



Early Childhood Education & Development Executive Plan (2016 - 2025)

By 2025,
Ministry of Education and UNICEF Jordan will build on the advocacy efforts of the SDGs and the National HRD Strategy to provide all girls and boys with access to quality early childhood education so that they are ready to learn.

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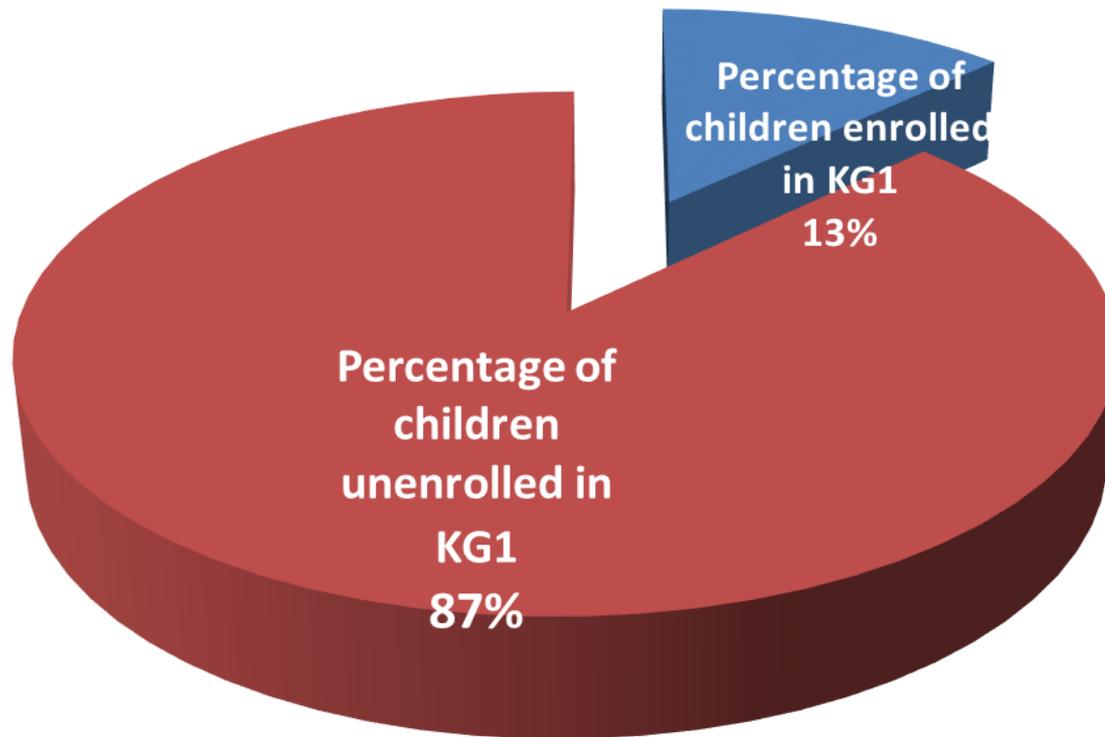
Importance of ECED

- Scientific studies on proven positive impact of ECED on the child's learning abilities and skills during the first five years
- High return on investment in ECED, which in turn reflects on the society and the economy.
- Increasing women's participation and creating job opportunities
- Early learning preparedness for success
- Necessity of making pre-primary education mandatory

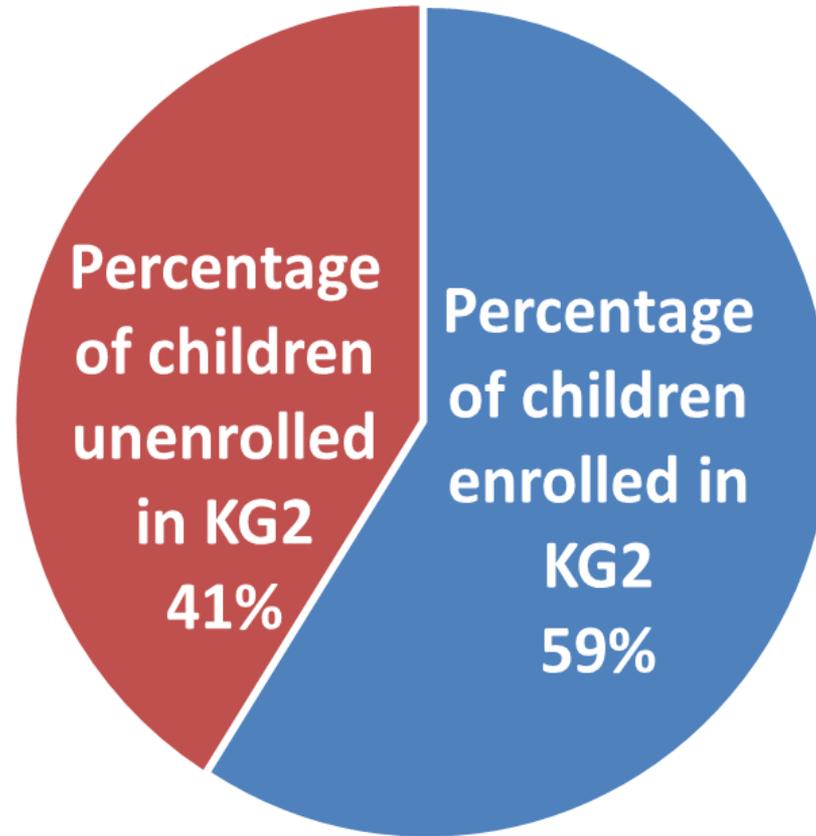


Current Situation

Percentage of children enrolled and unenrolled in KG1 for the year (2015/2016)



Percentage of children of 5 years old enrolled and unenrolled in KG2 for the year (2015/2016)



Current Situation – continued

- Low enrolment in pre-primary education results in children's lack of preparedness to enter school with the necessary skills.
- Lack of physical spaces in the formal school system
- The need to develop the curriculum and an accreditation and qualification system for KG teachers and caregivers.
- Increasing training opportunities for early childhood education workforce.
- Enhancing capacity for quality assurance of ECE services delivered.



National Strategic Objectives of the Human Resources Development on ECED

- **Infrastructure:** Secure the needed infrastructure to provide all children with the basic ECED services
- **Curriculum Development:** Develop the required framework for assessing students and the curriculum
- **Recruiting and training teachers:** Improve and increase the quality of KG teaching
- **Strengthening accountability, quality and coordination:** Develop and operationalist systematic accountability, supervision and coordination with the relevant parties in the field.
- **Innovation:** Adopt innovative methodologies to achieve positive change in ECED.
- **Parents' participation:** intensify parents' efforts to support education, health, nutrition and social protection at home and in the school.

Proposed Strategy – Access

Expand the establishment and equipping of KG classrooms to increase enrollment

(2,520 KG classrooms over a period of 8 years, targeting 63,000 children).

Need for additional KG classrooms		Public Sector 45%	Non-Public Sector 55%
Annual	315	142	173
Over a period of 8 years	2520	1136	1386

Annual Funding Required

Sector	Number of classrooms (annual)	Total (in million)
Public	142	4.4
Non-Public	173	2.5
Total	315	6.9

Total Funding Requested (2017 – 2025)

Sector	Total number of classrooms	Total (in million)
Public	1136	35.2
Non-Public	1384	20.7
Total	2520	55.9

Proposed Strategy – Accountability & Quality

- **Review and update the current curriculum.**
- **Review and update the training plans for KG with QRTA and universities.**
- **Strengthen the capacity of the ministry to effectively monitor and evaluate the delivery quality of ECE services.**
- **Apply KG accreditation criteria.**
- **Review & Revise KG Licensing Standards.**
- **Revise & Update Quality Assurance System.**
- **Establish inter-department & ministerial ECE Working Group.**
- **Upon completion of KG2, assess children's readiness for primary education.**

Proposed Strategy – Innovation & Mindset

- Provide a **Computer Corner** in all MoE KG classrooms
- Develop **pioneering projects** that develop interactive learning through the introduction of technology.
- Develop program to reinforce the **participation of parents** in the learning process, especially reading at home.
- **Mobilize families** to support learning, health, nutrition and social protection at home and in schools
- **Outreach, Better Parenting & Early Learning Readiness** projects to help children prepare for Grade 1.

Executive Plan

Public-private partnerships, where roles and responsibilities are assigned and funding modalities are defined as follows:

Public Sector

1. Establish new KG2 classrooms in all primary co-ed public schools constructed post-2012.
2. Add KG classrooms to all primary co-ed public schools as well as girls' schools, subject to expansion in the future.
3. Secure additional capital funding through leasing finance from the Social Security Corporation, external grants as well as through concessional funding from donor countries.

Executive Plan (continued)

Non-public Sector:

1. MoE to identify geographical priority areas through GIS.
2. Establish quality assurance system through an independent organization.
3. KG sector licensing system reviewed and used to motivate KG2 expansion.
4. Facilitate and automate license registration and renewal processes.
5. MoE adopts supervisory role, while providing quality assurance tools that focus on quality education in collaboration with the accredited institutions.

Executive Plan (continued)

Non-public Sector:

6. Secure needed funding for KGs through the accredited funds and pay 50% of the teachers' first year salaries through the Vocational, Technical and Training Fund.
7. Establish a fund to support the registration fees of children living below the poverty line (*Al-Zakat Fund, external grants, part of the licensing fees granted to the private sector*).
8. Non-public sector institutions will benefit from a fee voucher system support for children living below the poverty line

VISION: By 2025, all children have access to quality early childhood learning and development experiences that promote primary school readiness, ensure healthy lives and promote their future wellbeing

ACCESS (40%)	JOD 56,051,000 USD 78,945,040
QUALITY (58%)	JOD 81,435,872 USD 114,698,411
ACCOUNTABILITY (.07%)	JOD 100,000 USD 140,845
INNOVATION (.04%)	JOD 568,000 USD 800,000
MINDSET (.04%)	JOD 568,000 USD 800,000
TOTAL BUDGET: JOD 140,710,872 USD 198,184,327	



Thank you