

# JORDAN

## PISA 2018



### TAKEAWAYS

**Jordan is the second non-OECD country that has improved the most since 2015 (after north Macedonia)**

- Scores in all three subjects have improved by half year of schooling (Reading) and nearly one year of schooling (Math and Science) in this period. Jordan has substantially closed the gap with the OECD average.
- The percentage of students not achieving the basic proficiency level in Reading is at an all-time low, though still at 41 percent.

#### What may be driving student performance?




- **Socioeconomic background:** Despite the overall performance improvement in 2018, differences between students at the top and low income quintiles remain at 2.5 years of schooling
- **Gender Gap:** Girls continue to outperform boys in all subjects. The gap in Reading is remarkably wide and remains stable at nearly the equivalent of 2 years of schooling.
- **School profile:** The performance of students in private schools is one year of schooling ahead of their counterparts in public schools. There is a similar gap between urban and rural schools.
- **School & Classroom:** The performance of students in the top 40 percent of the Sense of Belonging Index<sup>2</sup> is 2 years of schooling ahead of those in the bottom 40 percent. Closely related is the Disciplinary Climate Index<sup>2</sup>, for which the difference between the top and bottom 40 percent has doubled since 2015 (now equivalent to 2 years of schooling).
- **Teachers:** Performance of students in the top 40 percent of the Stimulation to Read Index is two years of schooling ahead of those in the bottom 40 percent, pointing to a great impact of teaching practices on student reading engagement.

<sup>1</sup> 30 points in PISA scale ≈ 1 year of schooling

Note: Unless specified, student performance in the Takeaways Section refers to Reading scores.



### SCORES OVER TIME

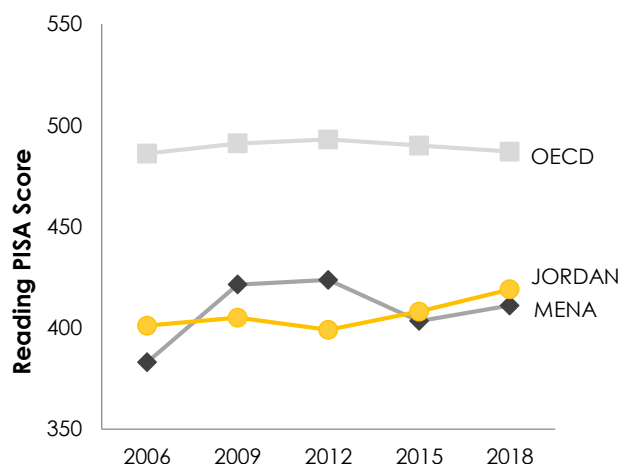
	MATHEMATICS 	READING 	SCIENCE 
2006	384	401	422
2009	387	405	415
2012	386	399	409
2015	380	408	409
2018	<b>400*</b>	<b>419+</b>	<b>429*</b>

\* Average 3-year trend is positive and statistically significant  
+ Average 3-year trend is positive but not statistically significant

Note: The average 3-year trend is the average change, per 3-year period, between the earliest available measurement in PISA and PISA 2018, calculated by a linear regression.



### READING TRENDS

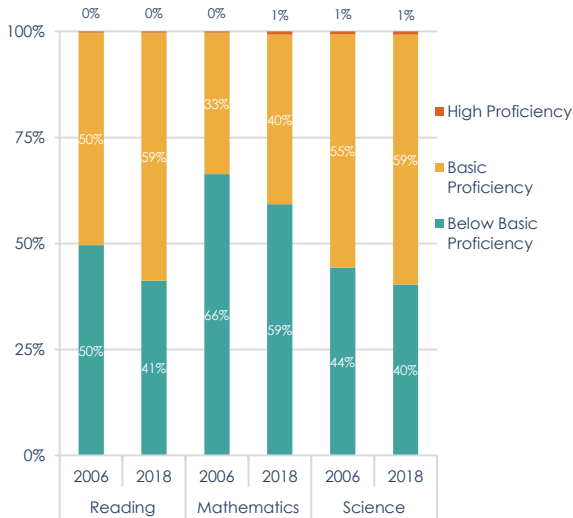


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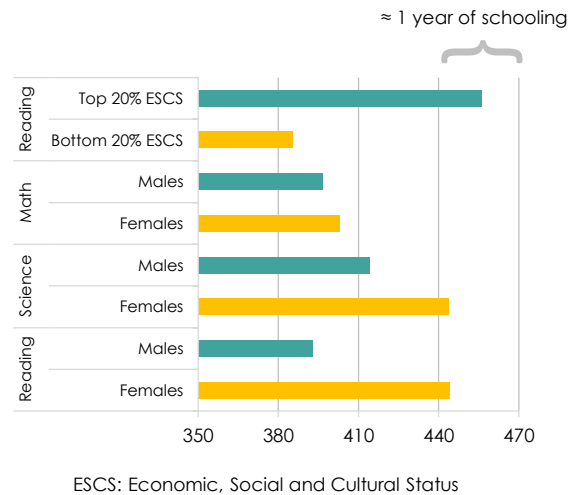
## PISA 2018



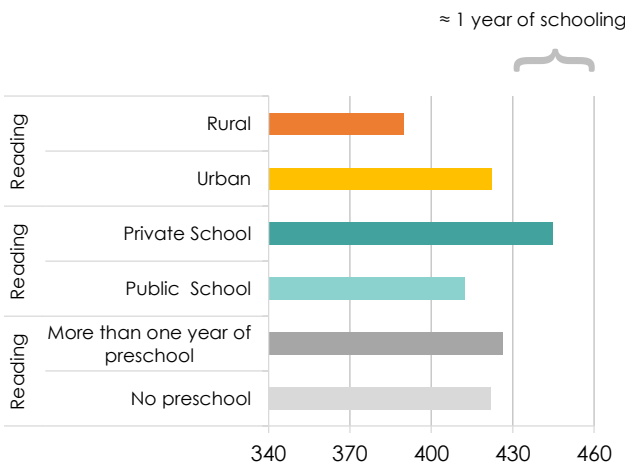
### STUDENT PERFORMANCE



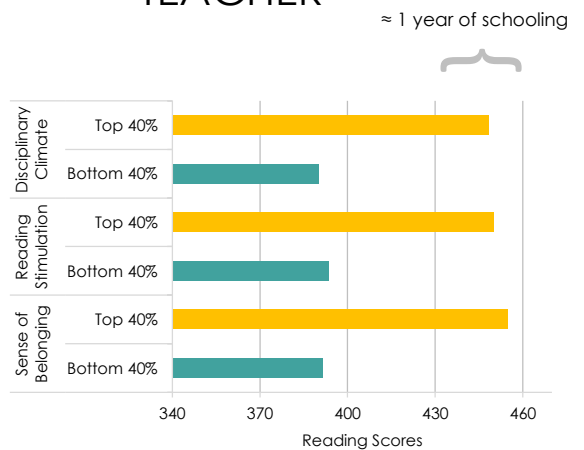
### EQUITY PROFILE



### SCHOOL PROFILE & PRESCHOOL



### SCHOOL, CLASSROOM & TEACHER



<sup>2</sup> Key to Indices:

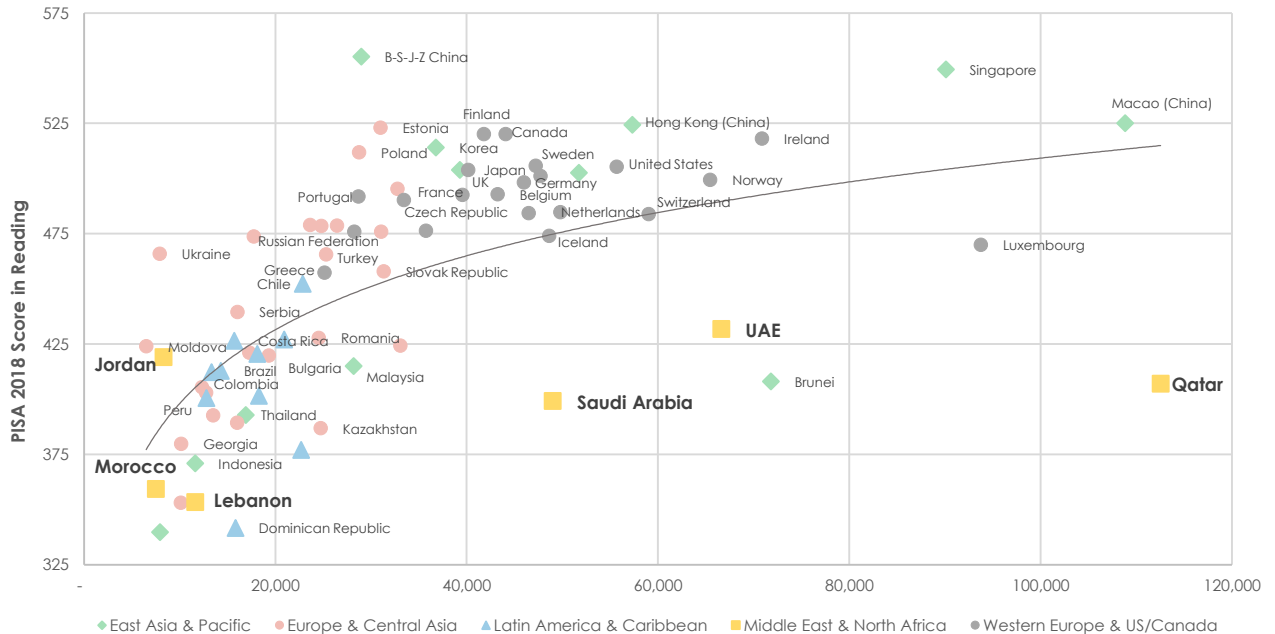
**Disciplinary Climate** Index measures the extent of classroom disruptions due to noise, disorder and other factors. **Reading Stimulation** is an index that measures teachers' stimulation of students' reading engagement. **Sense of Belonging** Index measures the extent to which students feel they belong to their school, make friends easily at school, etc. Top and Bottom 20% indicate percentiles in the corresponding indices.

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### PISA PERFORMANCE & GDP PER CAPITA



GDP per Capita 2018 (or latest), PPP (constant 2011 International \$), World Bank ICP



## WB EDUCATION ENGAGEMENT

### LENDING:

- Jordan Education Reform Project (PforR under implementation)
- Additional Financing for the PforR (pipeline)

### ANALYTICAL:

- The Providing Opportunities with Education for Students in Jordan (POWER-J) impact evaluation of socio-emotional and pedagogical classroom interventions (ongoing).
- Public expenditure review (pipeline).

## ABOUT PISA

PISA: Program for International Student Assessment

PISA is the OECD's benchmarking tool to assess achievement and application of key knowledge and skills of 15 year-olds. PISA tests proficiency in mathematics, reading, science, and problem-solving. It was launched in 2000 and is conducted every three years, with a focus on one of the subjects in each round. In 2018, the focus is on Reading. The test was taken by representative samples from 79 countries, including nearly 600,000 students. Six MENA countries participated in this PISA round: Jordan, Lebanon, Morocco, Qatar, Saudi Arabia and the United Arab Emirates. Functionally illiterate and innumerate students are those who do not meet the basic proficiency levels in reading, mathematics or science.

**Note:** For further information and implications for analyses of PISA data, please consult the PISA 2018 international report.

**Source:** OECD, 2019. *PISA 2018 Results (Volume 1): What Students Know and Can Do*. Paris: OECD.