial support and improve socioemotional practices.	Semi-annual reports on MOE website	IVA	The verification agency will confirm that semi-annual reports are published on the MOE website.	Scalable; US$500,000 per semi-annual report, up to US$3,500,000
DLR 5.7b Lessons learned from piloted socioemotional learning program under DLR 5.4b-5.6b are ʌyúŜƎI·ΰŜŘ ʌyΰ2 a h9℀ă {I·ŦŜ {ÕK2ƶfEnvironment Roadmap	MOE will build on the lessons learned under pilot of the socioemotional learning program (DLR5.4b-5.6b) to inform its approach towards embedding successful elements of socioemotional learning into the extracurricular hour and/2Ѝ ΰŜI·ÕKŜЍăΩ regular classroom instruction. Specifically, MOE will integrate findings into its Safe School Environment Roadmap, clearly defining which elements of socioemotional learning interventions it is planning to roll out in schools and how, along with an envisaged timeline.	Safe School Environment Roadmap / MOE	IVA	The verification agency ǿʌffЍŜØʌŜǿ a h9℀ă {I·ŦŜ School Environment Roadmap with a focus on socioemotional learning.	Non-scalable; US$2.65 million by closing date.
DLI #6 ς Improved physical environment in Jordanian public schools					
DLR 6.2 Legal framework approved for allowing transfer of school-level maintenance and upkeep budget to schools	Disbursed under JERS Parent PforR				
DLR 6.4a-6.6a	Building on ¦{!L5℀ă infrastructure	School	IVA	The verification agency	Scalable;

Number of ǎÕK22fă₪ŜIjʤ\LJLJŜŘ₪ø\ŰK ʤLJ∃ℕIŘŜŘ₪ ² !{ I facilities	assessment (completion expected in September 2020), schools that lack adequate WASH facilities will be upgraded to allow for safe disposal of wastewater and solid waste and ensure that restrooms and handwashing facilities are easily accessible and supplied with adequate water quality and quantity. Age-appropriate signage will be installed to conserve energy and water in WASH facilities and raise awareness of the importance of conserving scare resources.	infrastructure records / MOE		will check school infrastructure records of MOE district offices and conduct random spot checks to selected schools to confirm existence of upgraded WASH facilities.	From the baseline of 0, US$400,000 for every 10 schools equipped with upgraded WASH facilities, up to US$9,000,000
DLR 6.4b-6.6b Number of ǎÕK22fă₪ℕŜKIō\fŰIúŜŘ to meet minimum health and safety requirements as defined in MOE specification documents	In line with minimum health and safety requirements as defined in MOE specification documents and agreed upon with the WB, school buildings will be rehabilitated through simple works (including heat and cooling systems, electrical, and basic physical infrastructure rehab). New appliances and equipment will meet energy efficiency standards as laid out by MOE.	School infrastructure records / MOE	IVA	The verification agency will check school infrastructure records of MOE district offices and conduct random spot checks to selected schools to confirm that they meet minimum health and safety requirements as per MOE definition.	Scalable; From the baseline of 0, US$400,000 for every 10 rehabilitated schools, up to US$9,000,000
DLI #7 ç Improved Student Assessment System					
DLR 7.2 Grade 3 diagnostic test on early grade reading and math implemented in all target schools	Disbursed under JERS Parent PforR				
DLR 7.3a-7.4a MOE adopts a national student assessment strategy, including an action plan for moving towards a competency-ōIăŜŘΣ ŘʌƎ\úIfₐT2ℕYIú of *tawjihi* and reforming the relative weight afforded to *tawjihi* to consider other placement tests to determine graduation and admission to higher education	An implementation plan with a detailed timeline and cost estimates for each activity required to reform the content and delivery format of *tawjihi* is developed. The plan will outline the process for developing competency-based test items, procuring the needed hardware and software, and rolling out the digital student assessment solutions in pilot schools. The plan will leverage findings from the school assessment to be	Implementation Plan / MOE	IVA	The verification agency will review the implementation plan and confirms that it is circulated officially with details on the activities planned for reforming the content and delivery format of tawjihi along with the envisaged timeline and cost	Non-scalable; US$5 million by December 31, 2022.

	conducted under the Jordan Youth, Technology and Jobs Project financed by the WB (specifically, data on the availability of digital devices for students and teachers, internet access, and other relevant conditions for the use of digital solutions in student assessment). The action plan will detail several key steps of reform, including: • Reform of school completion to be based on *tawjihi* results and cumulative GPA, with a timeline for adoption; • Course of action for students who do not pass the school completion requirements (remedial sessions and make up exams); • Identification of required preparatory analytical work to inform the reform of the purpose of *tawjihi*; Plan for stakeholder engagement (parents, students, teachers, teacherâ union, universities, and local NGOs such as QRTA, QRTF and NCHRD, with adequate representation of women and other marginalized groups) outlining how MOE will use print, broadcast and social media as well as surveys and in-person events to engage in a public debate on the objectives, timeline, challenges and merits of the *tawjihi* reform, as well as how the results of the consultation will be taken into consideration and reported back to stakeholders. The Stakeholder Engagement Plan will be disclosed.			estimates for each activity.	
DLR 7.5a MOE develops a digital platform	Digital platform will include a consistent interface (with logical headers, tools for	Item bank and Digital	IVA	The verification agency will confirm that the	Non-scalable; US$8 million by December 31,

for *tawjihi* test administration and an Item Bank with competency-based questions aligned with the Jordanian *tawjihi* curriculum	navigation, and descriptive text), security measures for handling test items and personal information, storage and data recovery protocols in place for emergencies, and integration with other systems (Learning Management Systems and adaptive testing capability). The platform will be tested on 100 students. Development of item bank database by subject area with an organizational structure targeting areas of competence to be tested. The item test bank needs to be reusable, can track the history of questions, record metadata and be used to directly generate assessments. Multiple-choice and open-ended questions will be aligned with the Jordanian secondary school curriculum and cover all subjects tested in the *tawjihi*.	Platform / MOE		digital platform is consistent with functionality for integration as well as security measures for private information. The verification agency will also confirm that testing with at least 100 upper secondary students has taken place, with feedback collected and actionable items addressed. The verification agency will further confirm that the item bank is operational and can generate sample tests for a competency-based *tawjihi* exam. This will be scalable to allow for partial completion of subject areas.	2023
DLR 7.4b-7.5b MOE completes stakeholder consultations and analytical work agreed under the action plan developed under DLR 7.3a-7.4a	MOE will conduct stakeholder consultations on the *tawjihi* as per the commitments in the action plan (DLR 7.3a-7.4a), maintaining detailed records documenting the date of the consultation, number of participants, and summary of opinions received. In addition, MOE will oversee preparatory analytical work required for reforming the purpose of *tawjihi* as per the action plan.	Stakeholder consultation records / MOE	IVA	The verification agency will review MOE documentation on the number and type of stakeholder consultations conducted and compare against the commitments made in the action plan under DLR 7.3a-7.4a.	Non-scalable; US$4 million by December 31, 2023
DLR 7.5c-7.6c MOE adopts a regulation separating the secondary school graduation function of the *tawjihi* exam from its function to	Regulation on secondary school graduation criteria is adopted and signed into law, defining the weighting of *tawjihi* results and cumulative GPA from upper secondary classes. This DLR will be	Regulation / MOE	IVA	The verification agency will confirm official circulation of legally binding regulation to reform the purpose of	Non-scalable; US$7 million by closing date

determine admission to higher education, in alignment with DLR 7.3a-7.4a	completed and verified sequentially only after completion of DLR 7.4b-7.5b.			the *tawjihi* exam.	
DLR 7.6a School test labs are equipped with devices, furniture and internet network to serve 50% of *tawjihi* students	School test labs for the administration of the digitized *tawjihi* exam will be set up in schools identified as per the national assessment strategy under DLR 7.3a-7.4a. School test labs need to be fully equipped with the required digital devices, furniture and broadband access to meet the physical infrastructure requirements for administering the digitized *tawjihi*. Test labs will be equipped to be cross-functional and used for multiple assessments.	School infrastructure records / MOE	IVA	The verification agency will verify school infrastructure records and conduct random spot checks to confirm if equipped school test labs are functional, i.e. digital devices can be turned on and access the network.	Non-scalable; US$5 million by closing date
DLR 7.6b 5 Mock tawjihi exams administered to a total of at least 150 students (balanced between boys and girls) covering at least 5 different cities	Mock *tawjihi* exams will be based on test questions from the newly created item bank and use the digital platform (DLR 7.5a) for test administration, grading and reporting of results. The mock exams will be administered under uniform conditions to students selected based on criteria agreed upon with the WB.	Digital platform test records / MOE	IVA	The verification agency will confirm that a mock exam was conducted with official standards and results were collected and analyzed via the digital platform.	Non-scalable; US$5 million by closing date
DLI #8 ς Enhanced capacity of MOE to respond to potential future school disruptions					
DLR 8.3a-8.4a MOE develops and adopts a strategy for mainstreaming blended learning, covering equity both by gender and for marginal communities	MOE will develop a strategy on how to ensure access to distance learning opportunities for all students during times of crisis. The strategy will further outline how the distance learning content and delivery modalities could be leveraged during regular times to pilot blended learning opportunities. The strategy will identify partners for the creation and dissemination of online, TV, radio and physical resources for distance learning. It will also include an update of the MOE COVID-19 emergency response plan ₩9ŘdzŎŀúλ2yΎŘdzℕλyΞ 9ΥŜℕΞŜyŎè₪ ōŀǎŜŘ 2yΎ lessons learned under COVID-19 (building	Blended learning strategy / MOE	IVA	The verification agency will check that the action plan covers all key steps of the reform as per the DLR definition and verify that the action plan was published on the MOE website.	Non-scalable; $2 million by December 31, 2022.

	on user data of *Darsak* online learning platform, pulse survey results oÝăúdzŘŜyűă‰ l·yŘ űŜl·ŐKŜ‰ă‰ ăl·úńăŤl·Őúń2Ý ǿńúK Řtăúl·yŐŜ learning opportunities, and other relevant information).				
DLR 8.3b-8.4b MOE conducts curriculum mapping that identifies opportunities for embedding blended learning materials into teaching practices, developed in alignment with the strategy adopted under DLR 8.3a-8.4a	The curriculum mapping will be conducted for four core subjects (Arabic, math, English, science) in grades 4-12 of primary education. It will compare the content and competencies to be covered as per the Jordanian curriculum against available online learning resources to identify opportunities for leveraging existing content and developing new materials.	Curriculum mapping document / MOE	IVA	The verification agency will check the curriculum mapping and confirm that it meets the criteria agreed upon with the WB.	Non-scalable; US$4.8 million by December 31, 2023
DLR 8.4c-8.6c MOE develops blended learning content and assessment tools in alignment with the strategy adopted under DLR 8.3a-8.4a and curriculum mapping developed under DLR 8.3b-8.4b	The blended learning content will include online/digital content (including video and audio files) as well as other types of content identified in the blended learning strategy under DLR 8.3a-8.4a. It will build on the curriculum mapping conducted under DLR 8.3b-8.4b and cover four core subjects (Arabic, math, English, science) in grades 4-6 of primary education. All blended learning content will: ¶ include detailed instructions for teachers and students; ¶ be uploaded and stored in a central blended learning database with hosting owned by MOE; ¶ feature embedded tools for formative, summative and adaptive assessment.	Blended learning database / MOE	IVA	The verification agency will check that the blended learning database is operational, covers assessment tools and content for the specified subjects and grades, and resources are clearly labeled and accessible to students and teachers.	Non-scalable; US$4 million by closing date
DLR 8.4d-8.6d MOE develops and rolls out a teacher training program on integration of blended learning into classroom instruction	Blended learning delivery mechanisms need to address equity considerations as per the strategy developed under DLR 8.3a-8.4a. Trainings will be designed specifically for grade 4-6 teachers on the effective use of blended learning resources and student assessments.	Teacher training records / MOE	IVA	The verification agency will check MOE training records. The verification agency will also interview a sample of randomly selected teachers that have completed the	Scalable; US$25,000 for every 100 teachers trained, up to US$4,000,000

	Trainings will be delivered through a combination of virtual and in-person sessions for 4-6 teachers; training will focus exclusively on learning how to use blended learning materials and integrate into teaching practices.			training according to training records data and verify completion of training.	
DLR 8.7 MOE completes an impact assessment of newly developed blended learning modules	MOE will conduct an impact assessment of the newly developed blended learning modules on student learning outcomes and teaching practices through an experimental or quasi-experimental research design. The impact assessment will also cover descriptive statistics on the usage of blended learning modules, satisfaction rates among students and teachers, and qualitative evidence from focus group discussions on the blended learning approach.	Impact assessment report / MOE	IVA	The verification agency will review the impact assessment report and confirm that it is LJdzōf\ăKŜŘ ƶy a h9℡ă website.	Non-scalable; US$ 4 million by closing date
DLI #9 ς Increased availability of resources and tools for the Program					
DLR 9.1a DŜƶƎℕI·LJK\ÕI·fщLyŕƶℕY I·ú\ƶy {èăúŜY₪óDL{ú₪ã₪ƶLJŜℕI·ú\ƶy1·f I·yŘ₪dzLJŘI·ŭŜŘ₪ø\úK fI·ŭŜăú₪ŘI·ú I·₪ℕŜIjdz℠ŜŘ₪Ťƶℕ Y I·yI·ƎŜY Ŝyŭ₪ƶŤ ŭKŜ₪ŜŘdzÕI·ú\ƶy ăèăúŜY↓	Disbursed under JERS Parent PforR				
DLR 9.1b Approved MOE 2019 budget reflects the minimum amount of JOD 949,555,000, as indicated in 2017 budget law	Disbursed under JERS Parent PforR				
DLR 9.2 !LJLJℕƶØŜŘ a h9₪нлнл budget reflects I·y₪yÕℕŜI·ăŜ of a minimum of US$50 Y\ffƶy₪ŤℕƶY 2019 indicative budget to meet PforR tℕƶƎℕI·Y₪ℕŜădztúă	Disbursed under JERS Parent PforR				
DLR 9.3-9.6	On an annual basis, MOE updates its	MOE	Jordan Audit	The verification agency	

Approved annual MOE budget reflects an increase for the program	expenditure framework and the Ministry of Finance approves the following: **a.** ! LJLJ№2ØŜŘ a h9нлнм ōdzŘƎŜŰ reflects the minimum amount of 1 billion Jordanian Dinars **b.** Approved MOE 2022 budget reflects a minimum increase of US$10 million from the baseline 1 billion Jordanian Dinars to meet PforR Program results **c.** Approved a h9нлнноōdzŘƎŜŰ №ŜŦfŜŌúăIˑy№ƛyŎ№ŜIˑăŜ№2Ŧ№Iˑ Yˇƛyƒ\Yˇdz Yˇ№2Ŧ US$1л№Yˇƛff\2y№Ŧ№2Yˇ№the baseline of 1 billion Jordanian Dinars to meet PforR Program results **d.** ! LJLJ№2ØŜŘ a h9нлнп№ōdzŘƎŜŰ №ŜŦfŜŌúăIˑy№ƛyŎ№ŜIˑăŜ№2Ŧ№Iˑ Yˇƛyƒ\Yˇdz Yˇ№2Ŧ US$1л№Yˇƛff\2y№Ŧ№2Yˇ№the baseline of 1 billion Jordanian Dinars to meet PforR Program results№	expenditure framework and MOF approved annual budget	Bureau	reviews MOE's budget and checks that the intended additionality from the baseline is reflected.	US$11,000,000 if MOE approved 2021 budget reflects a minimum amount of one billion Jordanian Dinars (JOD 1,000,000,000); US$12,000,000 if MOE 2022 budget reflects a minimum increase of US$10,000,000 from the baseline of one billion Jordanian Dinars (JOD 1,000,000,000) to meet PforR Program results; US$5,000,000 if MOE 2023 budget reflects a minimum increase of US$10,000,000 from the baseline of one billion Jordanian Dinars (JOD 1,000,000,000) to meet PforR Program results; and US$4,000,000 if MOE 2024 budget reflects a minimum increase of US$10,000,000 from the baseline of one billion Jordanian Dinars (JOD 1,000,000,000) to meet PforR Program results.

Table 3: Results Framework Summary

Program Development Objective Indicators by Objectives/ Outcomes				
Indicator Name	**DLI**	**Baseline**	**End Target**	**Monitoring & Evaluation**
Number of Syrian refugee boys and girls benefitting from the PforR Program interventions	cross-cutting	0	180,000	This indicator will track all children who directly benefit from the program's interventions across all four RAs. Beneficiaries include those under DLI 1, but also refugee children currently enrolled in the system in target schools that will benefit from interventions. The indicator will be disaggregated by gender and level of education (KG, basic, lower secondary, upper secondary). Data source: EMIS.
Number of Jordanian and Syrian refugee boys and girls enrolled in KG2 , disaggregated by nationality, gender and type of school	2	80,000	120,000	This indicator will be disaggregated by nationality, gender and type of school. Data source: EMIS.
Number of teachers evaluated against the new National Teacher Professional Standards (NTPS) who meet the minimum performance standards	4	0	6,400	This indicator will be disaggregated by gender, level of education (basic, lower secondary, upper secondary) and type of school (co-ed, all boys' school). Data source: MOE Teacher evaluation records.
Legal regulation adopted towards reforming the dual purpose of the *tawjihi* high-stakes exam	7	No	Yes	This indicator will be measured against the official adoption by MOE of a regulation separating the secondary school graduation function of the *tawjihi* exam from its function to determine admission to higher education, and replacing it with a combination of *tawjihi* and other placement tests. Data source: MOE website.
Intermediate Results Indicators by Results Areas				
Indicator Name	**DLI**	**Baseline**	**End Target**	**Monitoring & Evaluation**
Number of additional public and PPP KG2 classrooms added and operational	2	0	510	Public KG2 classrooms will be disaggregated by refurbishments and extensions to an existing school. Data source: MOE KG records.
KG2 television content developed and broadcasted building on MOE 2020 Emergency Response Plan	2	No	Yes	KG2 television content has been developed and broadcasted on national television. Data source: MOE website and TV recordings.
National KG2 Quality Assurance System adopted	3	No	Yes	KG2 quality assurance system will meet criteria as described in the verification protocol. Data source: MOE website.
Number of public and private classrooms meeting minimum KG2 quality standards	3	0	1,750	Disaggregated by public and private KG2 classrooms. Data source: MOE KG supervision records.
Teacher evaluation framework officially adopted and nationally disseminated	4	No	Yes	Data source: MOE website.
Number of teachers meeting minimum standards in socioemotional practices as defined in the teacher evaluation framework	4	0	20,000	Disaggregated by gender and level of education (basic, lower secondary, upper secondary). Data source: MOE teacher evaluation records.