

# Commitment Deck

## Jordan

**Learning Pioneers Programme**  
**Date current to:** October 2025



# Jordan Vision and Commitment

A smart **digitally – enhanced** education **eco-system** that is designed and **planned collaboratively** with **key stakeholders**, that supports innovation, creativity and **regional leadership** in Digital Transformation, and that opens more **equitable and inclusive** opportunities for children and young people **and supporting the growth of Jordan's knowledge economy.**





# In-country workshops

Aligned with the vision

**Is there a need?** Yes, to continue collaboration process and achieve the goals we have set for Jordan.

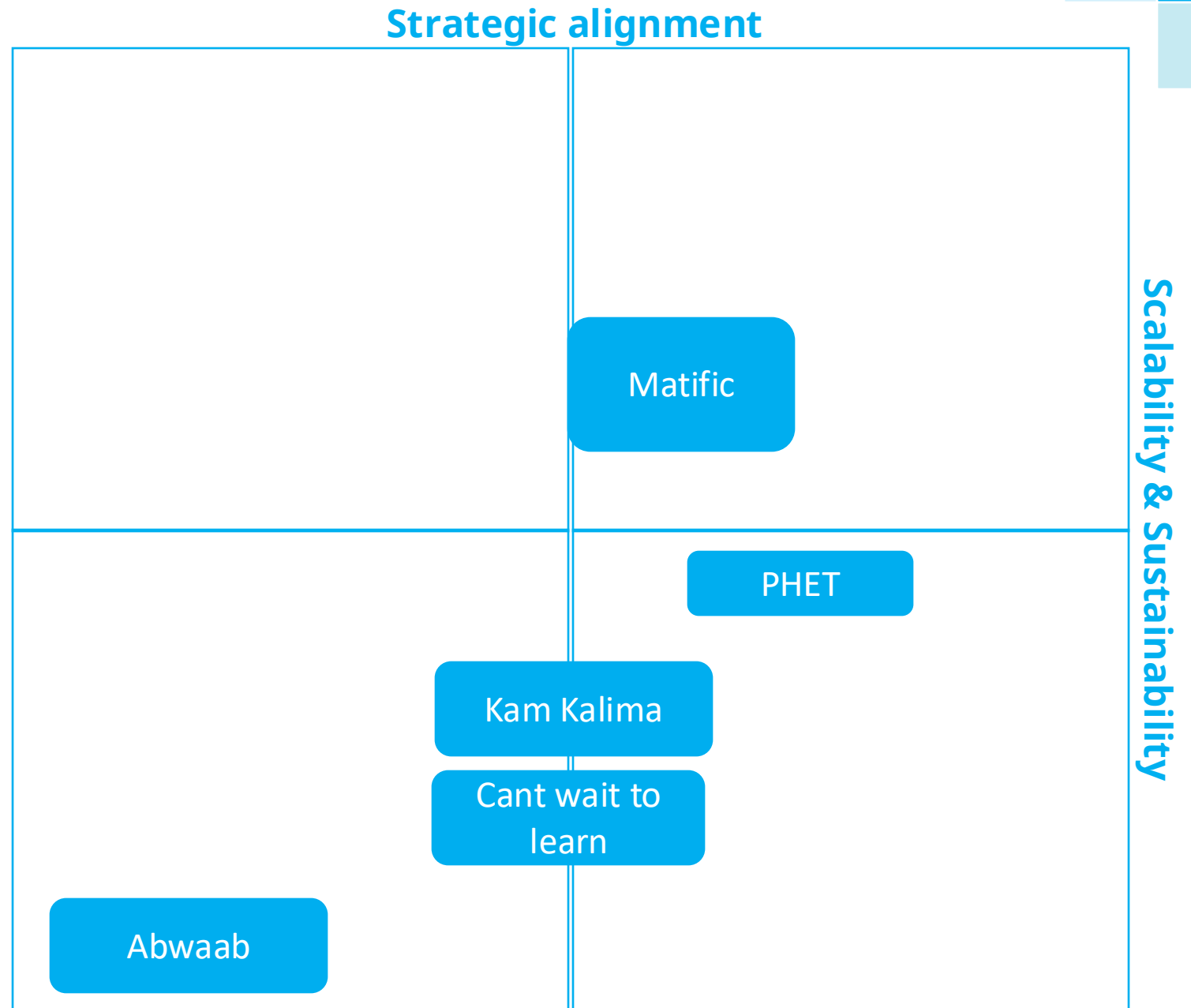
**What can it influence?** Support the change management plan and helps steer the digital thematic group for donors and other key stakeholders led by MOE in Jordan.

**When is the best timing?** First half of Dec 2025.

# EdTech Tools Prioritization

**X** How do you rate the **strategic alignment** of the EdTech product/service with the **needs of your country?**

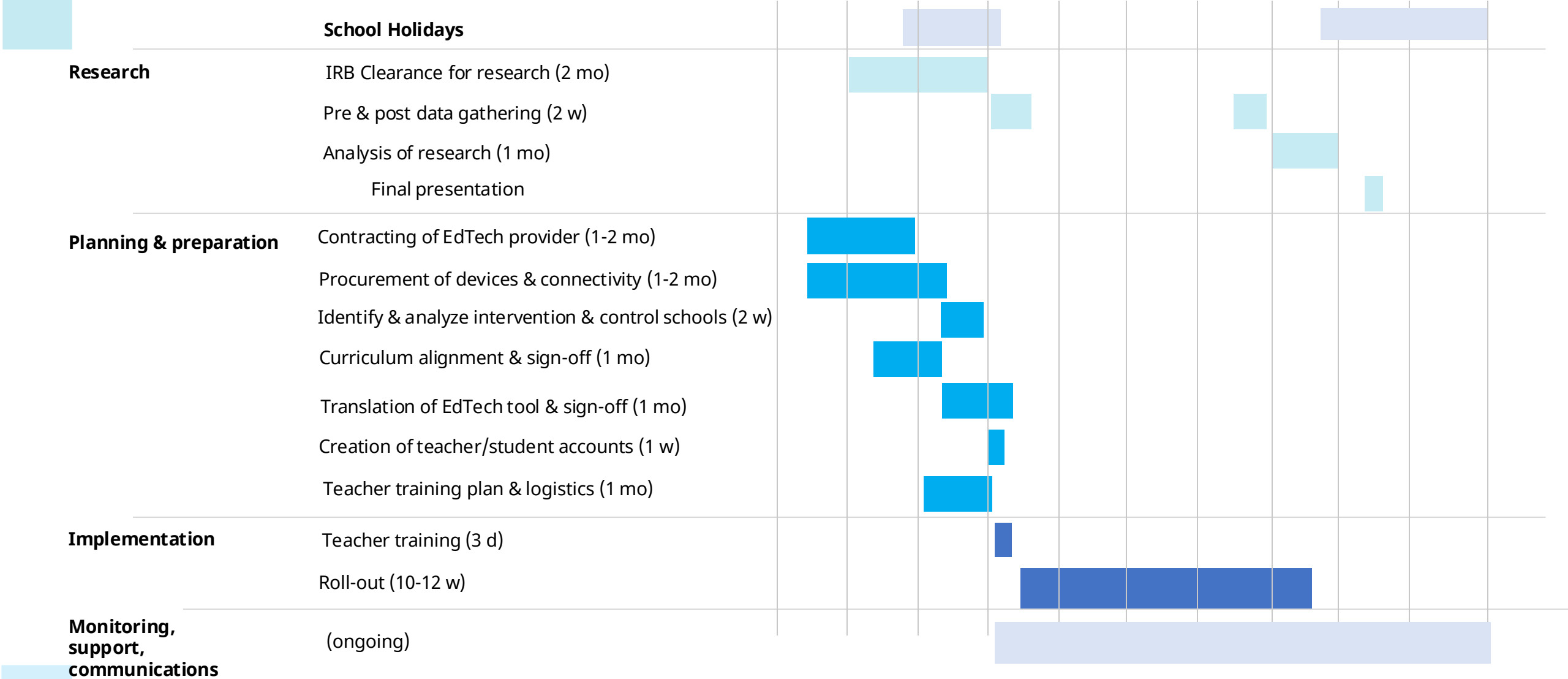
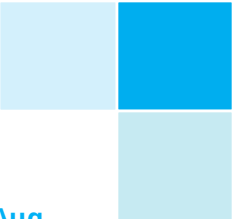
**Y** How do you rate the **scalability and sustainability** of the EdTech product/service **in your context?**

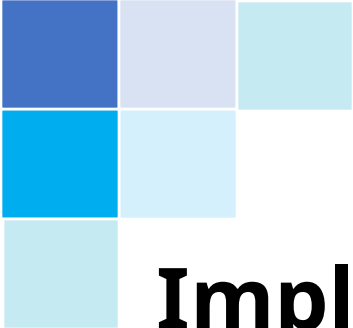




# Implementation Model

## Sample timeline





# Implementation Model

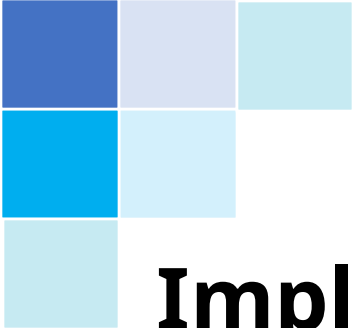
## School selection and set-up

**Sites and scale:** suggested geographic areas, approximate number of schools, representativeness of learners from rural/semi rural/urban

**Context:** Key characteristics to account for in the roll-out, incl. Teacher digital literacy, device availability, connectivity, languages

**Infrastructure:** How could it build on existing / previous work for device availability & connectivity? Adjustments needed to ensure smooth roll-out.

**Data needed:** Information & data needed from the schools for planning (matricula, teacher capacities, infra availability)



# Implementation Model

People, coordination, buy-in

**Country Team:** Key individuals to lead and coordinate a successful implementation (from Government, UNICEF, research partner, other stakeholders), with 10-20% of time committed to implementation

**Buy-in:** Stakeholders and decision-makers who need to be regularly updated



# Commitments

Who does what by when

3–5 actions with owner, deadline,  
resource need, success signal.

Example signals: % teachers  
onboarded, % classes using weekly,  
% learners completing set tasks.



# Considerations

## Risks, dependencies, approvals

Top three risks, each with mitigation/decision needed (e.g., device availability, connectivity, policy sign-off).

Name the decision-maker and target date.



# Timeline and Checkpoints

## Milestones to consider

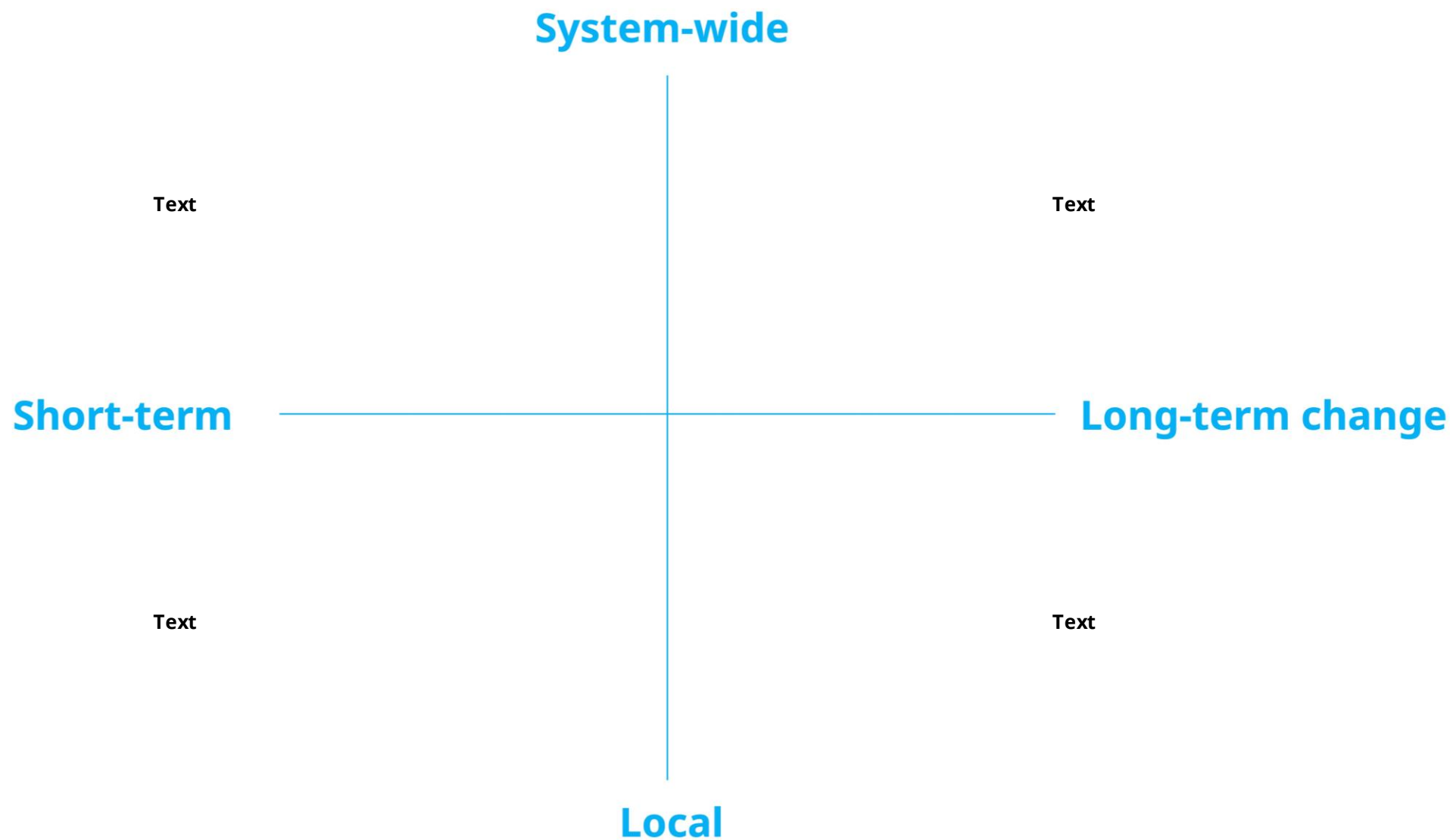
**After Camp: +30 / +60 / +90 days  
and a 6-month review.**

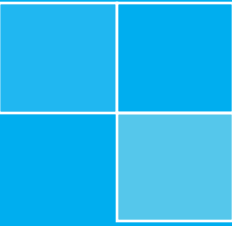
Add dates for learning review and a  
go/no-go for scale.

# Education Matrix

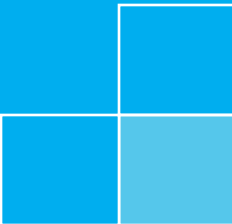
**Near term change:** concrete, low-friction steps (offline/low-bandwidth options, teacher guides, rural facilitation, quick checks).

**Long term change:** system level governance, standards, integration, financing, pipelines.





# Background material



# Innovation Mindset

Jordan's innovation mindset is equity-driven and outcome-focused: keep every learner in school and learning, with special attention to refugees, poorest households, and addressing gender gaps.

## Key aspects:

- **Access and learning:** completion and foundational proficiency.
- **Inclusion first:** gender (both girls and boys), disability, refugee status, poverty, geography.
- **Pragmatic pathways:** catch-up/bridging, non-formal, and flexible routes that prevent dropout.
- **Teacher enablement:** simple coaching and formative checks that fit real classrooms.

## INNOVATION INTRODUCTION

UNICEF defines innovation as a **new or significantly improved solution** that contributes to progress for children and accelerates results for children or young people.

Think of a time in the last 2-3 years when a **new or significantly improved** solution in education worked for children in your country.

### Why did it work?

A new or significantly improved solution in education:



# Vision Development

Main focus: All girls and boys complete basic education (incl. ECE) and read with comprehension by Grade 3, sustaining progress into lower secondary.

## Who the change is for:

- All learners, with a focus on Syrian refugees and the most marginalised.
- Girls at risk (care burdens/early marriage) and boys at risk (violence, disengagement, labour).
- Teachers as core enablers.

## VISION DEVELOPMENT

Building on what exists

**"Help us design the digital education future and pilot credible initiatives so the Ministry can position Jordan as a leader."**

UNICEF Country Programme Document 2023-2027

All girls, boys and adolescents complete basic education, including early childhood education (ECE).

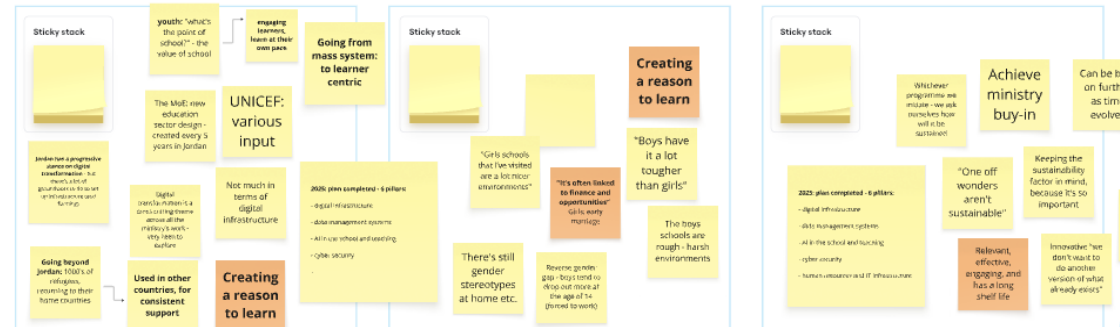
### Strategic priorities

- Inclusion and gender equity across the system.
- Retention and re-engagement of learners at risk of dropping out (girls and boys).
- Alternative pathways (flexible, non-formal, catch-up/bridging) to keep learners in education.
- Climate-responsive education (safe, resilient schools; climate literacy).

What learning change do we wish to see?

For whom is the learning change for?

How will it be achieved and sustained?

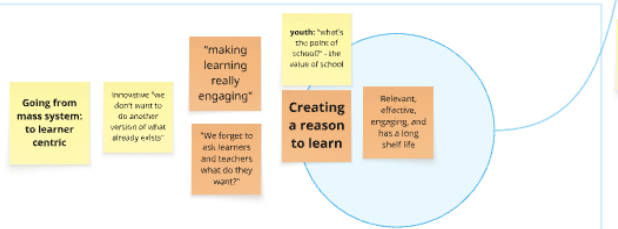


## Key vision elements:

Positioning Jordan as a credible leader in education (clear story, results, sharing mechanisms) while building internal capability.

**Big improvements in early grades:** 2016 UNICEF report indicated that 70% of students in Grades 2 and 3 were reading without comprehension. **However,** a May 2023 survey showed significant gains, with reading proficiency rising from 10.7% in 2021 to 42.4% for Grade 2 students and from 39.4% to 60.3% for Grade 3 students.

**Secondary outcome is lacking:** 2022 PISA assessment: only 20% of 15-year-olds in Jordan attained Level 2 or higher in reading, a significant drop from the OECD average.

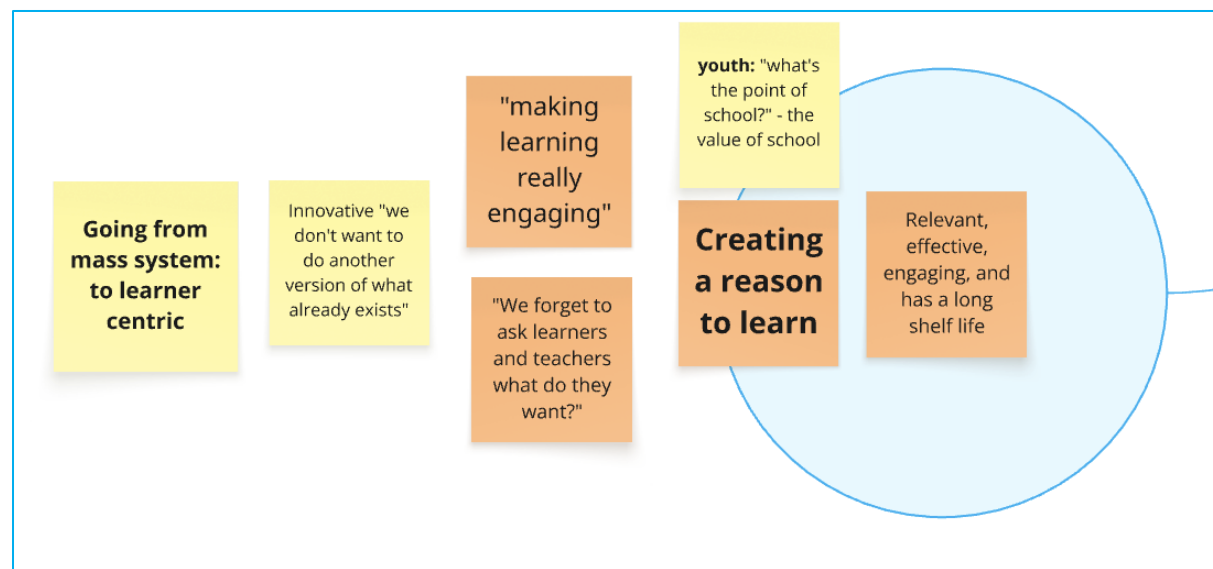


# Vision Development

## How will it be sustained

- **Inclusive delivery:** through government systems; safe, climate-resilient schools.
- **Alternative pathways:** bridging, accelerated learning, re-entry for OOSC adolescents.
- **Teacher professional devt support:** coaching, simple tools, routine formative assessment.
- **Community engagement:** address early marriage, protection concerns, and child labour pull factors.
- **Partnerships** to sustain funding and services amid crisis.

## Vision focus



# Challenge Identification

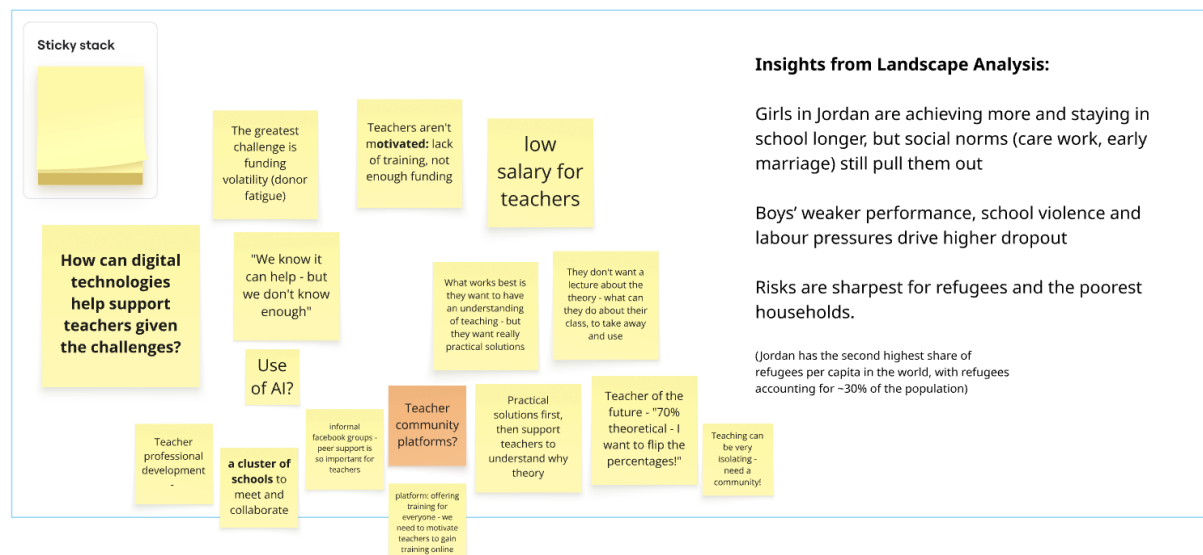
## Key challenges and equity realities

Jordan's vision aligns with our discussion: keep every child in school and learning (from ECE through lower secondary) by supporting teachers with practical tools, addressing gendered retention risks (girls: care/early marriage; boys: violence/labour), and prioritising refugees and the poorest households amid funding volatility.

### What's next:

**Positioning Jordan as a regional leader in the digital education space.** Jordan could cluster and prioritise the workshop challenges to shape a first set of quick pilots and system actions.

What are your key challenges in education?



# Challenge Identification

Giving children a reason to learn.  
Lifeskills at an earlier age to encourage children to believe they "can almost become anything"

## Discussion points: how digital can help overcome these challenges

### Teacher enablement:

- MOE-aligned resource bank and teacher platform with ready-to-use Arabic materials; peer groups for sharing.
- "Practical first, theory second" with light coaching.

### Better learning design:

- Differentiated activities per theme and learner choice and hands-on projects to boost relevance (including life skills earlier).
- Fill materials gaps, so teachers can run this in an easy way.

### Foundations and simple measurement:

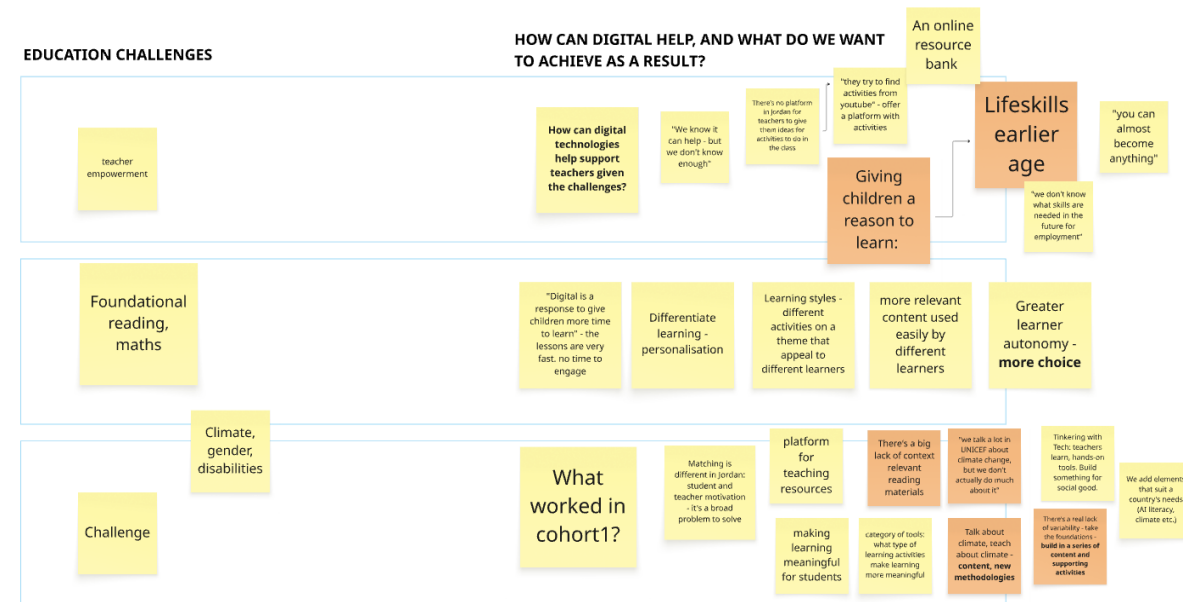
- Start with foundational literacy/numeracy and build up.
- Include quick formative checks to track progress.

### Responsible technology:

- Offline/low-bandwidth by default, curriculum-aligned.
- AI as an assistant (ideas, checks) with clear engagement protocol.

## CURRENT KEY CHALLENGES IN EDUCATION

### EDUCATION CHALLENGES



**Education Matrix: Jordan's path forward requires** a MOE-owned, teacher-first portfolio that embeds a national resource-and-coaching platform, a foundational literacy (with a simple measurement package) and gender-responsive retention and adolescent pathways. Paired with quick, offline-ready tools and school clusters piloted in refugee/low-income districts and scaled sustainably despite funding volatility.

System-wide

**MOE teacher platform and coaching model**  
(Arabic, curriculum-aligned, offline-capable).

**Foundational literacy package and simple national measurement** (G1-3 structured pedagogy; reach/continuity/learning checks).

**Equity retention and pathways at scale**  
(girls' protection/care support; boys' safety/anti-labour; adolescent bridging/re-entry).

Long-term change

**District resource hubs** with sustained teacher meet-ups.

**Community campaigns** (delay early marriage; support boys' engagement).

**Work-linked pathways and local teacher pipeline** (employer/municipal partners; increase male teacher presence).

Local

**EGRA-lite and usage dashboards:** Termly G1-3 checks + platform-use tracking to monitor reach/continuity/learning and guide support.

**Model classrooms** using differentiated activities, learner choice, and hands-on projects.

**Safety routines** (anti-bullying) and community safe-travel fixes to keep girls in school.

**Peer micro-sessions and messaging groups** (share tips/templates).

Short-term

School clusters / communities of practice and targeted refugee/low-income pilots.

**Ready-to-use resource packs and offline distribution** for priority grades/subjects.

# UNICEF

## LEARNING PIONEERS PROGRAMME

For more information about the  
results of this workshop summary  
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