



FACT SHEET

TEACHER DEMAND AND SUPPLY MODEL (TDSM)

BACKGROUND

Hiring and retaining qualified, high-quality teachers has been identified as a major challenge across Jordan, especially in remote areas that often suffer from teacher shortages, gaps in key subject matter educators, and gender imbalances. Existing processes used by the Ministry of Education (MoE) to determine annual hiring needs and teacher distribution are unable to effectively address regional and national teaching trends and gaps to identify where policymakers can target to improve educational capacities and resources. Jordan's MoE and Ministry of Higher Education and Scientific Research (MoHESR) must be able to effectively predict these levels of need across subjects, schools, and regions, utilizing metrics and trends in teachers entering and exiting the profession. Through use of the TDSM, teacher recruitment efforts will more effectively align with motivated young men and women seeking to enter or remain in the profession, and decision makers will be equipped with the information they need to act effectively to improve teacher recruitment, incentives, and quality.

OVERVIEW

The United States Agency for International Development (USAID) Pre-Service Teacher Education in Jordan activity, in collaboration with Jordan's MoE and MoHESR, is building an online, live Teacher Demand and Supply Model (TDSM) that supports the MoE and MoHESR to make data-driven decisions and prepare multi-year projections of Jordan's supply of and demand for teachers, including geographic, subject-specific, and gender-based variations. Ministries will be able to share information from the model with universities to inform recruitment needs for pre-service teacher diploma programs, which have begun at four universities across the Kingdom in 2021. The model brings together data points

collected by MoE to show teacher surpluses and shortages per subject and geographical area going back four years, allowing policymakers to recognize trends and shifts, and incorporate those into their considerations for policies and incentives impacting teacher recruitment and retention. The model allows for three years of forecasting and will support stakeholders across the education sector in their efforts to plan strategically; it will inform the MoE, Civil Service Bureau (CSB), and university partners about where teachers are going to be needed and for which subjects. To ensure sustainability of the model, it has been developed in close collaboration with stakeholders. The activity will also train MoE and MoHESR officials on updating and maintenance of the model, which uses data that the MoE is already collecting, and on data science and use of data in creating public policy.

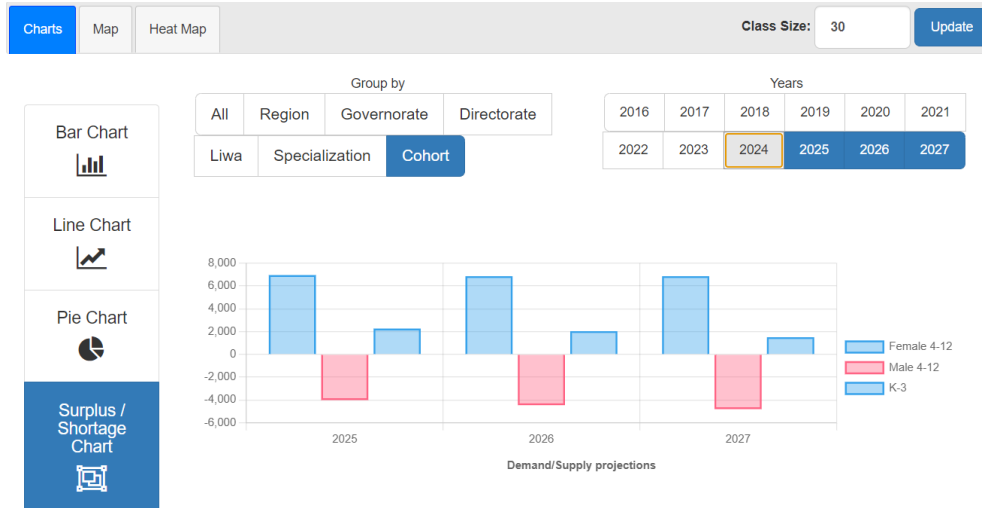


Figure 1 Snapshot of the TDSM portal showing projected supply and demand counts of female, male and K-3 teachers for years 2025-2027

EXPECTED IMPACT

- Provide a national perspective of the teaching workforce, create opportunities for governate-by-governate comparisons across multiple facets of the educational sector, and establish the basis for policies and actions to influence Jordan's supply of teachers.
- Anecdotal evidence of certain types of shortages (e.g., male teachers) will be quantified with actual evidence of where these shortages are in Jordan, allowing for a data-driven approach to teacher staffing and training needs.
- Universities operating pre-service teacher diploma programs and Jordan's Ministries will be able to better determine, and plan for, recruitment needs so that new, qualified teachers can be better placed in high demand specialties and locations.
- Students in pre-service teacher education diploma programs will be able to know which subjects currently have educator shortages or subject-matter gaps, better informing their studies and career path planning while also working to meet Jordan's educator needs.

FOR MORE INFORMATION, PLEASE CONTACT

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