



EDUCATION DURING EMERGENCY PLAN
2020/2022



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EDUCATION DURING EMERGENCY PLAN

Introduction

The Jordanian Ministry of Education, Ministry of Higher education and the Technical Vocational Education and Training sectors continue to monitor and respond to the public health situation regarding the novel coronavirus, also known as COVID-19. Ministerial decision-making and planning are guided by sense of responsibility, first and foremost, to protect the health and well-being of students, faculty, and staff. It is also their high priority to ensure that teaching, learning, and research are progressing, and the academic requirements of classes are being met.

The Ministry of Education MOE have developed a plan for the creation and management of educational distant learning solutions related to respond to education disruptions caused by the spread of COVID-19 and followed guidance from the Prime Ministry to close public schools and universities to respond to this epidemic emergency and contribute to its containment. As the closure resulted in disruption to the physical learning process, this required the instant ministerial interference to develop e-learning alternative schemes for students of all grades and specialties that require holistic development and ongoing management to ensure progressive implementation and successive learning outcomes. The MOE plan followed a desk review of all worldwide emergency plans developed for the COVID19 crisis, including the OECD emergency framework and took into consideration the recommended emergency responses and checklists.

Objectives

The Education During Emergency Plan EDEP is mainly designed for learning and teaching environment continuity during the COVID19 and aim to develop an interactive distant learning and media channeled approaches to ensure learning continuity for all public school students during emergency, ensure accessibility and keep stimulating innovative practices and continuous improvement on long term to sustain those approaches. The main objectives of the plan are:

- provide a sustainable, interactive and responsive distant learning environment for students
- employ technology to both assure and enhance quality in learning and teaching
- provide support to students and educational staff to adapt and adopt new enabling technologies
- advance current distant and blended learning programmes for all-times
- support wellbeing, self-resiliency and self-efficacy of students during and after emergency crises
- conduct awareness to community for sustaining distant learning

Scope of Work

Adaptation to emergency is the key for the successful response. Strategic planning for emergencies is of vital importance to ensure solid measures of preparedness. Nevertheless, strong preparedness does not always support adaptive response. In many cases, emergencies come in unexpected forms or acceleration rates, which requires incorporating adaptive responses measures early in the preparedness phases; like dynamic referral procedures for collating further support, mobilization more resources and manpower, and maintaining correlation and communication channels among all autonomous sectors to backbone institutional task forcing, strengthen national response and ensure continuous improvement.

From that perspective, the MOE developed the EDEP convening synergetic approaches and collating the following three major phases to promote systematic institutional capacity building from the MOE central to school level to implement emergency proactive support that is of gradual pace to ultimately ensure



solid institutional bases are formed and reinforce sustainability take-out. All phases are well correlated and presenting scheduled series of activities.

1. RESPONSE PHASE (March to May 2020)

1.1 Teams Formation Component

March 2020

- Emergency Ministerial committee was formed with members from the Ministry of Education, Ministry of Higher Education MOHE and Technical and Vocational Education and Training TVET partners, to manage all distant learning development and advancement for the education sector learning during emergency.
- Education During Emergency Task Force EDET was formed and Terms of Reference was developed TOR to undertake all educational emergency approaches. The team is fully functional to comprehend the development of the e-learning infrastructure, resources, operations and media programmes offered to students, manage their implementation, monitor and evaluate their learning outcomes and ensure their quality-driven outputs.
- For the EDEP, the EDET will lead the establishment of tasked distant learning technical committees involving pertinent staff among MOE, MOHE, VTC, Ministry of Digital Economy, Dept of Curriculum, and assigned technology centers. The assigned committee(s) will follow up for the advancement and progressive implementation of the distant operations.

1.2 Development of Content Component

March – April 2020

- A rapid appraisal was conducted by EDET to assess the existing capacity of MOE resources including (manpower, content, e-expertise, tools and infrastructure), and determine financing and technical gaps to support through external financing modalities.
- Standard Operating Procedures were developed to present the procedural learning operations in emergency in response to the Education requirements of MOE, MOHE, and TVET to mainly serve the audiences of learners/students, teachers/instructors and community/parents.
- The MOE will develop action plans covering each phase. Action plans will include:
 - an integrated set of activities to be implemented by the different education players. For each activity resource implications, ownership, implementation timeline, execution responsibility and metrics/outputs were outlined
 - Distant learning standards and practices that will facilitate enhanced access for all students while ensuring enough flexibility to adapt to new technological innovations quickly and effectively
- Develop a communications plan of the Education During Emergency operations to reflect channeled activities with all sectoral partners, direct school community of educators and students and indirect of parents and surrounding society. The communications plan is expected to provide public communication messages that are institutionally integrative, united and informative to strengthen the country dimensioning to distant learning, the community response during emergency and remedial of emergency impacts including emotional, physical, and learning, along with the vital roles of each player. The plan will also illustrate activities of internal providers like the direct audiences/beneficiaries along with the external service providers of media companies, entail their roles and responsibilities, dependency cycle, timelining of activities, synergy and coordination along



with outputs delivery, and MEL indicative perspectives for consecutive data utilization to inform sectoral policies and improvement required.

- MOE will lead the design, development and implementation of the e-learning modules covering all educational streams of formal, non-formal, higher education and vocational education.
- Lead the development of videos to broadcast on national TV, in set schedules for all streams.
- MOE will further develop the e-content to design simulation and interactive practical exercises for student self and syllabus assessment to support blended learning and school-based examination.

1.3 Infrastructure Strengthening Component

March - April 2020

- MOE will procure required infrastructure of e-tools, equipment and hosting and develop dashboards and archiving portals to integrate with EMIS and promote portals' compatibility and interactivity. MOE will procure laptops with integrated cameras to teachers and supervisors for e-learning follow up and interaction, and support through self-assessment, any other software requirements to maintain the continual and quality of e-learning service.
- Equip four studio rooms in the Queen Rania Center with all equipment and manpower to continue filming e-learning and TV sessions.

1.4 Implementation of Technology Component

March – April 2020

- MOE will continue filming the e-content online and on TV.
- Establish means of communications with emergency assigned teams among MOHE, VTC and other education institutions through MS teams, or webinars and e-discussions to ensure continuous and elaborative implementation.
- Continue updating and further development of the distant learning content to ensure collaborative and interactive learning approaches and responding to students' feedback.
- Develop and coordinate a media broadcast plan with TV and online portal companies including: Edrak, Jo Academy, Mawdoo3, Abwab along with media providers of SMS.
- Coordinate overall workflow, around emerging issues and programmatic needs.
- Coordinate the efficient implementation of distant learning programme among targeted audiences of students and educators of all schemes through collaborative approaches with EDET, the assigned technical committees and the Ministerial Committee.

April -May 2020

- Support the development of short instructional videos, to be broadcasted on the e-learning platforms, directing schools community on how to make use of Video Conferencing Platforms (like skype, Zoom, Microsoft Teams, others) where teachers/instructors can simulate classroom activities with students.
- Establish LMIS and help desk for supporting technological issues and establish rapid interference when experiencing technical problems.
- Establish a feedback mechanism encompassing latest technological hubs and communication means to convey any concerns, answer questions, strengthen online interaction modalities and ensure continuous improvement.
- Support the development of partnerships to implement and scale up e-learning programmes.

1.5 Capacity Building and Training Component

**March-April 2020**

- MOE will develop the training plan to supervisors and teachers/instructors. The training programme must aim at developing different types of skills:
 - Technical skills (e.g. skills involved in active e-learning technicalities and problem solving) including the educational use of technology and management of change)
 - Cognitive skills, which can involve knowledge and comprehension (e.g. understanding e-learning concepts), following instructions (procedural skills), as well as applying new approaches (thinking or virtual approaches)

1.6 Community Engagement Component**March - April 2020**

- MOE will design and deliver learning at home messages and on-line content to parents to provide information about how to assist in homework and other curriculum-related activities, update them on learning events, and planning along with keeping them aware of the updated tools of digital learning.

1.7 Remedial and Enrichment Planning Component**April – May 2020**

- From realizing that not all learners possess computers or can access online technology specially of marginalized and vulnerable groups, and from the MOE sense of duty to secure education to all students, which comes in line with the education national objectives of ESP and HRD of ensuring equal access to all students, MOE will work on the design and development of Remedial and Enrichment programmes for students and educators post COVID19. Remedial and Enrichment programmes would involve the design of earlier school start-up programme to educate students and revise the content that was introduced on-line, before next school year starts. Final remedial and enrichment modality, timeframe, involved resources and implementation to be agreed upon; pertinent to the COVID19 phase-out and decision of the Ministerial Committee.

1.8 Risk Management Component**March to June 2020**

- MOE will develop a risk assessment matrix and tracking tool that reflect all technical, cultural, institutional and financial risk components, their potentiality ratios, mitigation measures and impact and share with the Ministerial Committee to review. Risk registry reports will be developed on monthly basis. Short-term risks matrix is summarized as follows:

Short term risk	Impact (1-5) 1 is low- , 5 is high	Mitigation Measure
Slow procurement timelines	3	The Central Procurement Dept granted the MOE' Supplies Department an exception to sole source procurement for emergency through the MOE special procurement committee to accelerate the process
Lack of internet connections at vulnerable areas	5	MOE developed TV learning sessions that go in parallel with student's syllabus; broadcasted on two designated channels.



		In addition, remedial and enrichment programmes are designed to deliver the 2 nd semester undelivered content face to face to this group via rotating caravans in their residency areas.
Lack of electricity at camps	5	Printed materials for grades 1-6 of second semester content will be delivered to camps students.
Access permits	4	MOE requested the Prime Ministry to allow issuance of more permits to MOE staff to distribute materials and conduct work accordingly
Resources available to distribute materials	3	Resources are available at MOE to conduct distribution of material
Availability of Financial Resources	5	MOE has a significant gap in its financial resources to implement this emergency plan in all its phases (as detailed in the ESTIMATED BUDGET OF ANNEX B)
Infrastructure preparedness including equipment and resources	5	MOE prepared a list of required equipment and resources for financing support

1.9 Quality Assurance Component

March to June 2020

- MOE will develop a quality assurance manual and tracking tools to conduct on-going review to ascertain the quality of the e-learning modules to ensure the highest return-on-investment and perpetuate a positive perception of the value of online learning. QA reports will be developed on monthly basis. QA log will contain the following measures:

quality as digital service/Connectivity

Technical functions of modules interface and navigation, e-content display and sound, connectivity, accessibility, hyperlinks and files, LMS and help-desk responsiveness.

- The EDET will arrange for and check the quality accessibility of the Learning platforms via all mediums including internet browser, on a phone, tablet, or computer.
- The EDET will work with the assigned technology centres to advance the developed help-desk's functions to ensure the provision of required technical support to the platforms

quality as interactivity/utility of functions

Interactivity is in the combination of ways in which the learner engages in the content, from passive to more engaging situation-based scenario

- The EDET will always follow up on the interaction of the learner with the content, and exercises and endeavor means of enhancement.

quality as Instructional design of the e-learning modules and platform describing the usability and simplicity of the platform to the learner

A factor to know if an instructional design of the e-learning modules and platform has been simplified and user-friendly to ensure continual visits by the learner, and outcome attainment



- The EDET will develop a feedback tool on the assigned platforms to measure the learner and teacher/instructor satisfaction and receive feedback. The feedback is going to be received through rating functionality by each user category.
- The EDET will ongoingly monitor and revisit as needed the structure of the content on the portal to ensure easy access, direction and usage of learner to the session and improve as needed following the received feedback.

1.10 Sustainability/long term Planning Component

April - May 2020

- MOE will develop a long-term a distant learning sustainability plan to promote standards improvement to maintain quality, interactive and collaborative e-learning processes, and support the efficient MEL of implementation.

1.11 Distant Learning Appraisal Component

April - May 2020

MOE will develop an appraisal tool to monitor the online collaborative learning, evaluation methods and learning platforms used to host online sessions. This will entail addressing how learning platforms can best support course delivery and communication among participants.

The tool will incorporate monitoring and evaluation approach to maintain quality and ensure successive learning results. The evaluation of learning includes learners’ assessments and evaluation of instructions, instructors/teachers and learning environment, reporting against the KPIs included in Annex A.

Deliverables

The deliverables will be produced emerging from the above-mentioned activities and as detailed in the following Gantt chart.

- The EDET will report to the MOE Secretary General for Administrative and Financial Affairs in her capacity as the assigned distant learning project manager by the Ministerial Committee.
- All deliverables will not be considered final unless approved by the Ministerial Committee and will be provided in hard and electronic versions.

Deliverable	Timeline			Responsibility
	Mar20	Apr20	May20	
Teams Formation Component				
➤ Formation of Ministerial Committee of MOE, MOHE, VTC and other sectoral partners to manage education during emergency initiatives				MOE, MOHE, VTC
➤ Formation of EDET to run the development and implementation of education during emergencies interventions				Ministerial Committee
➤ Establishment of technical committees to conduct implementation of education during emergency interventions				EDET
Development of Content Component				
➤ Rapid Appraisal of required resources for the distant learning operations during the COVID19 emergency				EDET and DCU
➤ Standard Operating Procedures to present the procedural learning operations in emergency in response to the Education requirements of MOE, MOHE, and TVET				DCU with Ministerial Committee



➤ Action plans illustrating all activities and their completion timeline, distant learning implementation roles, segregation of duties for all autonomous and pertinent partners, communication channels, risk, quality assurance, remedial and long-term approaches				EDET and DCU with implementing partners
➤ Communications plan of the Education During Emergency operations to reflect channeled activities with all sectoral partners and institutional communication messages to serve the education during emergency				EDET and DCU with implementing partners
➤ Completed e-learning content for all streams for portal and TV broadcasting including psycho-social				EDET and assigned technical committees, teachers and service providers
➤ Interactive content integrated in the e-learning content				EDET and assigned technical committees
➤ Revision resources for the main topics of Tawjihji are made available online and TV for Tawjihji students				EDET
Infrastructure Strengthening Component				
➤ Deliver required infrastructure of e-tools, laptops with integrated cameras, servers, projectors, any other software requirements to maintain the continual and quality e-learning service				Supplies Dept, DCU and Donors
➤ Equip 4 studio rooms in the QRC with all equipment and manpower to continue filming e-learning and TV sessions				Supplies Dept, DCU and Donors
Implementation of Technology Component				
➤ Broadcasting plan of e-learning portal and TV with pertinent service providers				EDET and assigned technical committees
➤ Delivery and management of e-learning different schemes through TV, SMS and virtual media				Assigned technical committees
➤ Establishment of support LMS and Helpdesk				EDET and DCU
➤ Improved e-learning session videos responding to learners' feedback				Assigned technical committees, teachers and service providers
➤ Printed take home material for basic subjects to promote self-learning for low tech community				Supplies Dept, Curriculum Dept and DCU
➤ More functions on e-learning including instructional videos, assessment and homework placement hub, feedback and tracking functions				EDET and media partner
➤ Psycho-social support through e-content material				EDET and media partner
➤ Monthly reports reflecting all activities and components				EDET
Capacity Building and Training Component				
➤ Training plan to supervisors and teachers/instructors				EDET
➤ Training modalities and material to supervisors and teachers on e-learning skills and psycho-social support to students.				EDET, assigned committees and training provider
➤ Delivery of e-learning and psycho-social support training to supervisors and teachers/instructors				Technical committees and training provider
Community Engagement Component				



➤ SMS messages to parents to provide information about how to assist in homework and other curriculum-related activities, events, and planning				EDET and Media Partner
Remedial and Enrichment Planning Component				
➤ Remedial and Enrichment programmes plan for marginalized students post COVID19 including modality, timeframe and involved resources				EDET and DCU
➤ Employing financial resources to cover for the Remedial and Enrichment programmes cost				EDET with DCU and Donors
Risk Management Component				
➤ Risk assessment registry tool to report on tackled operational, institutional and financial risks and present its mitigation measure				EDET and DCU
➤ Risk registering and reporting				Assigned technical committees
Quality Assurance Component				
➤ Quality assurance manual and tracking tool to reflect adherence to quality measures set forward				EDET and DCU
➤ Quality assurance implementation and reporting				Assigned technical committees
Sustainability/long term Planning Component				
➤ Long term plan to sustain an advanced distant learning solution				EDET and DCU
➤ Employing financial resources to cover for the sustainability plan cost				EDET and DCU with donors
Distant Learning Appraisal Component				
➤ Appraisal and tracking tools to monitor the KPIs				EDET and DCU
➤ Assessment reporting				Assigned committees



2. REMEDIAL AND ENRICHMENT PROGRAMMES PHASE (May to Sept 2020)

Introduction

Significant numbers of learners worldwide were denied physical education due to the impact of the COVID19 emergencies, including in Jordan. Because the Jordanian Ministry of Education believes that education must be seen as a fundamental component of community’s health, it integrated distance learning schemes during the COVID19 emergency response, following the conviction that every child has a right to education, and that education will continue even in emergencies to all children, including the vulnerable ones.

One way to assist learners who lack technology and thus were not able access e-learning during the emergency response, is through an accelerated learning portfolio after the phasing of the COVID19 emergency. Planned by the Ministry of Education and covering essential elements of the national curriculum of Grades 1-12, the accelerated remedial portfolio will attempt to rapidly cover education content spanning Year 19-20’s 2nd semester missed content along with revision of the first 1.5 month of the delivered content.

On the other hand, for the national purpose of distance learning institutionalization, and moving towards fostering learning and focusing on skills development for students including soft skills, communications, coding, critical thinking, problem solving and learning through assessment, MOE designed an enrichment/development of skills programme to be delivered to students of Grades 1-11.

MOE when planning for the remedial and enrichment phase, it involved the development of the programmes to fill the distance learning gaps, which would include going back to school programme, condensed and life skills content development and delivery via different on-line, TV and face-to-face modes, as well as educators training, communication and awareness, student wellbeing and staff resilience.

There will be four types of programmes, one programme as enrichment and skills development, and three as remedial programmes; presented as follows:

<p>REMEDIAL 1</p> <p>Tawjihi Remedial Programme</p> <p>Audience: TAWJIHI STUDENTS</p> <p>Delivery Mode: on-line on tablets</p>	<p>REMEDIAL 2</p> <p>Not- Engaged in Distance Learning Remedial Programme</p> <p>Audience: VULNERABLE & NOT ENGAGED STUDENTS</p> <p>Delivery Mode: face-to-face</p>	<p>REMEDIAL 3</p> <p>Filling the gaps Remedial Programme</p> <p>Audience: ALL STUDENTS 2-12 Grades</p> <p>Delivery Mode: Face-to-Face</p>	<p>Enrichment /skills development Programme including extra-curricular activities</p> <p>Audience: ALL STUDENTS 1-11 Grades</p> <p>Delivery Mode: on-line and TV</p>
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Delivery Time: May - June 20	Delivery Time: July-Aug 20	Delivery Time: 3 weeks at the start of 20/21 school year	Delivery Time: July-Aug 20
<ul style="list-style-type: none"> • Delivered content on tablets to include the filmed and e-learning material of 2nd semester to Tawjihi students that were not able to reach distance learning • Tablets to include sim cards and CDs of e-learning and TV content • Provision of Twajihi final exam mark disaggregation broken down by topic • Sample examination questions provided on tablets • Provision of interactivity mode through the sim cards connectivity with teachers to answer questions and receive enrichment information on the assessments. 	<ul style="list-style-type: none"> • Delivery of 2nd semester un-attended content to all vulnerable students with no or low technology access and to students who didn't engage in e-learning due to other reasons • Development of learning kit for self learning • Blended delivery mode including face-to-face, and Paper kits. (Whether going back to school or through teaching caravans). 	<ul style="list-style-type: none"> • Filling the gaps programme to be delivered 3-weeks at the start of the new school year including printing learning kit to revise content of e-learning and fill the gaps • Learning kits is to be developed for the four basic subjects of Arabic, English, Math and Science) and delivered through teachers 	<ul style="list-style-type: none"> • E-learning and TV condensed revision programme including more interaction exercises and material to be delivered in e-content format • Integration of online competition and other awarding, interactive and extra-curricular activities • Topics to be included for the e-content include: basic four subjects of Arabic, English, Math and Science, extra-curriculum, health and safety/emergency handling, basic life skills, communications including safe screen usage, coding, critical thinking and problem solving and finally psycho-social/emotional and physical wellbeing. • Programme content will include a customized content to disability and special needs students



Objectives

The rapid establishment of remedial and enrichment education programmes is mandatory to enable a return to education for marginalized children that missed the distance learning opportunity, not in a form of routine but in remedial and enrichment content form to avoid the loss of knowledge and maintain learning outcomes. The COVID19 enrichment education programmes are structured to overcome the disruption of the learning process, and mainly meet the following objectives:

- maintain education continuity (distance and face-to-face) and tangible results through a blended approach of revision and condensed content delivery and examination
- build the capacity of teachers and schools management to help learners cope with intensity of the programmes, preparing infrastructure, and motivating going back to school spirit post emergency
- focus efforts on groups of marginalized learners: disabilities, displaced, and less privileged
- Integrate on-line extra-curricular activities to promote interactive learning approaches
- find ways to address community integration to promote commitment to the programmes
- achieve access and equity among students of different backgrounds

Activities

Major education activities in emergencies encompass a wide spectrum of work, but commonly include advocacy, training, supplies provision, school reconstruction and curricula development. Considering this, there are certain activities that will be systematically undertaken by the MOE during the remedial and enrichment education programmes post the COVID19 emergency situation. These will include:

- Assessment of preparedness needs and identification of target groups
- Planning finalization of the programmes
- Analysing the content of the 2nd semester, in order to develop a matrix of outcomes for each subject.
- Development of learning materials comprising the revision and introduction of 2nd semester content and assessment
- Training for educators (teachers and supervisors) on remedial and enrichment programmes delivery
- Advocacy to increase awareness within a community, influence importance and commitment to the programmes
- Management of school preparedness for the educational activities including provision of supplies, rehabilitation of infrastructure, and adoption of the education emergency procedures
- Strengthening the communications and life skills of students, critical thinking and problem solving through different enrichment modes of distance learning and extra-curricular activities
- Reinforcement of student wellbeing and self-resiliency to ensure the success of the programmes
- Monitoring and Evaluation of the remedial and enrichment programmes

The details of activities come as follows:

2.1 Planning and Content Development Component

2.1.1 Assessment of preparedness

In case of remedial programmes, assessment is an essential tool for planning. In an emergency environment, instability and rapid change can have an impact on possible education opportunities in a relatively limited period. In order to identify interventions which will best meet the needs of learners, an



assessment in a form of rapid appraisal will be designed to help MOE recognize existing assets, and prioritize needs, to be delivered during the month of May 2020.

- Remedial and enrichment programmes assessment will start by identifying the target groups which are going to be public education learners of four categories:

Tawjihi

The first category is the Tawjihi students; who will receive re-enforcement programme through on-line and by receiving tablets with sim cards and CDs of distance learning content (for those who were disengaged in the distance learning due to low technology), integrating information on the final exam disaggregation and distribution of mark and allowing more participatory and interactive approach to answer all students questions. The plan will be finalized during April, to be delivered during May-June before the Tawjihi exam.

Grade 1-11 (of formal and non-formal education steams including vocational)

The second category of learners receive two remedial programmes; the first constitutes enrichment/development skills online programme to revise the content delivered via distance learning and strengthen it with distance extra-curriculum activities, and the second is filling the gap programme to be delivered face-to-face (for 1-11/2-12 grades for next school year) covering the second semester curriculum presented in an intensive timetable and using a learning kit to be delivered in normal classrooms at the start of the next school year. The first remedial on-line programme will be finalized during the month of May 2020 and implemented during summer (July – Aug 20) and the second will be delivered 3 weeks at the next school year 20/21 start.

Vulnerable, low or no-tech and not-engaged Students

The third category of learners includes the students of low or no tech connectivity that mainly live in vulnerable and dis-advantaged areas, and also the students who did not complete the e-learning scheme due to other reasons. Delivery of the 2nd semester un-attended content will be conducted through blended delivery modes including on-line and face-to-face (whether going back to school or through teaching caravans) to this category including development of self-learning kit including assessment exercises. Programme will be finalized in May and delivered in July-Aug 20.

Students with Special Needs

The forth group is children with disabilities and special needs which often requires special learner-centered teaching methods, with smaller class sizes than in the formal school system, taking into account the individual learners' needs, and adopting special educational tools that will need specific supplies provision and infrastructure preparedness, along with arrangement with assigned service providers to design the timetable during May to be delivered before the next academic year starts. On the other hand, students with special needs will be served as part of the RAMP readiness programme to be delivered before the 20/21 school year starts for early grades. Furthermore, online content will be further developed to include a customized content to disability and special needs students

The other assessment areas are the educator's readiness in terms of capacity, supplies availability along with the infrastructure preparedness of schools' sterilization and equipment and emergency implementation procedures. The assessments should be:

- Detect the existence of institutional school level procedures to implement the education during emergency operations



- Prioritize competing needs of schools to implement the programmex and return students to their classrooms, given the limited resources and capacity available
- Consider what is realistic and achievable in terms of operational timeline for building the capacity of teachers to implement the programmes.

2.1.2 Planning the Remedial and Enrichment Programmes

A remedial and enrichment operational plan will be drafted during the response phase and finalized in April 2020. The plan will be prepared on institutional level involving central, directorates and schools endeavoring clustering into targeted categories, along with reflecting the findings of the assessment phase, and indicating the outcomes, modality, timetables, required resources, their availability and capability and finally the channels of communication. The implementation of the remedial and enrichment plan will be supported by the establishment of a technical committee at MOE to follow up with directorates for monitoring the operation of the programmes. The programmes design took into consideration following school re-opening possibilities and scenarios:

Scenario 1	Scenario 2	Scenario 3
Going back to school	Continuity of distance learning and no re-opening of schools for school year 20/21	Blending distance learning with partial school attendance
This scenario is covered under Remedial Programme No. 4	This scenario is covered under the sustainability of distance learning (as the sustainability phase presented the full acquirement of distance learning content)	This scenario is covered under the enrichment of distance learning (as well as, going back to school and keep engaging distance learning content is well-covered under both the sustainability and remedial phase)

2.1.3 School Preparedness

Schools must be prepared in terms of health and safety procedures, infrastructure, diagnosis, referral and communication of health events tools, supplies and resources as responding to the needs arose from the rapid appraisal. Fostering links within directorates lead towards securing collective efforts for preparing schools management to manage the remedial intensive programme. Moreover, the needs of schools are going to be assessed within the rapid appraisal to inform the required financial resources for implementation.

- For a preliminary phase of the remedial programme, schools will be provided with checklists as a rapid remedial follow up tool, in attempts to sustain and institutionalize those measures on school level.

The checklist of school’s preparedness will entail the following:

✓ Stationery supplies and textbooks availability
✓ Assigned supervisor to monitor health and safety
✓ Health and Safety checklist including disinfection and health preparedness measures



✓ Printed and distributed students' procedures for hygiene, public drinking outlets, bathroom usage, gathering including distancing, exit and entrances, food and supply handling
✓ Emergency and first aid supplies
✓ Emergency diagnosis and health and safety referral protocol including Psycho-social counselling tools
✓ Printed learning kits (to be delivered by (i) teachers and as (ii) self-learning) on remedial and enrichment programmes content and other wellbeing support, Health and Safety and communication content
✓ Laptops for supervisors (one laptop per each school)
✓ Technology connectivity
✓ Lesson plans for remedial programme delivery, aligned with the curriculum
✓ E-learning educational material on safe usage of screens, emergency handling, wellbeing support, physical health and e-learning motivation and usage
✓ E-learning pedagogical remedial and enrichment programmes training to supervisors and teachers to include health and safety and other communications and wellbeing topics
✓ Printed and on-line awareness material to community on public health practices and individual and group disinfection cautionary measures

- Required coordination and synergetic communication will be also well established with the Ministry of Health for arranging the delivery of disinfection supplies along with sterilization of schools and promoting the advancement and institutionalization of public health preparedness.

2.1.4 Content Development

Development of the remedial and enrichment programmes content will address quality and comprehensiveness considering the limited timeline and need by adapting blended learning, interactively engaging learners to guarantee the examination results attainment given the intensity of learning and shortage of time.

Printed Learning Kits

- The content will be developed in May 2020 and provided in two modalities of: (i) printed format/learning kit (to be delivered by teachers) to all students of grades 1-11 for the four basic subjects, which would inter-relate to teacher's session plans and reference the text book and curriculum resources and include soft and communication skills and interactive exercises. Learning kits will incorporate links to the developed on-line and virtual material and placed the MOE platforms to provide more visual information on different topics including -learning streamlining guidance, along with assessment execution, homeworking and lessons scheduling along with psycho-social and wellbeing support.
(ii) self-learning kit (to be learned by students), which will be distributed to not-engaged students for the four basic subjects and include assessment exercises.
- Development of the learning paper kit would include analyzing the key learning outcomes for the 2nd semester main subjects content of the academic year 2019/2020, and developing a matrix of the required outcomes to end up with building the condensed content.



E-learning Enrichment

- The e-learning content development includes the seven topics of Grades 1-11 four basic subjects of Arabic, English, Math and Science along with basis life skills, problem solving and critical thinking, extra-curriculum, health and safety/emergency handling, psychosocial/wellbeing and communications including safe screen usage and coding. It will also include inter-disciplinary approaches to include more interactivity, learning acceleration and learning through assessment, along with competition and awarding mechanisms to students to enhance interactivity.
- The psycho-social support material to students will promote optimum utilization of time to avoid violence and negative psycho-impact, and will be developed in five aligned packages:
 - Confidence and self-wellbeing enforcement
 - Adverse social mindset effect handling
 - Time utilization
 - E-learning practice and assessment fears
 - Health concerns and fears
- Online content will be adapted and advanced to include a customized content to disability and special needs students
- For maintaining the e-learning continuity approaches even with the face-face learning material delivery, the learning kit content will be also provided in digital format and school-based assessments will be practiced at schools for students to continue acquainting to the digital learning.

2.2 Strengthening Human Resources Component

2.2.1 Staff Resilience and Compensation

- MOE realizes that once online learning becomes the dominant mode, the role of teachers will not decrease as much it will be diversified. Teachers will provide continuous guidance in synchronous or asynchronous modes, throughout the students e-learning journey.
- Comprehending the vital role of teachers, the MOE will reside all teachers whether assigned through the civil bureau or through the extra-time schemes, as the distance learning is not intended to decrease manpower as much as it will strengthen their role more in introducing technology and the digital learning in a safe and productive mode to students.
- MOE will schedule and deliver the monetary compensation to teachers for their extra hours work on e-learning content development and filming distance learning sessions and videos.

2.2.2 Educators Training for all programmes

- With the remedial and enrichment programmes, teaching quality is doubly important as there is less time to learn the same amount. Therefore, teachers and supervisors will be well-trained to efficiently deliver content in time constraints, and to provide psychosocial support to learners through well-oriented exercises. This involves training teachers and supervisors on the condensed curriculum and practice-centered teaching pedagogy.
 - Educators training will also include other topics of extra-curriculum delivery techniques , health and safety/emergency handling, basic life skills, communications including safe screen usage, critical thinking and problem solving and finally psycho-social/emotional and physical wellbeing including optimum utilization of time, increasing self-resiliency and self-efficacy, fear handling, mental and emotional support, and utilizing online tools to preserve student well-being.
- Training will start on virtual mode during May 2020. The virtual training scripts will provide guidance on lesson preparation and delivery.



2.3 Remedial and enrichment Delivery Component

2.3.1 Implementation of Programmes

- **Face-to-face:**

- Marginalized/Not Engaged Group

This involves the actual delivery of the remedial programme for marginalized and not-engaged students, which is to be monitored and supported by directorates and central MOE. Remedial face-to face programme will be implemented to this student category during July-Aug 20 in their residency locations using learning caravans screens (on-line mode), to include revision of the first 1.5 months of the second semester content, along with the delivery of the remaining content, and distribution of self-learning kit content.

- All 1-11 (2-12 for next year school) Grades Students

To fill the gaps of learning through e-learning and TV modes, MOE will arrange a remedial programme for all 1-11 (2-12 for next year school) grades students (to be delivered 3 weeks at the next school year start, during which students are integrated into their regular classrooms at their schools, and receive a learning kit including condensed content and interactive exercises.

Readiness programme for RAMP 1-3 grades will be also designed and delivered to include disable students for one month before next school year starts.

- **TV and On-line Enrichment**

- Tawjihi and 1-11 grades

MOE will cohesively develop the distance learning content to engage more interactivity and learning through assessment concepts where critical and participatory thinking, simulation exercises, coding and problem-solving approaches through individual research, desk review and assessments can be integrated. Also, linking the e-content to extra-curricular activities will be conducted to involve more activity-based and gamification approaches specially for 1-3 grades students; and to include RAMP project material. In addition, online competitions and interactive activities to encourage students' participation and strengthen positive feedback will be developed. Online content will include a customized content to disability and special needs students.

- With a selected technology company, the MOE will advance the e-learning platforms to add the tracking functionality so each student can track his/her progress through different lessons and subjects, thereby creating an individual record of learning per student, which teachers/instructors can track for exercises and examination records.
- Advance the e-learning platforms to provide opportunities to post current homework assignments and links to homework resources that facilitate parental support of students' learning at home.

2.3.2 Students Wellbeing

- Students wellbeing including health and emotional factors is of significant concern to the MOE. The MOE will ensure adequate support for the most vulnerable students and families; those who were significantly affected by the COVID19 crisis. Required coordination will be established with the Ministry of Social Development for supporting students to ensure securing financial support and avoiding poverty situations among students and their families.



2.3.3 Community Awareness and Engagement

- MOE will develop with a media agency a communication strategy to introduce community education and awareness
- MOE will use Above the Line ATL and Below the Line BTL media vehicles to spread awareness
- BTL will include the development and distribution of printed handouts to students to take home to ensure pursuing health measures, safety, and social risk reduction measures, along with individual hygiene measures. Handouts will be also developed to include e-learning streaming, emotional support, optimum time utilization, wise screen usage, and ideas about how to engage e-learning as part of the daily studying and knowledge exploration routines.
- The handouts are going to relate to links of and on-line virtual material that are placed on the MOE platforms
- For ATL, MOE will recruit media resources to spread digital awareness and informative messages about the enrichment programme during different vehicles and channels, including TV, radio, social media and SMS which would include:
 - interviews with different target groups on the implementation of the distance programme to be developed and broadcasted on various means of media to include feedback of educators, learners and parents.
 - Videos integrating awareness and educations on psycho-social, emotional and physical wellbeing, health and safety, communications, safe screen usage and emergency handling

2.4 Implementation Monitoring Component

- A school level monitoring tool will be developed and activated to measure the effectiveness and impact of remedial and enrichment education programme and assess the following areas. Detailed Learning Management Information System Monitoring and Evaluation M&E for distance learning is presented under Annex A.
 - Attendance
 - Content Feasibility
 - Interactive Delivery
 - Examination Completion and Relevance

2.5 Education Strategic Plan Revision Component

- MOE will seek to recruit technical assistance to revise the Strategic Development Plan ESP to reflect the emergency plan activities, milestones and MEL indicators. The TA will also review the emergency impact on the ESP indicators attainment and activities delivery and will be expected to reflect revisions to the ESP as impacted by the emergency. The emergency management components need to be well integrated under the six ESP domains involving all education streams and addressing all target learner groups including children with disabilities, refugees and disabled and out-of-school. The revision to ESP should start with the action plans that were produced by the Technical Working Groups TWGs per each domain during the ESP Annual Review Meeting ARM that was held in March 2020. The ESP revision should also distinct emergency as main-streamed component on all Monitoring, Evaluation and Learning MEL levels; hence reflecting crisis preparedness and management activities in outputs, transferring those into outcomes, and re-building the indicators consequently. Emergency should be well reflected in all domains' components including:



ECED: Access & Expansion

ECED: Quality

Access & Equity: Infrastructure

Access & Equity: Inclusive Ed & Special Ed

Access & Equity: Lifelong Learning and NFE

SS: Institutional Performance Management

SS: Management of Ed Information Systems

SS: Risk and Crises Management

Quality: Curriculum & Assessment

Quality: ICT in Ed

Quality: School Leadership & Community Participation

Quality: Accountability (EQUA)

Quality: Safe & Stimulating School Environment

HR: Pre-Service Teachers

HR: Leadership

HR: In-Service Teachers & Teacher Licensing

HR: Teacher Rewards & Incentives

HR: Monitoring, Evaluation & Quality Control of Teacher Policies

VE: Management

VE: Access

VE: Quality

Finally, the ESP revision should be well-coordinated with the JRP, HRD, National Crisis Management Strategy.

This component will continue through the sustainability phase.

Deliverables

The work is expected to be completed in line with the following Gantt chart.

Activity	Timeline					Responsibility
	May20	June 20	July20	Aug20	Sept 20	
Planning and Content Development Component						
➤ Rapid appraisal of required resources for the remedial and enrichment programmes						MOE ETC, Education and Learning Dept, and DCU
➤ Operational plan illustrating all activities and their completion timeline						MOE ETC, Education and Learning Dept, and DCU
➤ Establishment of technical committees to run the remedial and enrichment programmes						MOE Education During Learning Taskforce EDET
➤ Completed programmes content and lesson plans for all streams integrating examination						MOE Curriculum Dept



➤ Schools preparedness including health and safety procedures and tools, supplies, disinfection, students and community gathering and entrance protocols.						MOE Supplies Dept and Schools and DCU
Strengthening Human Resources Component						
➤ Staff resilience and monetary compensation for their extra hours work on e-learning feedback and follow up with students and in filming distance learning sessions and videos						MOE ETC
➤ Training supervisors on e-learning pedagogical skills, psycho-social support, emergency handling and public health measures						MOE ETC
➤ Training teachers to deliver remedial and enrichment including emergency handling, public health measures and psychosocial support to learner's post emergency						MOE ETC
Programmes Delivery Component						
➤ Remedial and enrichment programmes delivery for students and educators including the following 4 scenarios:						Schools and directorates
REMEDIAL 1 Tawjihi Remedial Programme						MOE Education and Learning Dept., communications company, Training and Supervision Dept., Curriculum Dept., Examination Dept., Schools and directorates and DCU
➤ Provision of distance learning content to Tawjihi students (w/ no technology) on tablets with CDs and Sim Cards						
➤ Provision of final mark disaggregation by topic publicly to Tawjihi students						
➤ Provision of sample exam questions publicly to Tawjihi students						
REMEDIAL 2 Not- Engaged in Distance Learning Remedial Programme						MOE Education and Learning Dept., communications company, Training and Supervision Dept., Curriculum Dept., Schools and directorates and DCU
➤ Development of learning kits to be delivered to not-engaged students, to include assessment and interactive exercise						
➤ Printing learning kits						
➤ Distribution of learning kits and delivery of distance learning content through face to face caravans in marginalized areas						
REMEDIAL 3 Filling the gaps Remedial Programme						MOE Education and Learning Dept., communications company, Training and Supervision Dept., Curriculum Dept., Examination Dept., Schools and directorates and DCU
➤ Development of learning kits for four basic subjects including assessments						



➤ Printing of learning kits						
➤ Development and printing of Health and safety and emergency procedures along with other awareness material						
➤ Disinfection of schools and distribution of supplies and procedures						
➤ Delivery of 3 weeks at the start of 20/21 school year to 2-12 grades students to fill the learning gaps						
Enrichment/Skills Development Programme including extra-curricular activities						MOE Education and Learning Dept., communications company, Training and Supervision Dept., Curriculum Dept., Activities Dept., Schools and directorates and DCU
➤ Development of four basic topics interactive and blended content including extra-curricular activities						
➤ Development of on-line content on health and safety and emergency handling, communications and basic life skills and healthy wellbeing including mental/physical/social						
➤ Include competitions and interactive activities to encourage students' participation and strengthen positive feedback						
➤ Broadcasting content publicly on TV and on-line vehicles						
Community Awareness						
➤ Development of communications strategy						MOE Communications Dept., Planning and Research Dept, and DCU
➤ Vital parents' integration awareness (material and communications) to motivate remedial and enrichment programmes and promote positive and ongoing e-learning environment						School Committees, communications company, MOE Education and Learning Dept.
➤ Nation-wide awareness through different media channels on remedial learning topics including education during emergency and health and safety and others						MOE Education and Learning Dept. and Communications Dept.
Students Wellbeing						
➤ Students wellbeing support on health and emotional factors for the most vulnerable students through securing self-resiliency and financial support to students and their families						MOE Education and Learning Dept., Schools and directorates and DCU
Monitoring and Evaluation Component						
➤ Monitoring and evaluation reporting						Directorates, MOE ETC and Education and Learning Dept
Education Strategic Plan Revision Component						
➤ Revising ESP to reflect emergency activities and its impact on ESP's deliverables attainment						All MOE pertinent departments, TWGs and DCU



3. SUSTAINABILITY PHASE (Sept 2020 to Sept 2022)

Introduction

Education seen as a priority component of emergency through all its phases of preparedness, response and remedial, has been pioneered by the GOJ, and led by the MOE to continue during the COVID19 emergency. The response phase includes the e-content development along with developing the emergency plan, action plans and SOPs for MOE, MOHE and VTC to continue the learning process throughout the different media and portal channels, and the formation of the Education during Emergency Task Force and technical committees to undertake the full implementation of those schemes, monitor their quality and endeavor improvement as informed by the continual assessment.

The response phase also involves the effective implementation of e-learning and TV modes, along the line with enforcing the interaction and assessment approaches. It also involves training the educators on e-learning and blended approaches with learners, as well as integrating online examinations, and tracking fulfillment.

The remedial and enrichment programmes will manage to serve the marginalized students of grades 1-11 along with those who were not able to access e-learning or haven't passed its assessment, the disable and special needs, Tawjihi and all other students of grades 1-11 by enriching and developing their e-learning, life and communication skills during summer holiday and reaching out to students that were not engaged in the e-learning process at their residency areas, and getting all students back to their classrooms post the emergency crisis with condensed programmes and tools to fill the learning gaps using well-facilitated and blended approaches.

The MOE will support the continual strengthening of different education vehicles and means to increase parental engagement and support in learning, even after formal education institutions reopening. The MOE will acquire required financial support to recruit a specialized consulting firm to comprehend the development of sustainable distant learning and media programmes offered to students, manage their implementation, monitor and evaluate learning outcomes and ensure sustainable and quality-driven outputs.

Scope of Work

The sustainability phase will embrace implementing the following collective approaches to convene the distant learning schemes during emergency.

3.1 Institutional Planning Component

- The MOE will develop a national framework for sustainable distant learning schemes in case of emergency to respond to the general education, higher education and TVET sectors requirements. Roles and responsibilities will be well illustrated among all education sector partners, along with communication channels, emergency phasing, roadmap of the three emergency operational phases, outcomes and monitoring and evaluation strategy.
- Develop a sustainability plan of the distant learning operations to provide an integrated set of activities entailing segregation of duties, resources required, ownership, execution responsibility, communication strategy, outputs and timeline along with a detailed costing of each activity.
- Lead the establishment of distant learning technical committees involving all pertinent partners among MOE, MOHE, VTC, Ministry of Digital Economy, Dept of Curriculum, and assigned technology centers. The committee will follow up for the advancement and progressive implementation of the distant learning operations.



3.2 National Curriculum Integration Component

- MOE will pursue developing an e-learning manual including guidelines that will foster smooth and successive implementation of the e-learning and its examination. This manual will be made available online and in printed format to support e-learning mythologization into the national curriculum content along with synchronizing delivery within the regular sessions, so as to facilitate access to relevant learning materials to learners and teachers.
- MOE will further develop the e-content to consider blending the e-learning with the regular learning approach to enrich knowledge delivery and introduce cultivated and interactive learning approaches that are technology and practice driven and support simulation, and linkages to international resources as well.
- Continue developing the e-learning resources of Edrak, Jo Academy, RAMP and other extra-curricular resources to ensure collaborative and interactive learning approaches.
- Support low-tech interventions by introducing a blended approach that involves physical materials development and printing (incl. learning materials, student lesson plans, exercise and self-assessments) covering basic subjects, to serve less privileged students with no access to technology.
- In addition, numbers of hours will be allocated as part of the national curriculum and extra-curricular activities, for all relevant subjects to support the e-learning approach and promote its routine and adaptation. Weekly sessions of relevant subjects will designate no. of hour(s) to be assigned thereafter, to underpin the e-learning modalities; during which students will be requested to undertake simulation exercises online in the computer or lab rooms. This will comprehend the home online duties as well.

3.3 Technological Infrastructure Preparedness Component

- MOE will support the development and procurement of required e-tools, hosting and dashboards, archiving portals to maintain the continual and quality e-learning service.
- Procure and deliver required infrastructure of laptops with integrated cameras to teachers and supervisors where needed to allow for e-learning follow up, interaction and monitoring during examination, along with servers, projectors, UPSs and any other software requirements.
- Equip six studio rooms with all equipment and manpower to continue filming e-learning and TV sessions, distributed as two studios in each geographic area, to be added to the four studios that were equipped at the QRC under the response phase.

3.4 Schools Preparedness Component

- Schools will be directed through coordination with the Schools Directorates Programme SDDP to start integrating components about health and safety along with emergency preparedness in their School Development Plans. Costing of associated activities must be established as well, including plans for the capacity building of teachers on e-learning and emergency preparedness.
- The SDP will indicate roles and responsibilities of emergency activities on school and directorate levels. It is the plan to involve and mobilize all schools' resources and manpower for maintaining emergency preparedness through efficient planning.
- MOE will further support schools by developing checklists and tools for capturing the emergency incidents and concerns. Tools will be developed to check and maintain the preparedness of schools and staff, diagnosis indicatives, referral procedures, response on school level and communication layers.



- MOE will utilize the rapid appraisal findings under the remedial and enrichment period, to employ required financial resources to equip schools more with needed infrastructure to become more resilient to future pandemics such as COVID by refurbishing restrooms, increase disinfectants and other hygiene resources for teachers and students.

3.5 Students Wellbeing (mainly targeting vulnerable students) Component

Emergency's effects can be amplified due to lack of understanding of the events going on around learners, or because of an already limited control over their time utilization during stay home time. Students wellbeing centered programme can play a role in helping learners remedy from the COVID19 emergency's effect by engaging them in group discussions and exercises where they can talk about how to best utilize their time in useful practices and leading them to let out their feelings about the emergency experience.

- MOE will follow up on student's wellbeing by delivering adequate support for the most vulnerable students and families; those who were significantly affected by the COVID19 crises. Required coordination will be maintained from the response phase through the sustainability with the Ministry of Social Development for supporting students to ensure securing financial support and avoiding poverty situations among vulnerable students and their families.
- The MOE will ensure the provision of individual-based support to students to help overcome any crises effects on student's wellbeing, emotional and physical and mental health and productivity. Counselling will be strengthened at school level, and group sessions will be scheduled to students, accompanied by individual based sessions as required. Activities will be also developed to employ positive attitudes and values in productive community activities and resiliency and self-efficacy, would be further cultivated through activities that foster connection with the international community virtually.
- Teachers will be trained to detect and refer psycho-social and protection (violence, etc.) cases of concern among students to counselling to up-take the issue once significant measures were detected and investigate the need for engaging family counselling.
- Teachers will be also trained to incorporate psycho-social material (whether through videos or exercises) as part of their session delivery. Psycho-social virtual content of MOE Darsak Platform is made available for usage. Teachers would be also trained to elaborate the potential tradeoff between ensuring well-being and significantly increased screen time derived from a transition to e-learning.
- Students awareness on health issues and nutrition will be programmed at school level (whether through sessions or through group presentations) to help spread the message about public health protocols, pandemics prevention and self and group hygiene.

3.6 Early Childhood, TVET and Non-Formal integration in the e-learning Component

- The MOE will expand the Darsak platform to include modules for KG2 children with the same modality as the other grades.
- Incorporate non-formal education programmes of catch up and drop out on-line resources and assessment through the several providers of Quest Scope and Unicef.
- Blend the online learning platform with other low-tech initiatives like printing materials to reach the most vulnerable communities.



- Venture new approaches to optimize the e-learning usage of Al Hudhud and Live in Harmony resources along with other early childhood educational resources like e-library; and engage gamification functions and exercises.
- Introduce new approaches for complimenting Maan, Madrasati, School Nutrition Programme (w/ WFP) and other safe school environment initiatives to promote belonging to school for children through on-line resources along with promoting child protection, nutrition and safe online usage.
- Incorporating on-line competitions for directorates and schools for best distant learning performance.
- Strengthening the TVET online through integrating more resources of TVET on the platform for assessment and reading, and establish links to E-TVET and LMIS of the Ministry of Labor, along with linkages to Active Labor Market Measures ALMMs, Vocational Training Center VTC, Technical Vocational Skills Council TVSC and its commission, Compliance and Quality Assurance to check the accredited professions.

3.7 Tawjihi Online Component

- The MOE will develop a Tawjihi distant learning , assessments and examination action plan
- The MOE will strengthen Tawjihi online resources to integrate linkages to worldwide reading resources, useful websites, previous tawjihi examinations, learning videos, sample assessments and test items to allow e-learning examination practice that are adapting to skills and knowledge of student, to reinforce the assessment for learning concept.
- Online functional strengthening to different streams of Tawjihi will be conducted for the homework and student-teacher interaction hubs to ensure adequate information are made available to students and that their questions are answered.
- Always update the information about tawjihi assessments scheduling, university schemes options, final mark accumulation and disaggregation mark per topic.

3.8 Sustainable implementation Component

- The MOE will coordinate the efficient implementation of distant learning programmes through collaborative approaches with the EDET and assigned technical committees and the Ministerial Committee.
- Conduct continuous improvement to the developed e-learning modules covering all educational streams of formal, non-formal and vocational, to integrate advanced, formative and interactive practical and adaptive exercises for student self and syllabus examination.
- Establish means of communications with MOH, MOHE, VTC, MOSD, directorates, schools and education institutions' distant learning pertinent staff through the development of webinars and e-discussions to ensure continuous and elaborative implementation. Also, develop and maintain channels of communications and track the responsibility matrix, developed under the institutional framework to well-coordinate the sectoral and inter-ministerial efforts for better planning and implementation.
- Develop and coordinate a media broadcast plan to ensure proper and continuous interaction with media providers of SMS and intranet service providers.
- Coordinate overall workflow, around emerging issues and programmatic needs.



- Incorporate international resources like IXL, and linkages to informative websites and researches to enrich the platform especially for basic subjects and avail the opportunity to learn from national international standards and studies and get acquainted to the worldwide assessment approaches.
- Film more on-line lessons along with more videos to broadcast on national TV, with considering coverage of non-formal education (catchup and drop out) and TVET lessons.
- Advance the e-learning platforms' tracking functionality and Learning Management System LMIS content, dashboards, archiving and capacity, and interfaces.
- Advance the e-learning platforms homework hub to better integrate with EMIS.
- Develop schools' websites to communicate information about programmes and students' progress and avail the opportunities for two-way communication between home and institution. Schools websites can be used to convey a broad range of information online that is accessible to parents and that can serve as an easy and convenient method for enhancing parental involvement.
- Strengthen the instructional videos for students and parents on how to keep up with the on-line technology, perceive the examination protocol, homework and assessment exercises and reinforce the el-learning approaches.
- Coordinate the scheduling of extra-curricular e-learning activities including updating simulation exercises, homework and assessments online.
- Bring more specialty to strengthen the help desk for supporting technological issues and establish rapid interference when experiencing technical problems.
- Strengthen feedback mechanism to convey any concerns, answer questions and ensure continuous improvement and the online interaction modalities by encompassing latest technology hubs and communication means.
- Support the development of partnerships to implement and scale up e-learning programmes. Partnerships and close coordination should be maintained with the Queen Rania Center to align the infrastructure strengthening with the Edtech Programme, and with Queen Rania Foundation to well-define e-learning as an accredited methodology in learning associated researches and studies, and with Queen Rania Teachers Academy to arrange for integrating the e-learning in pre-service professional development programme of teachers, and with other education partners engaged in the in-service and induction training to educators, to incorporate the e-learning competencies as part of the pedagogical capacity building content and approach.

3.9 Educators Capacity Building and Training Component

- The MOE will develop and deliver the pedagogical e-learning education training programmes to supervisors in Training of Trainers mode. Training will explain how to adapt and deliver session plans into on-line mode and introduce measures to encourage the real use of digital technology in lessons and convey the e-knowledge effectively to students. Training packages should include motivation, interaction and adaptation measures to steel and stabilize the e-learning modality among learners.
- Develop and deliver refresher e-learning technical skills training to supervisors and teachers/instructors.
- Support the roll-out of the pedagogical training programme to selected teachers/instructors from all streams.
- MOE will also develop capacity building programmes for teachers on public health measures, emergency preparedness integrating prevention and preparedness of schools and manpower, diagnosis, referral, response, and communication of emergency among the three layers of school



community; school administration and staff, students and parents. Teachers will further receive training on how to fill out the different checklists and tools of diagnosis, referral and response.

- MOE will enterprise integrating the teachers' emergency and e-learning capacity building into the professional development curriculum and policy framework, quality assurance tools, and evaluation system to introduce the accreditation factor and thus ensure commitment, knowledge maintenance, and support institutionalization. Training packages and cards will be revised to embrace the e-learning stream and integrate it in the evaluation process for teachers.

3.10 Community Communication and Awareness Component

Making an education response durable in emergencies means responding with rapid and timely education interventions which emphasize upon engaging the community in all education reconstruction efforts.

- School committees will be well activated to play a vital role in ensuring accountability of the emergency programmes as in developing and maintaining links with the community meetings, awareness raising campaigns to help families find ways of supporting the learning process, and fully integrate in the e-learning scheme.
- As the communications strategy is established, it will encompass the community awareness in one of its major components. The communications strategy will follow mechanisms of coordination with public health authorities including the MOH and community representation including CBSs and CSOs along with private sector, tribal and religious leaders, in order to convey informative messages about public health, emergency preparedness importance on community level, the vital role of women in spreading awareness of health, safety and social protective measures and risk reduction, emotional wellbeing, and of e-learning importance. Community will be also guided about the safe use of screen time and online tools to preserve student well-being and mental health as well as provide protection from online threats to minors.
- The awareness will also introduce new on-line and printed resources, as well as community activities to strengthen education institutional e-learning programmes, family joint practices, along with promoting positive and ongoing e-learning environment, including reading together and playing together.
- MOE will develop more Learning at home communication messages whether through SMS, TV, radio, social media and virtual videos on the MOE platform to parents to keep them aware of the updated tools of digital learning, as well as keep them engaged in the learning process.

3.11 Student Assessments Component

- MOE will create a test bank for digital assessments for all grades. Required coordination will be established with all pertinent partners to ensure integration of adaptive approaches in test items writing and the blended approach of critical thinking and knowledge attainment.
- Establish online assessment protocol which allows aggregation of marks representing the holistic work of school year, and integrate interactive activities weighting within the final mark.
- Digitize national assessments to allow for take-home computer-based assessments through creating test bank. Digital assessment structure should benchmark to international standards and consider learning through assessment by engaging research assessment, critical thinking and problem-solving techniques.
- Prepare examination centers/schools by increasing safety, including multiple entrances and exits and continued sterilization and required rehabilitation and infrastructure.



3.12 Quality Assurance Component

- MOE will maintain the quality of the e-learning modules to ensure the highest return-on-investment and perpetuate a positive perception of the value of online learning, with the help of a recruited Technical Assistance. MOE will follow a quality assurance plan and advance tools to contain the following measures:
 - quality as digital service/Connectivity
 - quality as interactivity/utility of functions
 - quality as Instructional design of the e-learning modules and platform describing the usability and simplicity of the platform to the learner
- Collectively, MOE will follow an approach to evaluate the quality of an online learning programme by looking at a weighted average of importance.

3.13 Risk Management Component

- MOE will develop a risk assessment plan, matrix and tracking tools that reflect all technical, cultural, socio-economic and financial risk components, and share with the Ministerial Committee to review its potentiality ratio, mitigation measures and impact. Risk registry reports will be developed on monthly basis.

3.14 Monitoring and Evaluation Component

- MOE, with the help of external consultancy, will develop a holistic monitoring plan and tools to trigger all indicative feedback and the validity, feasibility and added value of the e-learning different tools, to identify the enhancement areas, and attain long term impacts.
- A monitoring and evaluation framework will be developed taking into consideration the following illustrated functions and KPIs with media service providers to envisage areas of improvement and utilize outcomes to evaluate the e-learning process structure, content, and delivery.
The framework will compile the review on the following functions:
 - E learning accessibility, interaction, integration and completion
 - Teachers/Instructors Training (Online or Face-to-face)
 - Communities awareness
 - Technical performance support system
 - Return on investment
- A feedback tool on MOE platforms will be developed to measure the learner and teacher/instructor satisfaction and receive feedback. The feedback is going to be received through rating functionality by each user category. The following KPIs (included in the Log frame of Annex A) must be tracked in the M&E reporting.
 - **Participation** (60% of the learner population logged in and viewed the courses”).
 - **Completion** (80 out of every 100 student who started the session video completed it”).
 - **Engagement** (sessions received an average learner satisfaction rating of 70%” or “an average of 50 likes and 12 comments per session”)
 - **Interaction** (70% of accessing students went through the sessions completed practical exercises)
 - **Learning** (60% of the learners who took the courses passed the end-of-course assessment”).
 - **Teachers/Instructors** (70% improvement in post training results)
 - **Community** (70% of on-line parental feedback is positive)



- **Technical issues** (Technical incidents came down to 8% in the three months of broadcasting).
- **Added value** (return-on-investment of 2-1. The cost of the e-learning **will** be calculated including all instructional design cost, broadcasting time, training, hosting, management, etc. and divided by the number of learners who have experienced the e-learning on quarterly basis)

3.15 Education Strategic Plan Revision Component

- The TA will continue their review exertion to the ESP indicators attainment and activities delivery to finalize an ESP revision as a result of the COVID19 crisis. This will happen in coordination with the MOE pertinent departments to each domain and the Technical Working Groups. This activity will be carried through, starting from the remedial and enrichment phase and ending in the first quarter of the sustainability phase.

Deliverables

The following deliverables will be produced emerging from the above-mentioned activities, given that the sustainability Gantt chart will be provided as part of the sustainability plan

- distant learning institutional framework during emergency combining all sectoral involvement and evolving its governance.
- distant learning sustainability plan presenting segregation of duties for all autonomous and pertinent partners, roles, communication channels, quality assurance, communications and M&E.
- developed e-content including simulation and practical exercises, along with examination.
- developed e-content and interactive resources for early childhood, non-formal education and TVET.
- infrastructure strengthening and equipment delivery to support teachers and supervisors with laptops, support e-learning centers with servers, projectors and software as required and equip six studio rooms (two in each geographic area) with manpower and equipment to film sessions.
- equip examination centers with needed resources to conduct virtual examination and deliver required rehabilitation for entrances and exits along with sterilization and infrastructure.
- digitized test bank for all grade's assessment reflecting adaptive techniques.
- delivery and management of e-learning different schemes through TV and virtual platforms.
- printed take home material for basic subjects to promote self-learning for low tech community.
- Tawjihi action plan of distant learning, assessments and examination.
- school emergency preparedness assessment and delivery including procedures and tools, health and safety protocols, supplies and infrastructure, disinfection, students and community gathering and entrance protocols.
- training modalities and material, and plan to supervisors and teachers/instructors (TOR and roll-out) of e-learning technical skills refresher, pedagogical skills, public health and emergency operations, and psycho-social support.
- training delivery to supervisors and teachers/instructors.
- revised professional development policy, evaluation tools, training packages and cards to encompass e-learning planning for teachers.
- training reports reflecting pre and post results.
- student's wellbeing, health and safety, emotional and psychosocial support material development for students.



- curriculum associating manuals reflecting e-learning methodology and approaches.
- community awareness and communications plan to reflect level of intervention and its frequency along with attainment targets.
- awareness campaigns to community to promote e-learning, emergency handling, public health, schools belonging and safe school environment practices.
- monitoring and evaluation plan, tracking tools and reporting to monitor the KPIs attainment.
- risk assessment plan, registry tools and reporting on tacked operational and socio-economic risk and present its mitigation measure.
- quality assurance plan, tracking tools and reporting on adherence to quality measures set forward.
- monthly reports reflecting all above-mentioned activities and components.



**ANNEX A
MONITORING AND EVALUATION LOGFRAME**

Metric	Indicator	KPI	Measurement Frequency	Responsibility
Participation	% of learners who accessed the e-learning material	60% of the learner population logged in and viewed the courses	Monthly reporting	LMIS records
Completion	% of learners who completed the e-learning material	80 out of every 100 student who started the session video completed it.	Monthly reporting	LMIS records
Interaction	% of learners who completed the practical exercises	70% of those who went through the sessions completed practical exercises	Monthly reporting	LMIS records
Engagement	% of positive feedback received from learners and teachers/instructors through rating the material	sessions received an average learner satisfaction rating of 90%” or “we received an average of 50 likes and 12 comments per course”	Monthly reporting	Feedback hub
Learning	Average score obtained through well designed assessment	60% of the learners who took the courses passed the end-of-course assessment”	Semester reporting	LMIS records
Teachers/Instructors	Percentage of improvement in post training results	70% improvement in post training results	Post training reporting	Training reports
Community	Percentage of positive on-line parental feedback	70% of on-line parental feedback is positive	Monthly reporting	LMIS records
Technical issues	No. of Technical incidents of broadcasting	Technical incidents came down to 8% in the three months of broadcasting	Monthly reporting	LMIS records
Return on Investment	Cost/Divided by no. of benefited learners	2-1 of benefit over cost	Quarterly reporting	LMIS records



**ANNEX B
ESTIMATED BUDGET**

It is to be noted that the following budget is based on initial estimate of each phase, and the MOE will develop a detailed and more accurate budget within the operational plan of each phase.

Activity	Amount (JOD)	Responsibility/ MOE	Type of Support (Procurement, Technical Assistance, Material/Content, Labor Compensation)
I: RESPONSE: Short term activities (March 2020- May 2020)			
Support the hosting, capacity, archiving and integration with EMIS and portals' compatibility and interactivity	50,000	QRC,DP&S,DCU	P, TA
Infrastructure support of servers, dashboards, projectors, laptops etc.	250,000	QRC, DTC	P
Four studio(s) equipping and technical manpower (including editors, cameramen, producer)	40,000	ETC, DCT, QRC,DCU	P, TA
Printing revision material for grades 1-6 for marginalized students	10,000	DTC	M/C
MOE staff compensation for filming e-content and follow up on the distant learning	280,000	ETC, DCT,QRC,DCU	LC
Instructional and support videos development to students and teachers	20,000	ETC, DCT,QRC,DCU	TA and LC
Quality Assurance, risk assessment and M&E	20,000	DCT,ETC,QRC, DP&S	TA, P
Sub-Total (response)	670,000		



III: REMEDIAL AND ENRICHMENT: Mid Term activities (May 2020 - Sept. 2020)						
Cost basis						
Total Students including Syrians		1,449,554				
Students 20% (not engaged in distant learning)		289,911				
Required Staff	Staff number	Total staff	Salaries			
Teachers	24,159		12,079,616.667			
Admin	3,624		1,811,942.500			
Syrian camp teachers	1,366		474,674.966			
Syrian camp Admin	233		85,092.669			
DSS Teachers	40,098	65,623	995,075.043			
DSS Admin	1,133	70,613	274,139.673			
MoE School Number	4,000	4,990				
Tawjihi student Number	160,000					
Remedial program budget breakdown						
Programme 1: Tawjihi/revision material for 2nd semester/May- June 2020	Task	Unit Type	Unit No.	Unit Cost	Total Cost	Notes
64 tablet	Provision of tablets for 64 tawjihi students	tablet	64	-		Secoded by Prince Hussein Foundation



CD	Provision of CDs for 64 tawjihi students	CD	64	1	64.000	
MOE staff (items writers and teachers)	Develop revision and specification material	days	5 days * 7 subjects	20	700.000	7 main subjects, five working days , 20 JD per day
Total					764.000	
Programme 2: Not-engaged in Distance Learning and vulnerable students/July-Aug 2020	Task	Unit Type	Unit No.	Unit Cost	Total Cost	
MOE staff (items writers and teachers)	Self learning kit development	days	5 days * 4 subjects*11 grades	20	4,400.000	4 main subjects, five working days * 11 grades, 20 JD per day
Printing of kit	kit printing to non-engaged students of 1-11 grades	pages	0.25 per 100	2,551,215.04	637,803.760	4 main subjects , 20 page for each subject (not-engaged are 20% of total students), 100 page cost JD 0.25
Total					642,203.760	
Programme 3: Filing the Gaps / Grades 2 to 12/three weeks at 2020/2021 year start	Task	Unit Type	Unit No.	Unit Cost	Total Cost	Notes
Teacher Salaries					-	to be compensated by semester finishing earlier
Admin Salaries					-	



Camps schools transportation					-	
MOE staff (items writers and teachers)	Intensive learning kit development	days	220	20	4,400.000	4 main subjects, five working days * 11 grades, 20 JD per day
Printing of kit	kit printing to all students of 1-11 grades	pages	0.25 per 100	12,756,075.20	3,189,018.800	20 pages* 4 subjects*11 grades*no. of students (100 pages cost JD 0.25)
Laptop procurement	Procurement of one laptop per school	laptop	500.00	4,000.00	2,000,000.000	1 for every school
Operational cost	Electricity and water				-	to be compensated by semester finishing earlier
Disinfection material	Disinfection for schools				-	covered
Guidelines developer	Development of students H&S brief guidelines	days	10	177	0	Covered
Guidelines printing	Printing of students and staff H&S brief guidelines	copy	0.25 per 100	60,806.68	15,201.671	4 pages manual for all students and school staff
Emergency supplies and disinfection	Emergency supplies procurement for schools					covered
Total					5,208,620.471	



Enrichment/skills development programme including extra curriculum activities/Grade 1 to 11/ July - August 2020	Task	Unit Type	Unit No.	Unit Cost	Total Cost	Notes
MOE staff (items writers and teachers)	Enrichment and extra curricular activities development	days	235	20	5,875.000	5 days per 4 main subject * 11 grades+ other 3 topics including H&S, wellbeing/physco-social and communications
MOE staff (e-learning follow up during Jul-Aug20)	Enrichment and extra curricular activities follow up	days	120,000	20	2,400,000.000	5000 teachers for all grades * 12 days each * 2 months
E content developer	E-content development	days	235	142	33,276.000	5 days per 4 main subject * 11 grades+ other 3 topics including H&S, wellbeing/physco-social and communications
Producers and filming	E-content producing and filming	days	235	142	33,276.000	5 days per 4 main subject + other 3 topics including H&S, wellbeing/physco-social and communications



Media Company (ATL and BTL)	Development of media communications strategy and broadcasting on TV and other media	LS			200,000.000	Broadcasting more videos and material on multi media vehicles on the importance of distant learning, H&S, communications, emergency handling and students wellbeing support
Online hosting Company	Online hosting and archiving space fee	LS			20,000.000	
Total					2,672,427.000	
Training Educators						
Teachers and educators training	E-learning pedagogical skills, psycho-social/physical and mental wellbeing and H&S	cost per 15 hour	50	65,623	3,281,161.667	Teachers training is 3 days (15 hours) for all teachers, cost JD 50/teacher
Technical assistance	ESP Revision to integrate emergency activities	LS		0	-	To be combined with sustainability cost
M&E Expertise	M&E of the program	LS		0	-	
Total					3,281,161.667	
Grand Total					11,805,176.898	
Total without educators training					8,524,015.23	



Activity	Amount (JOD)	Responsibility/ MOE	Type of Support (Procurement, Technical Assistance, Material/Content, Labor Compensation)
III: SUSTAINABILITY: Long Term activities (Sept. 2020 - Sept. 2022)			
Institutional education during emergency framework development	50,000	DCU, ECE, ETC, DT&E	TA
Infrastructure support of servers, dashboards, projectors, labtops etc.	1,000,000	DCU, ECE, ETC, QRC	P
Six studio(s) (two in each geographic region) equipping and technical manpower (including editors, cameramen, producer)	120,000	DCU, ECE, ETC, QRC	P, TA
Teachers e-learning refresher and new pedagogical training and psycho-social and student wellbeing support training for 2 years	6,500,000	ETC, DCU	TA, LC
Development and printing revision material for grades 1-12 for marginalized students for 2 years	1,300,000	DCU, ECE, ETC, DT&E	TA, LC, M/C
Extra work compensation to MOE staff for filming and distant learning revision support and support during summery holiday of 21/22 for 2 months	2,700,000	DCT, DT&E, ETC, QRC, DCU, ECE	LC
KG2, Non-formal and TVET integration in e-learning including strategy, content, training and resources	150,000	DCU, ECE, ETC, DT&E	TA, LC, P, M/C
E-learning online manual encompassing all techniques of review, homeworking and assessment	30,000	ETC, DCT, QRC, DCU	TA and LC
E-content development including integrating simulation exercises and improving assessment	100,000	ETC, DCT, QRC, DCU	TA and LC
Instructional videos development to parents, students and teachers	100,000	ETC, DCT, QRC, DCU	TA and LC
Test items banks development and digitization of assessments	300,000	DCU, ECE, ETC, DT&E	TA, LC, P, M/C
Curriculum e-learning correlation and development of manuals	100,000	DCU, ECE, ETC, DT&E	TA, LC



Students wellbeing, emergency and public health awareness and tools development and printing for two years	6,400,000	DCU, ECE, ETC, DT&E	TA, LC
Media and physical awareness campaigns on distant learning advancement to community for two years	500,000	DCU, ECE, ETC, CT	TA, LC, P
Sterilization to strengthen school's resilience to pandemics refurbishment, and disinfection increase	100,000	DoEP&R, QRC, DCU	P
Examination centers rehabilitation and equipping with resources including safe entrances and exits along with sterilization and infrastructure	300,000	DoEP&R, QRC, DCU	P
Quality Assurance, risk assessment and M&E	100,000	DCT, ETC, QRC, DP&S	TA, P
Development of the revision plan to ESP based on emergency impact	200,000	All Departments	TA
Sub-Total (sustainability)	20,050,000		
Grand Total	32,525,177		

DCU	Development Coordination Unit
ETC	Managing Directorate of Educational Supervision and Training
QRC	Queen Rania Center for ICT
DCT	Directorate of Curriculum and Textbooks
DT&E	Directorate of Test and Examination
DoEP&R	Directorate of educational planning and researches
DoF	Directorate of financial affairs
DoP&S	Directorate of Procurement and supplies
ECE	Early childhood education