Jordan reflective approach builds a more resilient education system
Jordan reflective approach builds a more resilient education system

Jordan Early Grades Reading & Mathematics Initiative (RAMP)
What do you think is the major contribution that a resilient education system can foster:

- Support and strengthen social capital, which acts as an important safety net during crises
- Raise the human capital of individuals, a critical foundation for resilience.
- Provide relevant, quality education and learning for all children and youth.
- Strengthen the self-efficacy, aspirations, and confidence of individuals.

Respond at PollEv.com/rulajundihaija903
Building a resilient Education System for early grades

RAMP promoted the importance of reflective approach where:

• Teachers conducted regular diagnostic assessment to identify learning gaps.

• Teachers implemented a differentiated instruction strategy to “teach-at-right-level”

• Education Supervisors used evaluation data to identify struggling schools and teachers in need.
# Students’ performance after COVID-19

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Grade</th>
<th>Nov-19</th>
<th>Nov-21</th>
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<tbody>
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<td>16.3%</td>
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## Students’ performance after Remedial program

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<td>▲ 4.5%</td>
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</table>
Mathematics with understanding
MoE early grades system was resilient in:

- Administrators and teachers were “reflective practitioners”, able to adapt to rapidly changing context.
- MOE was able to rapidly implement a national survey (EGRA/EGMA) to measure learning losses and design a remedial program based on actual needs.
- Teachers were familiar with differentiated instruction and remedial strategies for low performing children.
- A system was already in place to regularly coach teachers in under-served schools/areas.
MOE Remedial Program

- Design of Remedial Program and Learning material
- Provision of Teaching & Learning Material (Teacher Guide & Activity Booklets)
- Training of Trainers, Supervisors, School Principals, Teachers
- August / September Remedial Intervention
- Diagnostic Assessment of individual students
- Teach at Right Level Differentiated Instruction Remedial groups
- Extra-Curricular & After School Activities.
A culture of evaluation

- Early Grades Reading & Mathematics Assessment (EGRA/EGMA) (National)
- Standards & Benchmarks
- School Report Card
- Teacher Instruction Efficiency
- Diagnostic Assessment Tools (class level)
- Standardized Assessment Tasks (class level)
- LQAS Survey (Field Directorate)

A reflective approach at all levels

- Measure
- Implement
- Communicate Disseminate
- Analyze
- plan
RAMP produces data to inform decision-making

**EGRA and EGMA**
- MOE implements every 2 years
- Foundational skills in reading and math
- Analysis towards the National benchmarks
- Discussed on central level with relevant Directorates

**LQAS**
- MOE implements yearly
- Monitoring tools
- Discussed with school principals who discuss the results with teachers and parents

**Diagnostic tools**
- Coarse and fine grain tools
- Remedial interventions
- Differentiated instruction

**Policy change**
- Curriculum framework
- Assessment framework
- School and directorate development plan (SDDP)
- Training & coaching plans
- Senior teacher

**Instructional and coaching practices**
- Differentiated coaching
- Differentiated instruction
- School based coaching (senior teachers)

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**National level**

**Field directorate level**

**School level**

**Coaching and CPD plans**
School report
Lessons learnt

- Decentralized system allow better and quicker adaptation

- Adopting a reflective approach at all levels improves adaptability and relevancy.

- Data should inform education programming,

- The education approach should be inclusive to ensure that disadvantaged and low performing students participate in the learning process.
Thank you!

Contact Information
Rula Al-Jundi, raljundi@rti.org
Juma’a Saoud, alsaudb85@yahoo.com