

# Study

## Assessment of the Current State of Education in Jordan 2023/2024

Performance Index Center | KAFa'A  
Amman, Jordan

January, 2025



This study was prepared as part of the center's activities to train and empower youth with performance monitoring and evaluation skills, supported by the European Endowment for Democracy.

**All rights preserved**

No part of this study may be produced, stored in a retrieval system, or transmitted in any form or any means without prior permission in writing of the center

## Team Members

### Lead Researcher

Moath Al-Dahisat

### Research Assistants

Lian Attia

Hilda Alkabarite

Abdullah Al-Qubailat

kinan Moubadin

Hussein Althabta

## Table of Contents

Executive Summary .....	5
Introduction .....	7
Methodology.....	8
Section One: Educational Stages in Jordan .....	9
Section Two: Issues Affecting Education in Jordan .....	16
Section Three: Key Features of the Educational Environment in Jordan .....	20
Section Four: Curriculum in Jordan .....	23
Section Five: Vocational Education in Jordan .....	26
Conclusion and Recommendations .....	28
References.....	30

## Executive Summary

This study relies on a wide range of local and international sources to ensure the accuracy and comprehensiveness of the information, including reports from the Organization for Economic Co-operation and Development (OECD) and data from the Jordanian Ministry of Education. A statistical analysis of the data was conducted to identify educational performance indicators such as success rates, school dropout rates, and trends in children's enrollment in educational institutions.

The findings revealed an increase in kindergarten enrollment rates from 63.6% to 65.1% between 2020 and 2022. While these numerical changes may appear modest, in reality, they represent tens of thousands of students. This increase underscores a growing demand for infrastructure, trained staff, and updated curriculum that not only keep pace with changes but also anticipate future needs.

The absorption rate in basic education also increased, reaching 90%. This rise was accompanied by the expansion of schools operating in two shifts, morning and evening, as well as a growing reliance on additional teaching staff hired under temporary contracts, personnel who require further training and qualifications. Additionally, there has been a noticeable increase in complaints regarding delays in the prompt delivery of curriculum. Among the key challenges that require further attention, the most prominent remains the enrollment of boys and children with disabilities in the education system.

The study also revealed that only 38% of schools achieved an acceptable level of performance. Changes in curriculum content remain a subject requiring further studies to evaluate their impact before making a precise judgment on whether these changes are positive or negative. In discussions surrounding the curriculum, a recurring conflict emerges between the National Center for Curriculum Development and the Ministry's Curriculum Department. This conflict gains public attention annually, often accompanied by waves of popular opposition to curriculum changes. The ongoing intellectual and legal clash between the two entities requires structured resolution. Perhaps the most concerning outcome of this dispute is the growing influence and dominance of what is known as the "hidden curriculum" where the prescribed educational content is bypassed and replaced through various dynamic methods.

In terms of key influences on the educational, pedagogical, and cultural landscape, the role of the family has diminished in favor of the digital network. Students now spend more time in the digital space, which has impacted other influential social and human ecosystems such as clubs, friends, and neighbors. Additionally, there has been a notable shift toward hybrid education, which combines traditional classroom learning with online education. This shift has reduced the role of schoolteachers in favor of private online platforms. These platforms require subscription fees through electronic payment cards, with the cost per subject reaching up to 80 JOD per semester. This emerging trend lacks any legislative framework to regulate it, which has, in turn, widened the digital and technological gap within public education systems.

On the other hand, the lack of teacher training and motivation remains a critical issue requiring attention. The study recommended increasing prudent government funding tied to clear, executable plans aligned with well-defined goals and timeframes. These include implementing effective, high-quality teacher training programs and establishing an actionable plan for transitioning to vocational education within a specific timeline. According to the budget proposal, the government has committed to training approximately 12,000 teachers during the upcoming academic year as part of a broader training program aimed at reaching 60,000 teachers over the next five years. This cumulative effort would result in training approximately 80% of the teaching workforce in the education sector.

In the area of curriculum modernization, the study highlights the absence of a clear educational vision that ensures students are prepared for their next steps after completing school. Each year, the education sector produces tens of thousands of graduates, yet the job market absorbs only a small percentage of them. As a result, educational institutions have become a key contributor to the problem rather than a part of the solution. This issue stems from the lack of a comprehensive national vision guiding the curriculum. The current system does not aim to build an integrated educational framework aligned with the country's future developmental plans, whether those plans focus on industrial, agricultural, tourism, or vocational growth.

Over the twelve years of education, students should gain early awareness of their potential career paths, preventing the surprise and confusion often experienced when choosing their future at the moment of submitting unified university admission applications. Achieving this comprehensive educational vision requires implementing a periodic evaluation system to enhance the quality of education in Jordan and measure the impact of knowledge acquired each year. The study also notes the absence of a focus on fostering citizenship and civil values within the philosophical framework of education. Instead, the intellectual focus is outlined on the Ministry's official website as follows:

1. Belief in God Almighty.
2. Faith in the supreme ideals of the Arab nation.
3. Islam as an intellectual and behavioral system that respects humanity, elevates the role of the mind, and promotes knowledge, work, and morality.
4. Islam as an integrated value system providing sound principles and values that shape the conscience of individuals and communities.
5. The organic relationship between Islam and Arab Identity.

## Introduction

Education in Jordan is considered one of the fundamental pillars through which the country has successfully achieved sustainable development since the establishment of the Emirate of Transjordan. Any observer of the Jordanian education sector can see how the leadership and governments, over more than a century of the state's existence, have given significant attention to this sector, believing that education is the primary means of building an advanced society and a strong economy.

Today, we are facing one of the largest sectors in the state, which accounts for more than a third of the public sector budget. This sector includes approximately **96,000** teachers according to the staffing tables, along with nearly **20,000** teachers within the supplementary education schedules. In the latest state-level documents for modernization, launched under the slogan "A Better Future" and nationally known as the Economic Modernization Vision, the vision is framed by His Majesty the King's words: "We want a future in which we reclaim our leadership in education." Analyzing the details of this vision reveals several signals emphasizing the need to focus on the quality of education and invest in human resources as an essential component of the development process that the state aims to achieve across all sectors. Additionally, there are indications directing responsible institutions to work more on aligning with modern teaching methods.

Despite the notable progress achieved by the education sector in the Kingdom over the decades, the education system in Jordan today faces several challenges, such as the deterioration of infrastructure. To address this, the government has decided to build **500** new schools over the next five years, as stated by the Prime Minister in his speech during the presentation of the general budget before the Jordanian Parliament on December 1, **2024**. Additionally, there is a plan aimed at eliminating the reliance on rented schools.

Also recorded within the context of these challenges are the shortages in material and human resources, such as the insufficiency of qualified teachers and the lack of incentives for them. Also, there has been a decline in the role of the family in the educational process, accompanied by an expanding digital divide. This is paralleled by a weakness in cultural activities and the absence of concrete, actionable plans linked to clear timelines and subject to transparent evaluation records. Additionally, there is an overemphasis on addressing the outcomes of problems without Looking into their root causes.

There are also criticisms directed at the curriculum for failing to keep up with modern developments and the needs of the job market, as well as its inability to stimulate independent and collaborative thinking. Additionally, the issue of school violence remains a concern, as it negatively impacts the learning environment and student performance.

In universities, challenges related to the quality of education in some disciplines and delays in the accreditation of programs are evident. Additionally, university graduates face difficulties in finding suitable jobs in their fields, indicating a gap between educational outcomes and market demands. This is clearly reflected in the unemployment rates among university graduates, which are estimated at **450,000**.

The government is working to address these challenges through plans and programs, such as the public sector modernization plan and other initiatives aimed at improving and expanding the scope of education. These efforts focus on vocational education, digital education, and technology to ensure access to high-quality education for all students, regardless of their social or economic circumstances. Thus, it is clear that education in Jordan is the cornerstone of building a knowledge-based society capable of facing challenges. It is the key to solving the chronic economic crisis that the Kingdom faces, as the true strength of Jordan's human capital lies in high-quality education.

## Methodology

This study relied on diverse scientific methodologies and utilized various tools to review global and local literature, studies, and articles. It employed a combination of documentary research and statistical methods, including survey studies, polls, and public opinion research, also data collection and analysis were conducted using a wide range of local and international sources to ensure accuracy and comprehensiveness. These sources included reports from the organization for Economic Co-operation and Development (OECD), data from the Jordanian Ministry of Education, World Bank studies, and research related to the quality of education in Jordan.

The data were analyzed using descriptive statistical methods to understand general trends, such as success rates, school dropout rates, and student performance in international assessments. The analysis relied on quantitative data from statistical surveys and official reports to identify educational performance indicators. The selected indicators were chosen based on their ability to reflect the main challenges facing the educational system in Jordan, such as poor learning quality, a lack of qualified staff, limited educational resources, and high dropout rates.

The educational situation in Jordan was also compared with several countries globally to benefit from the solutions they have implemented to improve education. The selected indicators helped identify the key weaknesses within the Jordanian education system, making it easier to pinpoint areas that require improvement and development.

## Section One: Educational Stages in Jordan

The classification of educational institutions based on their stages according to the educational system is as follows:

**Kindergarten Stage:** Lasts for a maximum of two years.

**School Education Stage:**

- **Basic Education:** Lasts for ten years, during which education is compulsory and free in public schools.
- **Secondary Education:** Lasts for two years, and students join based on their abilities and interests.

**Higher Education (Universities and Colleges):** This is the third level of education, following the completion of the general secondary education requirements.

### 1.1 Pre-School Education (Kindergarten)

The concept of pre-school education in Jordan refers to the educational stage that precedes a child's entry into the first grade of primary school. It typically includes children between the ages of 4 and 6 years. The main objective of pre-school education is to prepare children for formal schooling by developing their social, language, motor, and cognitive skills, and providing them with the foundational basics that will help them succeed in subsequent educational stages.

In terms of legal definition, pre-school education is considered non-compulsory. The Ministry of Education is responsible for organizing this stage, developing quality standards for kindergartens, and accrediting private kindergarten institutions according to specific standards to ensure a suitable and safe learning environment for children. Preparations are underway to move towards making education compulsory for this age group.

The initiatives outlined in the Education Sector Modernization Program include expanding the enrollment of children under six years old, ensuring quality education and care through the full integration of the second kindergarten year (KG2) by 2026. This will require the construction of 2,600 classrooms to accommodate 200,000 children. According to the strategic planning recommendations for 2024/2023, the framework for the first kindergarten year (KG1) will be developed, with a pilot phase to take place in 2025/2024.

Upon reviewing the 2025 budget law, it is clear that expanding access to educational opportunities for children in the early childhood stage is a key strategic goal for the Ministry. Due to significant changes in Jordanian society, the decline in extended families, where child care used to be provided within a broader family system and a community-based environment, including neighbors and the neighborhood, has led to a shift towards nuclear families, with the increase in the number of working women and changes in lifestyle patterns, families where both parents are employed now make up a larger proportion of society.

This new societal structure has created changing requirements, such as the establishment of daycare centers for children during parents' working hours, and the need to address the needs of children under school age within this social group.

This shift has directly impacted the education sector, transforming the kindergarten institution from a luxury (add on, extra, unnecessary) to a necessary component to manage this significant change. Furthermore, it has accelerated the understanding of these developments, alongside global shifts in child awareness and the globalization of educational concepts.

By reviewing the regulations for government kindergartens No. (2) for the year 2015, we observe that the goals of education in kindergartens focus on:

- Developing fundamental skills in children in social, emotional, and cognitive areas.
- Enhancing the love for exploration, self-learning, and positive interaction with the surrounding environment.
- Developing language and communication skills, while promoting positive behavioral values such as cooperation and respect.

These were skills traditionally nurtured by families and communities, but with the significant changes in social patterns, they have now been entrusted to the Ministry of Education. A review of the data for this stage reveals two main challenges: the first is cognitive, and the second is related to human and educational development. Regarding the cognitive challenge, we speak of the open spaces of globalization that have created similar benchmarks for measuring a child's knowledge. These standards have become borderless and have transformed traditional assessment foundations. Reading skills, for example, are no longer seen as an achievement in the first grade of primary school, but must be achieved at an earlier stage. Furthermore, the English language has become a tool of knowledge rather than just a subject for children to learn. Given this generation's interaction with technology, digitization has become something students understand before entering school, and many children are already interacting with diverse sources of knowledge before even reaching school. These major changes in educational inputs indicate that the Ministry was unable to keep up with and absorb these developments into its education plans, resulting in a knowledge gap between students who have the ability to use technology and those in less fortunate environments.

For example, the National Reading Strategy in Jordan aims to improve the quality of education in early childhood stages, focusing on developing reading skills in kindergartens and early primary school grades. Several evaluations and studies indicate challenges with kindergarten outcomes in Jordan and the effectiveness of preparatory education.

A study by the Department of Statistics in 2017 showed that about 30% of students entering the first grade were not fully prepared for learning, reflecting gaps in educational readiness due to deficiencies in pre-school preparatory programs. Other studies revealed weaknesses in children's reading and writing skills, with assessments of children's readiness for reading, writing, and arithmetic between the ages of 3 and 5 years, showing that only 38% of them were "on track."

These results indicate that the preparatory phase plays an important role, but its effectiveness requires improving the curriculum, training teachers, and providing a suitable educational environment to raise the level of readiness.

Official statements in Jordan indicate a strong desire to make the kindergarten phase mandatory, as early education is considered a crucial step in improving the quality of education. However, there are several obstacles that may delay the implementation of this decision, such as the need for sufficient funding and providing the necessary resources such as classrooms and qualified teachers. Additionally, cultural and social challenges may cause some families hesitate in enrolling their children in kindergartens.

After reviewing official files and ministry plans, we find that the Jordanian government has announced a gradual plan to achieve this goal, with 2025 set as the target date for mandatory kindergarten education for all children at the age of five. According to the published plans, these initiatives aim to increase the enrollment rate from 36% to higher levels. Implementing this decision requires doubling efforts and preparations, as well as a general awareness of the importance of moving forward with this decision and understanding the extent of institutional and social changes, along with the changes in global standards for measuring children's intelligence and knowledge. This must be accompanied by efforts to improve educational infrastructure and provide the necessary support and funding within a clear and transparent executive plan that is executable and based on real statistical data regarding the number of children, staff, educational environment preparations, and other logistics.

Despite the government's ambitions to improve education, actual data shows ongoing challenges in implementation. Statistics indicate that the enrollment rate in pre-primary education remains low, despite the existence of legal provisions emphasizing the importance of early education as a right for children. Only about 36% of children are enrolled in pre-school education (kindergarten), and the lack of infrastructure and facilities needed to accommodate all children in this stage hinders the achievement of the goals set in the national strategies.

## 1.2 School: Basic and Secondary

School education in Jordan is divided into two stages:

- A. **Basic Education:** As mentioned, this is compulsory and free in public schools.
- B. **Secondary Education:** This is non-compulsory and lasts for two years. Students are enrolled based on their abilities and interests and consists of two main tracks:
  - **General Secondary Education Track:** This is based on a common general cultural foundation and academic or vocational specialized culture.
  - **Applied Secondary Education Track:** This focuses on preparation and vocational training.

The aforementioned educational stages can be detailed by years as follows:

- **Lower Basic Stage (1-3)**
- **Intermediate Basic Stage (4-6)**
- **Upper Basic Stage (7-9)**
- **Secondary Stage (10-12)**

In Jordan, as is well known, both public and private education share the goal of achieving educational objectives. According to statistics, the percentage of schools belonging to the Ministry of Education in relation to the total number of schools is 54.1%, with 4,062 schools out of a total of 7,505, as indicated in the 2022-2023 statistical report. Of these, 3,291 are owned by the Ministry, and 771 are rented, with owned schools making up 81.02% of the total. This highlights one of the Ministry of Education's key strengths, providing a safe educational environment and a cumulative infrastructure network, along with a clear role for private education.

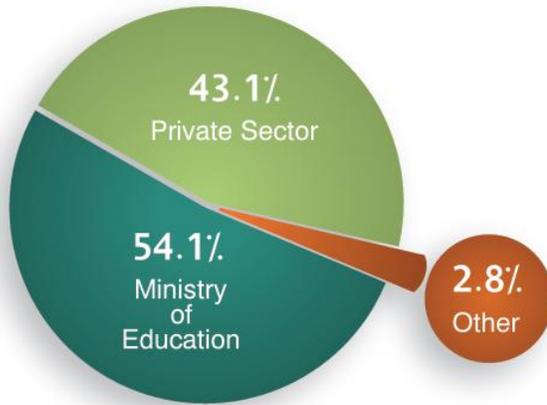


Figure (1): Distribution of Schools by Authority

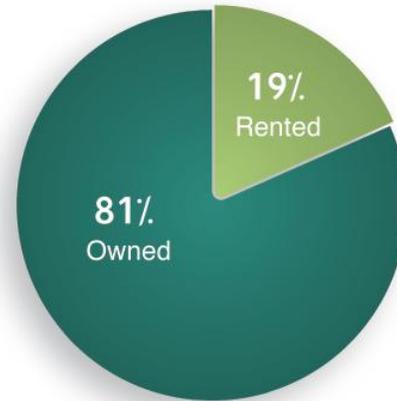


Figure (2): Percentage of Schools Owned and Rented by the Ministry of Education

The Ministry's focal point is human capital, which it takes care of. The number of students in basic education (from grades 1 to 10) is approximately 1.5 million, while in secondary education (grades 11 and 12) there are about 600,000 students. According to a UNICEF report titled "Quality and Inclusive Education for Every Child," Jordan is close to achieving its goal of enrolling every child in primary education, 97% of children are currently enrolled in schools, and has maintained gender equality in education since 1979.

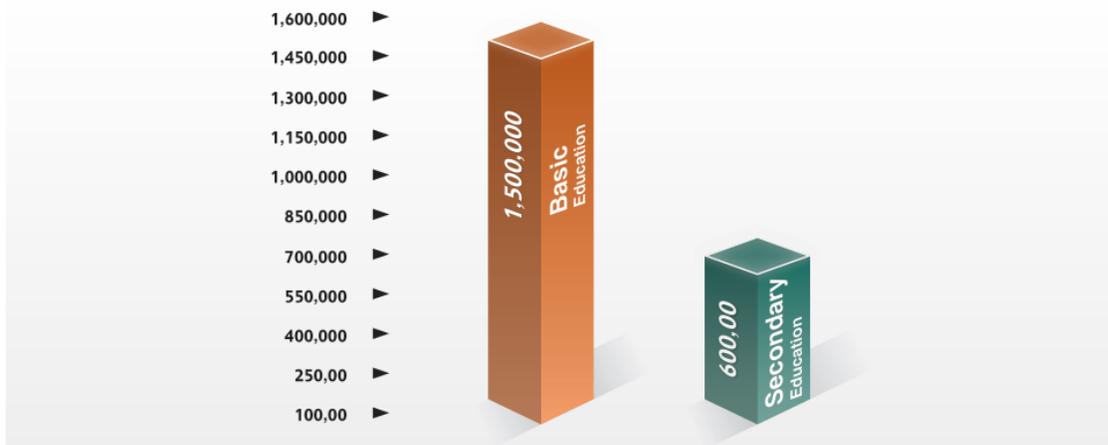


Figure (3): Number of Students in Basic and Secondary Stages

As is well-known, the education sector in Jordan operates based on the triad of the student, teacher, and curriculum in its broadest sense, which includes textbooks and the entire educational environment, without neglecting the legal and legislative framework that is implemented by a trained administrative system. Therefore, each component of this system has its issues that need to be reviewed and evaluated in order to enhance what is aligned with the development and improvement process and to improve what does not fit with the planned goals.

When talking about the quality of the educational product, the student category in basic education is witnessing a significant and ongoing decline. According to statistics, the learning outcomes in Jordan are weak, with **70%** of second and third-grade students reading without understanding (National Committee for Human Resources Development, **2016**). This is known as "learning poverty," and the World Bank defines learning poverty as "the percentage of children aged **10** who cannot read and understand a simple story." These figures were confirmed by Jordan's Minister of Education, Azmi Mahafzah, in several statements, in which he indicated that the learning poverty rate in Jordan increased from **52.5%** before the COVID-19 pandemic to more than **60%**. This was further confirmed by the disastrous results of the international student assessments (PISA), where Jordan's students ranked **75th** out of **81** countries in the **2022** overall ranking. This weak performance was attributed to Jordan's decline in all three tested areas: reading, mathematics, and science.

By reviewing the data, it can be said that the path to accommodating students and the plans for educational expansion and development are achieving their goals. However, this has come at the expense of the quality of the educational product, which was revealed by recent international tests.

Regarding the General Secondary Education (Tawjihi) exams, the Ministry announced the new curriculum plan for the **2024** academic year. The new system divides the secondary stage over two years. Students will take the first part of the Tawjihi exams at the end of the **11th** grade and the second part at the end of the **12th** grade. In the **11th** grade, all students will study a unified curriculum that includes common cultural subjects such as Islamic Education, Arabic and English languages, and Jordanian History, in addition to subjects like Mathematics and Science (Physics, Chemistry, Earth Science, Life Science, and Digital Skills). At the end of the **11th** grade, students will take the first part of the Tawjihi exams in the common cultural subjects, which are Islamic Education, Arabic and English languages, and Jordanian History.

These are notable and significant changes in the exam system, but the root of the problem remains unaddressed. As is well-known, educational development is not related to modifying the exam format but rather to the quality of education and aligning the Ministry's philosophy with the state's vision and developmental plans. This can be achieved by improving enrollment rates in vocational, industrial, and agricultural education tracks, rather than continuously developing the same educational product.

### 1.3 Higher Education: Universities and Colleges:

Currently, around 400,000 students are enrolled in Jordanian universities, including 125,000 in private universities and approximately 50,000 international students from 113 countries. Higher education in Jordan encompasses universities and colleges offering undergraduate and postgraduate programs in various academic and professional disciplines. This sector in Jordan continues to develop and is considered one of the most important pillars of human development in the country, contributing significantly to providing the local and international markets with qualified personnel in various fields.

All the mentioned programs are subject to accreditation by the Higher Education Accreditation Commission, which ensures their quality before they begin offering courses. Statistics show a noticeable increase in the number of graduates from Jordanian universities, both public and private, reflecting a growing trend towards higher education enrollment in Jordan. The figures also indicate a significant increase in the number of female students compared to male students in certain universities, highlighting the empowerment of women in higher education in Jordan.

In the context of the rising number of students enrolled in Jordanian universities, one can observe a success story by tracking the number of international students attending Jordanian universities; according to statistics for the academic year 2024/2025, there are 51,647 students from 113 countries around the world studying in Jordanian universities. This number is the result of several factors, primarily the historical trust in Jordanian education regionally and internationally. More importantly, this data is being utilized through building partnerships between relevant entities, according to the International Student Recruitment Committee's files, cooperation agreements have been made between the Ministry of Higher Education and the Tourism Promotion Authority through the Educational Tourism Promotion Unit. These entities have developed a national strategy for attracting international students for the years 2023-2027, which was approved by the Cabinet. This type of cooperation and execution plans should be generalized regarding networking between state institutions to build a comprehensive vision for turning challenges into opportunities.

#### Future Challenges:

A primary concern among students is the cost of university fees, which led to the establishment of the Student Support Fund in Jordan's public universities. The fund provides full or partial scholarships and student loans for Jordanians in both the diploma and bachelor's programs. The fund consists of several sub-funds and plays an important and tangible role; However, it is currently facing a financial deficit of approximately 80 million JOD, along with an outstanding loan repayment deficit of around 66 million JOD. Following this, there is a need to link university outputs with the labor market. With the increasing number of graduates, there is a growing need to improve employment opportunities and provide practical training for students, as well as to strengthen specializations that meet labor market needs.

There are increasing efforts in Jordanian universities to address the gap between educational outputs and labor market needs, many universities have started adopting short-term training programs to provide students with the practical skills demanded by the job market. For example, there are training programs and specialized courses in collaboration with the private sector to prepare students in areas such as programming, digital marketing, and other digital skills. Some universities and organizations have also provided professional training opportunities and job placements, enhancing students' chances of securing jobs after graduation.

As for long-term plans, some universities have started updating their curriculum to include digital skills, critical thinking, and problem-solving. There is also a focus on building partnerships between universities and the local market to update academic programs and enhance practical training through internship periods within companies. An example of this, is the university training program organized by the American Chamber of Commerce in Jordan (AmCham-Jordan), which connects universities with companies to provide practical training opportunities. These programs work on integrating students practically into the job market, helping them acquire the necessary skills and increasing their chances of employment.

Looking at the quarterly report on unemployment rates in the Kingdom, issued by the Department of Statistics for the second quarter of 2024, we can summarize the key findings:

Regarding universities targeting the technology sector through vocational training programs, there is an increasing trend towards supporting this sector, however, universities have faced some challenges related to infrastructure and qualified curriculum. In many cases, universities have engaged in training programs and projects targeting technology without providing a suitable environment or developing qualified personnel to support these initiatives. It is evident that most universities in the Kingdom do not rely on programs that measure the skills gap between educational outputs and labor market requirements (Skills Gap Analysis), even when such programs exist, there are no short-term implementation plans that adopt a series of specialized training programs to bridge this gap, there is also no long-term parallel plan targeting curriculum modifications in line with a strategic vision to keep up with the future, leading to a balanced equation that focuses on integrating education outcomes with the present and future job market.

According to the data observed, many universities have started launching programs to keep up with the market trends without adequate preparation in terms of infrastructure or curriculum, as seen in cybersecurity and information programs. Many universities have also embarked on projects in cooperation with companies without a comprehensive understanding of how to integrate technology into education, which hampers the effectiveness of these programs and reduces their long-term impact. However, there are some successful initiatives aiming to improve this situation, such as university partnerships with global technology companies, aiming to enhance the educational environment and provide more advanced practical training.

## Section Two: Issues Affecting Education in Jordan

### 2.1 Teachers:

Teachers in Jordan face several challenges that affect their performance and role in the educational process. Some of the most prominent issues are:

- **Salaries and Financial Benefits:** The world has experienced a wave of inflation following the COVID-19 crisis, which affected all sectors of living and, in turn, impacted purchasing power. In Jordan, this directly affected public sector employees, including teachers, who now suffer from low salaries compared to the cost of living. This affects their financial stability, which in turn negatively impacts their professionalism.
- **Training and Professional Development:** Some teachers lack advanced training and development programs that meet their needs and the requirements of modern education based on free and critical thinking. This leaves them unprepared to fully handle changes in curriculum and modern teaching methods.
- **Classroom Overcrowding:** High student density in classrooms affects the quality of education and makes it difficult to provide individual attention to students.
- **Professional and Psychological Pressure:** Teachers are increasingly subjected to pressures due to the accumulation of administrative and supervisory tasks in addition to their educational responsibilities. This affects their mental health and performance levels.
- **Promotions and Career Path:** Some teachers face a lack of a clear career development and promotion path, and the current ranking system is often considered ineffective, which diminishes their motivation to continue and achieve accomplishments.
- **Social Recognition:** Despite the importance of teachers' roles, technological changes and the emergence of hybrid and online education models and e-learning platforms have led to a decrease in the central role of teachers. This has resulted in some teachers feeling that they do not receive adequate recognition from society due to the lack of awareness about these changes.
- **Technology in Education:** A large group of teachers faces challenges in adapting to modern technologies and e-learning systems, especially with the increasing reliance on distance learning.
- **Search for Job Stability:** Some teachers working on temporary contracts or in additional education face job instability, increasing their concerns about their professional future.
- **Low Salaries in Private Schools:** A large number of teachers in private schools suffer from low wages, particularly female teachers. In several schools, there are cases of contract manipulation, and there is often a gap between the salary stated in the contract and the actual amount paid. In many cases, teachers' contracts are terminated during the summer break to save salary costs for the school, denying teachers their summer wages.

## 2.2 Management and Planning Issues:

1. **Migration to the Private Sector or Abroad:** Some teachers seek better job opportunities either in the private sector within Jordan or in other countries due to low wages in the public sector. This results in a decline in the number of experienced teachers in public schools.
2. **Early Retirement:** Many teachers seek early retirement due to professional and psychological pressures, particularly given difficult working conditions and overcrowded classrooms. Others turn to early retirement to focus on freelance work, which is not covered by social security, as a way to improve their income. This leads to a sudden shortage of experienced teaching staff.
3. **Continuous Increase in Student Numbers:** Due to high population growth and the influx of Syrian refugees, there has been additional pressure on the education system, which struggles to hire enough teachers to cover all schools.
4. **Unequal Distribution of Staff:** Some areas, especially remote and rural regions, suffer from a greater shortage of teachers because many prefer working in urban areas that offer better living and service conditions.
5. **Weak Planning and Recruitment:** A lack of clear recruitment plans that address schools' needs for teachers creates gaps in staffing, making it difficult to fill these shortages quickly. This has led to the expansion of hiring teachers under the "additional education" system.
6. **Shortage of Required Specializations:** There is a noticeable shortage in some educational specializations, such as foreign languages and sciences, where it is sometimes challenging to find a sufficient number of qualified teachers for these subjects.
7. **Arbitrary Management in Education:** This includes issues such as unfair evaluations, strict disciplinary measures, lack of professional support, an overemphasis on academic results, and authoritarian administrative practices.

## 2.3 Students and Their Issues

**Academic Pressure:** In light of significant changes in how students access knowledge due to the rapid development of communication technologies, many students today face difficulties balancing tasks, exams, tutoring sessions, and online classes across various platforms. This is a new phenomenon that increases stress levels for students and their families. Addressing it requires training students and their families in time management.

### Psychological and Health Issues:

- **Anxiety and Depression:** Depression, often called the "silent killer," has recently emerged as a direct influence on students' lives, exacerbated by the increasing dominance of the digital network in shaping their awareness and understanding. This challenge demands expanding the role of psychological counselors in the education sector, extending their work from offices to social media platforms.
- **Physical Health and Nutrition:** The shift to online learning during the COVID-19 pandemic altered students' lifestyles. Physical activities decreased, leading to rising cases of weight gain due to prolonged sitting and engagement in unhealthy activities. Poor nutrition has also become an issue, with students increasingly consuming unhealthy meals available in school canteens.

## Bullying and Social Relationships:

**Bullying:** Some students face bullying from their peers, whether physical, verbal, or online, which affects their self-confidence and mental health. Bullying has become a major challenge for Generation Z, leading to difficulties in forming relationships, feelings of revenge, oppression, and inferiority. As a result, many students struggle to build new friendships or integrate into school communities, often resulting in social isolation.

**Transportation:** Transportation to and from schools remains a significant issue, adding daily challenges for students and their families. These challenges can be summarized as follows:

- **Lack of Transportation Options:** In some areas, there may not be enough transportation options to facilitate student travel to schools, forcing some students to walk long distances, especially under unsuitable weather conditions.
- **Transportation Costs:** In cases requiring private transportation, costs can become a financial burden on families, particularly those with multiple school-aged children

## 2.4 Economic Challenges:

One of the biggest economic challenges in education in Jordan is the division between private and public school environments. Private education has become a marker of a higher social class compared to public school students. This creates social pressure, especially for the middle class in Jordan, which can be categorized into three groups:

- **New Middle Class:** University professors, corporate employees, and distinguished professionals.
- **Traditional Middle Class:** Small landowners, small business owners, and shopkeepers.
- **Bureaucratic Middle Class:** Mid-level administrators in the public, civil, and military sectors.

## 2.5 Adapting to Technology:

According to a World Bank study, over 16% of students in Jordan lack access to the internet, known as "universal access." This creates a digital divide where some students face challenges in adapting to technology or lack technical support, especially in areas with poor infrastructure. Recently, the Ministry of Digital Economy announced the establishment of a unit to reduce the digital divide and enhance social equity, this step requires partnerships and actionable plans with all relevant education institutions to achieve its goals. At the same time, new challenges emerge with the advent of modern technology, particularly in how students access the open digital world. Students often find themselves distracted by social media and online games, leading to a new set of family and educational issues. This confirms that adapting to technology requires more institutional effort to ensure this significant opportunity does not become an obstacle.

## 2.6 Career Guidance and the Future:

The Arab Human Development Report issued in 2019 indicates that the quality of education in Arab countries, including Jordan, does not adequately prepare students for the future. The report shows that over 78% of youth lack the skills to meet modern demands. Similarly, the World Economic Forum's 2023 report on the future of jobs highlights that approximately a quarter of current jobs are expected to undergo significant changes within the next five years. However, these profound transformations have yet to leave a noticeable impact on Jordan's educational landscape. Consequently, it is often observed that Jordanian students graduate from high school without a clear understanding of their career pathways or future aspirations. Students often feel confusion and pressure when choosing a university major or career, especially in light of parental or societal expectations, these expectations are frequently rooted in outdated career fields of the past.

## Section Three: Key Features of the Educational Environment in Jordan

Jordan has undergone comprehensive expansion in the education sector, achieving significant milestones in school enrollment rates, primary education enrollment is now remarkably high, and the number of students attending secondary schools has increased. However, challenges remain in providing sufficient seating capacity and ensuring high-quality education in overcrowded areas.

### 3.1 Financial Challenges:

Funding stands out as one of the major challenges in Jordan's education system, with the country operating on a limited budget that aims to cover various educational services, there is significant pressure on the state to provide comprehensive, high-quality education. These financial constraints affect infrastructure improvement, teacher development, and the purchase of teaching tools.

### 3.2 Infrastructure:

Schools in rural areas and densely populated regions often face deficiencies and shortages in basic infrastructure, including a lack of classrooms, overcrowding, laboratories, and sports facilities. Overcrowded classrooms hinder the ability to deliver an effective educational experience to students.

### 3.3 Teacher Quality and Development:

While Jordan continues to make efforts to improve teacher skills through training programs, challenges persist in providing adequate training opportunities and motivating educators. A key issue is the major shift towards vocational education, which requires a teaching workforce that is not yet fully prepared for such a transition.

### 3.4 Technology in Education:

The Jordanian government is working to integrate technology into the education system, particularly after the global transformations in education brought about by the COVID-19 pandemic, which accelerated the adoption of online learning. However, disparities in access to digital devices and internet connectivity between regions pose a significant challenge to the practical implementation of educational technology, impacting the overall progress of the education sector in the kingdom.

### 3.5 Educational Curriculum:

Efforts are underway to modernize the educational curriculum to meet contemporary needs, emphasizing critical thinking and creativity among students. However, there remain criticisms regarding the difficulty of some subjects and the insufficient focus on practical skills, as detailed in the following section.

### 3.6 Community and Family Engagement:

Community and family engagement play a significant role in enhancing the educational environment, various organizations work on programs aimed at raising parents' awareness of the importance of supporting students at home and strengthening communication between schools and families. However, no specialized studies evaluate the substantial changes in the structure and lifestyle of Jordanian families, which should inform the design of partnership and support plans between educational institutions, the community, and families, as many strategies frameworks still depend on the 1980s family dynamics, characterized by extended families and different social ties compared to today's reality.

### 3.7 Refugee Students:

Jordan's hosting of a large number of refugees, particularly from Syria, has introduced additional challenges to the educational system, schools face the task of providing additional educational services to these students, placing increased pressure on the system's infrastructure. Approximately **163,000 Syrian students** are enrolled in Jordanian schools, representing **10%** of the total student population. Key issues arising from the influx of refugees include:

- **Overcrowding in Schools**

Statistics indicate that many Jordanian schools face significant overcrowding, and to manage this, the Ministry of Education has expanded the implementation of **double-shift schools**, which now account for **904 schools**, or **22.25%** of all schools under the Ministry's jurisdiction. Similarly, **138 out of 161 schools** under UNRWA (United Nations Relief and Works Agency) have adopted the double-shift system. This reflects the challenges some areas face in accommodating the large number of students with limited resources. Dividing the school day into two shifts has been employed as a practical solution to distribute the student load more effectively.

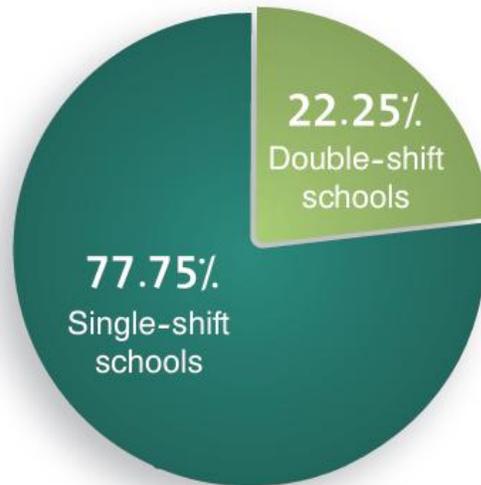


Figure (4): Distribution of Schools by Shift System

- **Impact of Double-Shift Schools on Infrastructure**

Double-shift schools do not only impact school schedules but also significantly affect school infrastructure, these schools require additional facilities such as classrooms, sanitation areas, and spaces for activities, which place extra burdens on school administration regarding maintenance and available resources. Furthermore, splitting the school day into two shifts increases pressure on teachers and school management, potentially compromising the quality of education and diminishing the effectiveness of both educational and administrative activities.

### 3.8 Student Dropout Rates:

According to the statistical report for the 2022-2023 academic year issued by the Jordanian Ministry of Education, which addresses dropout and grade repetition rates in grades 1 through 10, the data shows, **0.64%** of male students dropped out, equivalent to **5,986** students, and **0.49%** of female students dropped out, equivalent to **4,386** students. This results in an overall dropout rate of **0.57%**, representing **10,342** students. The higher dropout rate among male students **0.64%** compared to females **0.49%** reflects distinct challenges faced by male students in continuing education. These may include job opportunities in vocational sectors and societal acceptance of male behavior in this regard more than for females, overall, dropout rates serve as an indicator of declining social or economic conditions, or an inability to adapt to the educational environment.

## Section Four: Curriculum in Jordan

A curriculum is a comprehensive concept centered on selecting and organizing educational experiences deemed essential for developing the personality and community of students. It encompasses information, values, behaviors, and skills, all of which must be carefully chosen and structured to meet the developmental needs of each age and educational stage.

In Jordan, the Ministry of Education collaborates with the National Center for Curriculum Development (NCCD) to modernize school curriculum and enhance the quality of education. This collaboration is governed by the Education Law, which provides the general framework for curriculum. The NCCD has also issued a reference document titled: "The General Framework for Jordanian Curriculum", a foundational document outlining the values, goals, outcomes, standards, principles, and visions that guide the elements of curriculum and textbooks. While this framework provides a broad theoretical foundation, translating its content into practical and executable forms requires specialized expertise. Bridging the gap between the theoretical framework and its application in the form of digestible and straightforward textbooks for students involves multiple entities.

The Ministry also oversees the training and evaluation of teachers in coordination with the National Center for Curriculum Development (NCCD), in addition to administering national examinations for the General Secondary Education Certificate (Tawjihi).

However, what are the frameworks and laws governing the entities responsible for curriculum in Jordan?

On December 18, 2024, as secondary school students prepared for their final semester exams, the Minister of Education, Dr. Azmi Mahafzah, issued a directive to district education directors. This directive instructed the removal of the fifth unit from the English Language curriculum, as well as pages 68 to 71, and the separation of performance-based outcomes for speaking and listening skills for 11th-grade students.

The decision lacked transparency regarding the mechanism of its implementation. It sparked numerous objections concerning the overwhelming content of the curriculum, reflecting a weakness in the planning capabilities of the curriculum development entities and their ability to adhere to the legal frameworks established to guide their work.

### 4.1 The National Center for Curriculum Development (NCCD):

The National Center for Curriculum Development is an independent national institution, both financially and administratively, affiliated with the Prime Ministry and headquartered in Amman. The center was established in April 2017 in response to the recommendations of the National Strategy for Human Resource Development 2016–2025, aimed at educational reform and the development of curriculum and textbooks for early childhood, primary, and secondary education.

The curriculum department at the center works in coordination with the Ministry of Education to achieve its goals, which include curriculum development, improving textbooks and teacher guides, and creating question banks for national examinations. These tasks are carried out with a focus on performance indicators that measure student learning outcomes across various educational stages, all in accordance with the regulations issued by the relevant authorities. The center also proposes guidelines for reviewing and updating curriculum, textbooks, and teacher guides, forwarding them to the Ministry for approval. It tests developed materials using technical methods established and enhanced at the center without disrupting the educational process. Additionally, the center reviews feedback from education directorates and educational institutions on teaching materials and teacher guides.

According to the NCCD's official website, the development of textbooks for all subjects and grade levels is expected to be completed by the 2025–2026 academic year.

## 4.2 The Ministry of Education:

The Ministry of Education collaborates continuously with the NCCD to ensure that the developed curriculum align with national educational policies and achieve their intended goals. This collaboration is based on Article 5, Paragraph 1, of the National Center for Curriculum Development Regulation and its amendments of 2017.

There are cooperation agreements between the Ministry of Education and the NCCD, such as the memorandum of Understanding signed on October 22, 2024. This agreement outlines roles and responsibilities during the textbook printing process to ensure that books are printed and delivered to schools on time. This memorandum highlights one aspect of the collaboration between the Ministry and the NCCD.

Additionally, another memorandum of cooperation, signed on August 25, 2024, established the implementation of a project to create "a system of question banks that support the improvement of the efficiency and quality of test development processes." Notably, the memorandum includes a confidentiality clause, stating: "Both parties commit to maintaining the confidentiality of all information, documents, and data related to this memorandum, which are accessed or obtained during its implementation. Neither party is permitted to disclose this information in any form. The obligation to maintain confidentiality remains in effect even after the termination or non-renewal of this memorandum, under penalty of legal accountability.

### Summary of the Curriculum and Textbook Department's Work at the Ministry of Education

The Curriculum and Textbook Department at the Ministry of Education is responsible for developing and evaluating national curriculum in line with the ministry's policies. This includes assessing existing curriculum to identify strengths and weaknesses, setting educational objectives for each grade level, and overseeing the printing and distribution of textbooks in coordination with the National Center for Curriculum Development (NCCD). The department focuses on technical aspects of textbook production, such as text clarity and color quality, while the educational content remains under the NCCD's purview. Additionally, the department supervises teacher training on new curriculum and updates in collaboration with the Training and Educational Supervision Department, ensuring the effective implementation of curriculum in schools. It also coordinates with the NCCD to align education policies with the National Strategy for Human

Resource Development 2016–2025. Once curriculum development is completed, it is submitted to the Education Council for approval and implementation, positioning the department as a liaison between the NCCD and the council.

#### **4.3 Legal Overlap Between the Ministry of Education and the National Center for Curriculum Development:**

There are several areas of legal overlap between the Curriculum and Textbook Department at the Ministry of Education and the NCCD, particularly in curriculum development and evaluation. The NCCD is tasked with preparing curriculum from a comprehensive developmental perspective, while the ministry's department is responsible for monitoring curriculum implementation and training in schools. Another area of overlap is in performance assessment and examinations, as both entities collaborate to develop evaluation strategies, necessitating clear legal coordination to delineate responsibilities.

In October 2024, a memorandum of understanding was signed regarding textbook printing and technical aspects. However, this agreement did not address arrangements related to educational content, evaluation methods, or training oversight.

To avoid conflicts in authority, it is recommended to establish additional legal frameworks covering all aspects of curriculum development, evaluation, and implementation. These frameworks should focus on areas such as content creation, assessment strategies, and training, ensuring a clear and effective division of roles between the ministry and the NCCD. In recent years, recurring controversies regarding curriculum development have escalated into public outcry, including instances of textbook burnings and social media campaigns calling for boycotts of the new curriculum. Analysis of these crises often reveals intertwined legal disputes, such as those between the NCCD and the ministry's Curriculum Development Department. However, the more significant and concerning issue lies in the discourse employed during media campaigns. These crises often highlight a power struggle involving traditional, ideologically driven forces. This is an area worthy of further research and exploration.

## Section Five: Vocational Education in Jordan

In recent years, vocational education in Jordan has been described as a true lifeline to address the crisis in the country's education sector. This has led to a series of decisions, including the proposed integration of the Vocational Training Corporation into the Ministry of Education. The aim is to better prepare the workforce for professional challenges and reduce unemployment in traditional sectors, while minimizing the overlap between the functions of higher education institutions and vocational training programs. Another proposed step is the abolishment of the Ministry of Labor, with its tasks redistributed to other ministries, such as transferring labor market-related responsibilities to the Ministry of Industry, Trade, and Supply.

### 5.1 The Current State of Vocational Education in Jordan:

The number of students enrolled in vocational training across the Kingdom is approximately **18,000** students. At the start of **2024**, the Ministry of Education signed an agreement with **Pearson**, which implements its **BTEC** system in over **70** countries. This applied education program (**Pearson International BTEC**) meets the skill requirements for **21st-century** professions. By the end of **2024**, the Ministry and Pearson had finalized the integration of BTEC curriculum into the Jordanian educational system. The agreement included the implementation of six newly introduced disciplines starting from the **2024** academic year, followed by an additional four disciplines in the subsequent academic year. It also encompassed conducting a situational analysis, developing curriculum, and training human resources. Furthermore, the Ministry announced the completion of six vocational schools, with a noted UAE-funded grant allocated for the construction and equipping of five additional vocational schools. Among the fields that topped student enrollment were **agriculture, business, hair and beauty care, engineering, information technology, and hospitality**.

A general increase in enrollment rates in vocational education can be observed, reaching **13%** during the **2021/2022** academic year, compared to **10.5%** in **2019/2020**, reflecting a growing interest in this field of education. However, a challenge remains in the limited number of educational facilities dedicated to vocational education. This issue can be significantly improved through increased government investment in the vocational education sector, which ranks sixth among the Ministry's strategic goals until **2027**. The current targets for student enrollment remain modest compared to the scale of the qualitative educational issues facing Jordan, so to accelerate and expand progress in this area, the existing infrastructure of the Vocational Training Corporation (VTC) can be utilized. The VTC operates **36** training institutes across Jordan, offering services to both males and females. These centers house **348** training workshops, capable of accommodating approximately **10,000** trainees per batch. Since its establishment, the VTC has produced over **420,000** graduates, with females comprising **32%** of the total.

Currently, the VTC offers training programs in **120** officially recognized specialties across various professional categories. These statistics clearly indicate an opportunity to unify efforts between the Vocational Training Corporation and the vocational schools under the Ministry of Education within a comprehensive and coordinated plan.

## 5.2 The Feasibility of Merging the Vocational Training Corporation with the Ministry of Education:

In a session held on May 5, 2024, the Jordanian Council of Ministers approved a proposal to merge the Ministries of Education and Higher Education, establishing a new ministry while dissolving the Vocational Training Corporation. The new entity, named "Ministry of Education and Human Resources Development", would be responsible for all stages of education, including: Basic and General Education, Vocational Education and Training, and Higher Education. This newly formed ministry was deemed the legal solution to merging the Ministries of Education and Higher Education, while simultaneously addressing the dissolution of the Vocational Training Corporation by transferring its functions and responsibilities to the new ministry.

The proposed model for the new ministry comprises five organizational units, covering all stages of education as follows:

1. **The General Secretariat for Basic Education:** Covers early childhood stages, including nurseries, kindergarten, and grades 1 to 3.
2. **The General Secretariat for General Education:** Covers grades 4 through 12 and is responsible for developing policies, specialized indicators, and monitoring and improving performance in general education.
3. **The General Secretariat for Vocational Education and Training:** Covers grades 10 through 12 and focuses on developing policies and indicators specialized in vocational education.
4. **The General Secretariat for Higher Education:** Responsible for policy development and performance monitoring in higher education.
5. **The General Secretariat for Strategic Planning and Performance Management**

According to available monitoring and follow-ups, the decision has not yet been implemented at the time of conducting this study.

## Conclusion and Recommendations

This study reveals that the education system in Jordan faces a series of challenges that require a comprehensive and integrated response. Despite efforts to improve education quality, persistent issues such as suboptimal academic performance, a shortage of qualified personnel, inadequate educational resources, deteriorating learning environments, overcrowded classrooms, failure of existing plans, lack of clear evaluation mechanisms for goal execution, and insufficient career guidance remain significant obstacles. Below are several key recommendations to address these issues:

### 1. Increasing Targeted Government Funding for Education:

This involves increasing the allocation of targeted and well-planned funding in the education sector, conditioned on clear and measurable achievement plans. This aim is to develop the quality of education, enhance scientific research, and improve the educational infrastructure in Jordan. In the same context, the private sector should be encouraged to invest in research and educational projects through tax incentives and by attracting foreign funding sources to support the education sector. The education sector's allocation in the 2024 national budget is 1,108,540,000 Jordanian Dinars, which is considered low compared to allocations in countries similar to Jordan.

### 2. Quality Training for Faculty Members:

Providing continuous training programs to develop the skills and methods of teaching staff in schools and universities, particularly in modern teaching methods and the use of technology in education. Studies by the Organization for Economic Co-operation and Development (OECD) have shown that countries investing in teacher training, such as Finland, achieve better academic results. Approximately 90% of teachers in Finland receive continuous training, which contributes to improving educational performance.

### 3. Establishing a Clear Evaluation Framework for Curriculum Development:

Set clear standards for evaluating the impact of newly implemented curriculum, ensuring they meet the intended goals and objectives.

### 4. Doubling Efforts to Promote Vocational Education:

This includes national awareness programs to enhance the value of vocational education within society. By doing so, we contribute to informing students about the diverse educational options available and the real future career opportunities offered by the labor market, as compared to the outcomes of academic education. In light of the rapid transformations occurring in industries and markets, it is crucial that educational curriculum align with the skills required. When curriculum are updated to reflect the needs of the labor market, students can acquire the practical skills and knowledge necessary for employment in their chosen fields. This also helps reduce the unemployment rates that Jordan is facing.

### 5. Performance Evaluation and Regular Accreditation:

Adopting a comprehensive and periodic evaluation system, which should be carried out by the relevant authorities and administrations, is essential. This evaluation should assess students, teachers, and school administrators. It focuses on student skills, academic progress, school performance, and provides recommendations for quality improvement, thereby enhancing transparency and accountability in the educational system. The evaluation system helps track students' academic progress, enabling teachers to understand their students' strengths and weaknesses, and thus guide teaching

more effectively. It allows educational institutions to identify areas that need improvement and offer effective recommendations for performance enhancement. The adoption of a comprehensive periodic evaluation system will lead to improved educational outcomes and ensure that educational goals are achieved more effectively.

**6. Training Teachers in Research Methodology:**

Incorporate research methodology into teacher training programs and make research methods a compulsory subject within school curriculum across all educational stages.

**7. Enhancing Academic Accreditation Outputs:**

Some universities in Jordan face significant challenges related to the absence or inadequacy of the academic accreditation process for their educational programs. Given the expansion of university licensing in the Kingdom, it can be said that the accreditation and quality assurance system in Jordan suffers from weak implementation, with a considerable gap between different Jordanian universities. In this context, some Jordanian universities have entered a frantic race to obtain international accreditation based on formal criteria that do not take into account the substantive goals these programs aim to achieve. As a result, the focus has shifted towards meeting formal standards at the expense of quality in the race for rankings.

**8. Establishing a Clear Educational Philosophy:**

A clear educational philosophy should be established to define known academic and professional pathways, continuously reviewed in line with the future professions. This will ensure that the students' academic journey concludes within a defined framework aligned with the country's vision, whether industrial, agricultural, or tourism-based. This educational philosophy will adopt the state's comprehensive vision for its future programs and initiatives to answer the question of what kind of student we aim to have upon completion of secondary education. This approach will prevent students from being surprised by their preferences when filling out the unified admission form.

**9. Partnership with the Ministry of Digital Economy and create a comprehensive plan for bridging the digital divide.**

**10. Enhancing the role of school counselors, with a particular focus on addressing bullying issues and providing comprehensive support to students and parents in effectively adapting to and navigating new technological changes.**

**11. Collaboration with the Ministries of Youth and Culture:**

Work with the Ministries of Youth and Culture to develop large-scale plans that raise student awareness and support extra curriculum activities aimed at discovering and nurturing students' sports and artistic talents early on.

**12. Promoting Healthy Dietary Patterns:**

Implement policies that promote healthy eating habits in schools, reducing reliance on fast food and unhealthy options. Poor nutrition directly affects students' concentration and overall health, which can impact their academic performance.

**13. Revising the philosophy of the Ministry of Education to emphasize national identity, as the concept of national statehood is often overlooked in favor of alternative terminologies.**

**14. Conducting qualitative studies to assess the impact of ideology on the ministry's staff.**

## References

1. [https://moe.gov.jo/sites/default/files/tqryr\\_lmtb\\_wltqyym\\_lsnwy\\_2.pdf](https://moe.gov.jo/sites/default/files/tqryr_lmtb_wltqyym_lsnwy_2.pdf)
2. According to the General Budget Department website for the fiscal year 2024
3. Newspaper published on October 3, 2022, Enterprise, World Bank report focuses on Egypt's public education system
4. Report titled "Teachers Matter: Attracting, Developing and Retaining Effective Teachers," on the OECD website, 2005.
5. <https://www.heac.org.jo/Default/Ar>
6. <https://www.springer.com/gp?srsItid=AfmBOoqX4v69TA3fXW9dbNY69MP3xxoQH3gbyuuVYJXJ4Lex2W9nnDgg>
7. [https://articles.unesco.org/sites/default/files/medias/fichiers/2024/06/Compendium/20Jordan/20AR\\_2023\\_FI\\_NAL.pdf](https://articles.unesco.org/sites/default/files/medias/fichiers/2024/06/Compendium/20Jordan/20AR_2023_FI_NAL.pdf)
8. [https://moe.gov.jo/sites/default/files/documents/tqryr\\_lmtb\\_wltqyym\\_lsnwy\\_2.pdf](https://moe.gov.jo/sites/default/files/documents/tqryr_lmtb_wltqyym_lsnwy_2.pdf)
9. National Center for Curriculum Development website: About the Center - National Center for Curriculum Development
10. Ministry of Education website: Minister of Education | Ministry of Education
11. Article on the Memorandum of Understanding between the Ministry of Education and the National Center for Curriculum Development: Ministry of Education and the National Center for Curriculum Development sign a memorandum
12. Queen Rania Teacher Academy website: Queen Rania Teacher Academy | About the Queen Rania Teacher Academy
13. National Center for Curriculum Development System and Amendments for 2017
14. International Student Assessment Tests (PISA) 2024 Report
15. UNICEF Report: "Quality and Inclusive Education for Every Child"
16. <https://spark.ngo/the-skills-training-and-education-programme-supporting-youth-to-have-economic-impact-in-lebanon-and-jordan/>
17. <https://amcham.jo/amcham-jordan-university-internship-forum-2021/>