

## Improving the Quality and Perception of the Teaching Profession through Building Institutional Trust



*Teacher Explaining to Students in Class ©USAID Jordan Office Of Education and Youth*

Since 2020 the Pre-Service Teacher Education in Jordan activity has graduated one cohort of students, the second cohort which started in November 2022 increased by 550% in student numbers compared to cohort one and sought to improve their prestige in the Jordanian community, while focusing on contributing to the development of the Jordanian education sector and increase the professionalization of the teaching profession.

Achieving this goal, the activity established a transparent governance structure as the basis for its progress, through which it sustained an open channel for engaging the Ministry of Education (MoE), the Ministry of Higher Education and Scientific Research (MoHESR), the Civil Service Bureau (CSB), and the Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI), in addition to its 4 partner universities as active stakeholders with a key role in planning and implementing the activity's objectives.

Between the years 2020 – 2022, taking the steps into achieving its goal and laying the grounds of this evidence-based operations, the activity launched its National Perceptions into the Profession of Teaching Survey (NPTS) and the Political and Economic Analysis (PEA) to document the realities of the teaching profession in the country.

Among the results of the first NPTS survey conducted in 2020, Jordanians considered the teaching profession as a low status job. As for the annual PEA, key conclusions reached were that teachers' wages are low, the public sector is under pressure to improve the quality of its education, teaching is more attractive to females from a socio-economic perspective, and CSB recruitment and placement



does not prioritize preservice teacher education, in addition to the public perception both schools and classrooms are difficult places to work at.

Based on those results, the activity adopted an evidence based constructive dialogue with its stakeholders and began to enhance the attractiveness of the Pre-Service Teacher Education Diploma to the Jordanian public through introducing attractive incentives and reforming the hiring practices of its graduates via the active involvement of the MoE, CSB, and the AQACHEI and the building of trusted collaboration across all agencies involved.

As a result of its engagement operations, the activity successfully facilitated the upgrade of the diploma status, from a professional one, to a 27-credit-hour Higher Diploma, and guaranteed a 35% automatic raise on the salaries of its graduates upon their hiring.

Increasing the attractiveness of the Pre-Service Diploma in the eyes of aspiring male and female teachers, the MoE allocated over 2.5 million USD in scholarships for cohort 2. Thus, increasing the students enrolled in the Diploma's 2<sup>nd</sup> cohort to 1036 students, including self-funded ones.

Effectively guiding the MoE in allocating these scholarships, the activity developed the Teacher Demand and Supply Model (TDSM) to predict the future recruitment needs and potential teacher shortages across Jordan.

Furthermore, the activity was able to guarantee the hiring of the Diploma's 20 graduates, and the flexible and accelerated hiring of self-paid students in Jordanian public schools on contractual basis as per the MoE's needs. Significantly, the activity secured three points for diploma graduates to enhance their hiring prospects through the CSB.

The cumulative impact of the different actions taken to contribute to the improvement of the quality and perception of the teaching profession, can be measured in the results of the 2022 iteration of the NPTS, according to which 78% respondents perceived teaching at private and public schools as a high-medium status job compared to 2020.

As part of its efforts to ensure the active governance of its stakeholders and guarantee the sustainability of the activity, The Pre-Service Teacher Education in Jordan activity formed the program's steering committee which convenes on quarterly basis, to discuss the key affairs of the program, and effectively steer the direction of the program to ensure long term success.

Ensuring the sustainability of the results of this activity, and the future investment into its successes requires the continuation of effective governance with relevant stakeholders which is based on having the right actors, agency, and accountability (AAA) in place.

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