



**Jordan**

**Education  
Thematic Report**

**January-December 2018**

*Photo caption and credit:*

(Malak plays at the UNICEF-supported nursery in Azraq refugee camp. The nursery is equipped with cribs, toys, and books and staffed by professional caregivers ©UNICEF/Jordan 2018/ Herwig)

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## Abbreviations and Acronyms

CPD	Country Programme Document
ECD	Early Childhood Development
ECE	Early Childhood Education
ESP	Education Strategic Plan
ESWG	Education Sector Working Group
GOJ	Government of Jordan
HRD	Human Resource Development
ICT	Information and Communications Technology
IE	Inclusive Education
JCO	Jordan Country Office
JRP	Jordan Response Plan
KG	Kindergartens
MOE	Ministry of Education
MOH	Ministry of Health
MOSD	Ministry of Social Development
NLG	No Lost Generation
PPP	Public Private Partnership
RI	Relief International
SDG	Sustainable Development Goals
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Children's Fund
WEE	Women's Empowerment and Employment

## Summary Chart

Donor name	Thematic Pool
Assisted country	Jordan
Grant reference	SC189904
Total contribution	USD 100,267
Cumulative expenditure:	USD 77,922.54

## Executive Summary

In 2018, UNICEF Jordan has prioritized programmes which worked to strengthen the national systems of government, enhancing national capacity to improve access to and equity in services for all vulnerable children and young people, especially in the areas of education and social protection. Continuing its partnership with the Government of Jordan (GOJ) under the framework of the Jordan Response Plan (JRP) and the No Lost Generation (NLG) Initiative, UNICEF focused on integrating its humanitarian and development programming to reach the most disadvantaged groups in Jordan. Access to quality inclusive and equitable education remains a priority for both the Ministry of Education (MOE) and UNICEF. The Education Thematic Pooled Funds have supported UNICEF Jordan's efforts to improve access to education for vulnerable Syrian refugees by enhancing quality of education services at MOE schools, including through the engagement of Syrian refugees in support of school staff; promoting social cohesion in host communities; supporting transportation of vulnerable children to school; and through community outreach work and other education and social cohesion activities.

Given the importance of early childhood development (ECD) in human development, as stated by the MOE in the National Strategy for Human Resource Development (2016-2025) and the Education Strategic Plan 2018-2022, UNICEF Jordan opened two new high-quality ECD centres in Azraq and Za'atari refugee Camps, reaching 265 children (144 female) enrolled in early childhood care or pre-primary education, thanks to the support of the Education Thematic Pooled Funds. This contributed to the efforts of the universalization of ECD services in camps, whereby enrolment in kindergartens (KG2) is currently reaching acceptable levels. In parallel, UNICEF has been supporting professional development of teachers in Jordan through in-service training in camps and host communities, on curriculum development, psycho-social support, and inclusive education.

## Strategic Context of 2018

In 2018, the Syrian Crisis ended its seventh year. As the conflict continues enters a new phase, Syrian refugees throughout the region continue to face an uncertain future. Jordan hosts a significant population of 671,551

registered Syrian refugees, including 338,461 children, among its total population of 9.5 million residents.<sup>1</sup> Syrian refugee girls and boys are among the country's most vulnerable children, affected by regional conflict and instability. National institutions are stretched beyond their capacity to deliver social services, such as education and child protection, but the overall situation in Jordan is becoming increasingly difficult both for host community members and for the refugee population. Tensions at the community level and in schools continue to challenge social cohesion.

With scarce income-generating opportunities for caregivers, some families resort to negative coping mechanisms that affect their children's wellbeing. This is particularly critical for the refugee population, who encounter a number of barriers that dramatically limit opportunities to escape poverty and vulnerability. These barriers include: (i) difficulties in formalizing Syrian refugees' residence in non-camp settings; (ii) challenges in meeting requirements necessary to obtain formal work permits, complicating refugees' ability to provide for their own basic needs, compounded by, (iii) a rise in the prices of basic commodities, paired with a gradual decline of humanitarian assistance – notably in the areas of health and nutrition. Syrian refugee children are directly affected, resulting in increasing trends of (i) child labour; (ii) early marriage; (iii) sexual and gender-based violence (SGBV), particularly for women and girls; (iv) violence against children; (v) mental health and psychosocial well-being issues, with stress and isolation affecting gender roles and community and family support structures.

For the 2017/2018 academic year, 1.3 million children were enrolled in school<sup>2</sup> with a 93 per cent gross enrolment rate for basic education, dropping to 75 per cent at the secondary level.<sup>3</sup> The enrolment ratio for kindergarten, however, remained low, with more than 40 per cent of children aged five not participating in formal education. At the beginning of 2018, 130,668 Syrian refugee children were enrolled in formal education and 29,247 were enrolled in non-formal education (NFE). Nearly one in three of the 233,052 registered Syrian refugee school-aged children was out of any form of education at the beginning of the year.<sup>4</sup> The Government of Jordan's commitment to providing learning opportunities for all children in the Kingdom, irrespective of their status or nationality, has resulted in the expansion in the number of double-shifted schools and the development of the NFE Catch-Up programme for children that have been out of school for three years or more. Quality of education also continues to be of significant concern, with learning outcomes remaining low throughout basic education; Early Grade Reading and Math Project (RAMP) USAID study from 2016 concluded that 80 per cent of children in Grades 2 and 3 were reading without comprehension.

Overall, children across Jordan face geographic and socio-economic disparities in accessing education. For the most vulnerable children, only a few learning pathways are available, and in many cases learning outcomes remain low, while schools register an increase in tensions, bullying and violence. The national public schooling system is overstretched, with overcrowded classrooms and overburdened teachers, primarily due to the increase in school-aged children, as a result of increased birthrates and refugee population influx. The quality

<sup>1</sup> [UNHCR data portal](#) accessed on 12 February 2019.

<sup>2</sup> No Lost Generation Brussels Conference Report, April 2018

<sup>3</sup> MOE Statistical Report for 2016/2017 Academic Year, 2017

<sup>4</sup> No Lost Generation Brussels Conference Report, April 2018

of school infrastructure has declined, due to lack of resources to provide maintenance or replace damaged infrastructure.<sup>5</sup> Further, teachers lack sufficient capacity to teach students in need of specialized support, especially children who have experienced traumatic experiences like conflict, violence and displacement. These factors affect the quality of formal education, contributing to children dropping out of school.

In 2018, UNICEF continued to work closely with the MOE to advance access to and quality of education for all children. The latter is of particular concern, as education quality has been declining and violence in schools rising, both among students, as a result of a lack of integration within communities and difficulty in dealing with differences, as well as in the form of violent discipline by overburdened teachers, affecting learning outcomes and triggering drop-out.

The MOE, UNICEF and other partners have made efforts to increase equitable access to pre-primary, basic and secondary education for all boys and girls in Jordan. In March 2018, the MOE launched the Education Strategic Plan (ESP) 2018/2022. The ESP, anchored within the Jordan's National Agenda for Human Resource Development (HRD) and the Sustainable Development Goal 4 (SDG4),<sup>6</sup> seeks to orchestrate collective efforts and leverage resources to strengthen the education system in the following six domains: i) Early Childhood Education (ECE), ii) Access & Equity, iii) Quality, iv) Teachers, v) System Strengthening, and vi) Technical and Vocational Education and Training (TVET). The MOE and its sector partners have engaged in the technical consultation and capacity development to advance the operationalization process of ESP. Also, in early 2018, UNICEF embarked on its strategic shift in line with the Country Programme Document (CPD) 2018/2022. Adhering to ESP and CPD, UNICEF seeks to move from downstream humanitarian response and towards upstream system strengthening, placing greater value on a vulnerability approach than on a refugee-focused approach, thereby advancing equitable access to quality inclusive education for all.

## Results Achieved in the Sector

UNICEF efforts in the Education Sector in 2018 aimed at strengthening national system capacity through support to (i) early childhood education, (ii) inclusive education (IE), (iii) non-formal education (NFE), (iv) quality of learning (life skills, extracurricular and social cohesion building activities), and (v) teacher certification. In particular, as part of its strategic shift in implementation, in 2018, UNICEF has transitioned to support to the MOE through technical expertise and capacity building, a shift from direct service delivery to further sustainability and scalable interventions.

(i) Early Childhood Education: Given the importance of early childhood education (ECE) for human development, UNICEF has supported efforts in kindergarten (KG2) data analysis and mapping. In August 2018, UNICEF and partners completed the KG Data for Decision Making, which indicated that 84 per cent of five- to six-year old children have access to KG or KG-like services, an increase from earlier officially reported figures from 2018, which cited 59 per cent of children accessing formal KGs. The difference identified in the study quantified the number of unlicensed KGs or community centres in the country. To support the goal established

<sup>5</sup> In the recent preparations for Education Sector Plan, the MOE disclosed that the ministry faces \$300 million gap to meet its needs. In Jordan Response Plans from 2015 to 2018, MOE called for donors to support schooling infrastructure which is deeply underfunded.

<sup>6</sup> [Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.](#)

by the MOE to universalize KG2 by 2025, UNICEF has undertaken efforts to support the licensing of formerly unlicensed KG providers, by developing standards and supporting a one-stop-shop for licensing, while also supporting MOE to reach the remaining 16 per cent of children who do not have access to KG2, by constructing or repurposing 60 classrooms in 2018, enabling access for an additional 2,805 five- and six-year olds in the Kingdom. UNICEF constructed 63 new child-and disability-friendly KG2 classrooms in Syrian refugee camps for 1,615 children.

(ii) Inclusive Education: To advance inclusive education (IE) that foster inclusivity and greater accessibility, UNICEF has supported the development of two model inclusive education schools, where the building entrance, classrooms and corridors are designed to accommodate children with disabilities, with improved safety and learning environments. Throughout the year, UNICEF served on a technical committee led by the Higher Council for the Rights of People with Disability to formulate a 10-year national strategy on IE. The pillars and framework have been endorsed by MOE, and UNICEF expects the strategy to be formally launched in 2019, paving the way for increased accessibility, awareness and legislation for IE on behalf of children in Jordan. UNICEF's ongoing efforts to promote and improve inclusive education (IE) in Jordan have contributed to the MOE's decision to prioritise IE amongst its top strategic priorities in 2018.

(iii) Non-formal Education: UNICEF also continued its support to Catch-Up and Drop-Out programmes, reaching a cumulative total of 12,724 children (41 per cent female) while 1,150 children (54 per cent female) successfully graduated from Catch-Up and reintegrated into the formal education system. Additionally, during the 2018/2019 academic year, UNICEF supported the MOE and partners in designing and organizing the Learning for All (L4A) campaign, targeting vulnerable children. 9,420 individuals (3,713 parents, 66 per cent female; 5,707 children, 51 per cent children) benefitted from Learning for All awareness sessions conducted through Makani centres. UNICEF Jordan's Helpline and Makani partners also helped track cases of rejection relating to school registration, to report to MOE for immediate action. Throughout mid-2018, UNICEF also continued support to over 5,500 vulnerable children (46 per cent female) in the host community (nearly 3,000 were residing in temporary settlements) with transportation to and from school, fundamental support that has helped overcome parents' concerns about long distances to schools, and young children's safety. UNICEF's integrated cash assistance programme, Hajati, has also enabled 20,533 households to arrange for and afford transportation to school. Though Hajati was scaled down in the 2018/2019 academic year, from 55,000 beneficiaries in 2017/2018 to 9,000, it remains a key tool in enabling the most vulnerable children to access education opportunities.

(iv) Quality of Learning: UNICEF collaborated with the MOE to relieve overcrowding in 20 of Jordan's most overcrowded public schools. By the end of 2018, 124 new classrooms improved learning conditions for 4,685 (43 per cent female) students. Violence against children (VAC) in schools and house settings – both physical and verbal – is also frequently observed and reported, although more efforts and investments are required to change social norms of authorities, teachers, parents and community members, and promote a safer learning environment. To support extracurricular/co-curricular activities, the Nashatati programme ('My Activities') was also expanded from its original pilot cohort of 100 schools during the 2017/2018 year to an additional 100 schools at the start of the 2018/2019 year, benefitting 17,009 children (8,060 female), enhancing life skills



and social tolerance and cohesion. The programme included provision of teacher mentoring and training for field coordinators. Learning support service (LSS) is another component aiding quality education, whereby UNICEF provided training on emotional intelligence, active learning, and teaching strategies for 207 (145 female) LSS facilitators.

(v) Teacher Certification: UNICEF has also worked closely with the MOE and bilateral donors to plan the establishment of a teacher certification and licensing system in Jordan. In 2018, UNICEF started to support the development of general professional standards for teachers in preparation for the roll out of subject-specific and non-teaching position (for example, school administrators) standards planned for 2019.

The education thematic funding contributed to achieving progress in Early Childhood Development (ECD), including early learning, through providing better access for families to ECD centres.

### Early Childhood Development and Education Flagship

Early Childhood Development is an important feature of UNICEF's education strategy in addition to the UNICEF Global Strategic Plan and the Jordanian Government's ambitious plans reflected in its ECD Policy – both ECD Action Plans, and the Human Resource Development Strategy. UNICEF is working closely with line ministries, particularly MOE, Ministry of Social Development (MOSD), Ministry of Health (MOH), and Ministry of Awqaf and Islamic Affairs, to increase the access to and quality of ECD services in the country, notably through parenting support programmes, nurseries, and kindergardens (KGs), promoting children and families' wellbeing from early moments to primary school.

The past scarcity of ECD services in refugee camps and the lack of local capacity to offer such services at scale provided an opportunity to build upon UNICEF's existing partnership with the INGO, Relief International (RI), to create an innovative project in ECD centres in the Za'atari and Azraq Camps, delivering high-quality early childhood services. The importance of such an intervention in Jordan is justified by the need for a shift from prevailing cultural norms, which characterize child-bearing and child-rearing as the individual responsibility of mothers. Through the programme, social actors and UNICEF promoted collective responsibility for supporting family members in their roles as caregivers. Through ECD services, young students with caregiving responsibilities were able to join education activities, because they could leave children they were responsible for under the supervision of trained personnel who provided early childhood education and daycare services. The ECD services have been beneficial in two ways: they offer support to women, especially to young mothers and adolescents with caregiving responsibilities, contributing to their empowerment through enhanced access to job opportunities; and, enhancing early development of children benefitting from ECD services in the centres. Through an integrated vision of early childcare programming, UNICEF has worked to achieve women's economic empowerment and Early Childhood Care and Development as mutually reinforcing objectives.

In ECD, selected sub-thematic areas of intervention supported by this grant, UNICEF in partnership with RI, achieved the following results:



- Two total ECD centres of high quality infrastructure were created in the Azraq and in Za'atari refugee camps.
- 265 children (144 female) were enrolled in Early Childhood Care or pre-primary education.
- 26 facilitators (25 female) were recruited and assigned to work in the ECD programme, 24 of whom received training in appropriate methodology and skills in ECD.
- Quality ECD stimulating materials were provided, which included creation and adaptation of tools for Jordanian ECD experts who trained, monitored and supported caregivers in interacting with children, ensuring best engagement through age-appropriate activities.
- A child-friendly space was created for early stimulation of the youngest children (aged 0-5), positively transforming an environment where children live in displacement that is not ideal for early development.
- A total of 641 people, including children and adults, received information about available ECD services in camps.

The table below shows cumulative achievements against the ECD indicators per output, with per camp and gender disaggregation:

Output 3: Early childhood care/education ECD: Young children age 0-5 (& parents) provided with regular structured and non-structured ECD activities.	Ind.3.1 Number of children (boys and girls) enrolled in ECD (early childhood care/education) or pre- primary education (non-certified).	Location	Targets	Cumulative Achievements Apr 2018 - Jan 2019
		Total	Total: 140 (70 female, 70 male)	Total individuals: 265 male: 121 female: 144
	Total: 140	Za'atari	70 (35 female, 35 male)	Total: 116 male: 61 female: 55
		Azraq	70 (35 female, 35 male)	Total: 149 male: 60 female: 89
	Ind.3.2 Number of recruited/assigned facilitators to serve in ECD programme.	Total	24 (12 female, 12 male)	Total: 26 male: 1 female: 25
		Za'atari	12 (6 female, 6 male)	Total: 13 male: 0 female: 13
		Azraq	12 (6 female, 6 male)	Total: 13 male: 1 female: 12
	Ind.3.3 Number of ECD facilitators trained in appropriate methodology and skills of ECD programme.	Total	24 (12 female, 12 male)	Total: 24 male: 1 female: 23
		Za'atari	12 (6 female, 6 male)	Total: 11 male: 0 female: 11
		Azraq	12 (6 female, 6 male)	Total: 13 male: 1 female: 12
	Ind.3.4 Number WGBM receiving info about education services (ECD)	Total	560 (140 girls, 140 boys, 140 women, 140 men)	Total: 641 women: 144 girls: 196 boys: 65 men: 236
		Za'atari	280 (70 girls, 70 boys, 70 women, 70 men)	Total: 266 women: 19 girls: 106 boys: 30 men: 111
	Total: 560			

		Azraq	280 (70 girls, 70 boys, 70 women, 70 men)	Total: 375 women: 125 girls: 90 boys: 35 men: 125
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To achieve these results, UNICEF has worked in close collaboration with its partners, Relief International and MOE, supporting new coordination mechanisms for ECD in both camps that were not existing prior 2018. Joint efforts also helped UNICEF to complete ECD mappings in both camps and to work closely to improve services; UNICEF plans to cover any potential gaps and prioritize limited resources.

## Financial Analysis

Financial support provided by the thematic pooled funding was utilised to advance the ECD programme for the reporting period. ECE planned budget for UNICEF in 2018 was USD 3.039 million. UNICEF has utilized USD 3.003 million on ECE activities and programmes in 2018. Specifically, from this contribution, UNICEF utilized USD 73,005 for the implementation of ECE activities in refugee camps in line with plans. The remaining funding will be fully utilized for ECE activities and teacher certification initiative.

As of March 2019, UNICEF has secured 58 per cent of the overall required amount for 2019's education priorities, however, only 7 per cent of the secured amount is considered flexible funding. Most of the funding contains defined earmarked conditions. Under these circumstances, flexible funding such as this thematic funding is of critical importance in addressing the emerging needs on the ground and underfunded areas – both early learning support at KG level and system support to teacher certification. UNICEF will continue to mobilise and leverage flexible funding to address critical shortfalls and ensure the continuity of education programmes throughout the year.

## Budget by outcome area

Component	Budget
2.1.1 ECE / Strengthen MOE capacity and provide support for affordable and sustainable nationwide early childhood/pre-primary education provision including planning, budgeting and resource mobilization, regulations and quality assurance (standards, licensing).	50,000
2.2.1 ECE / Increase access to KG2 Syrian refugee in camps through establishment and operationalizing of ECE classrooms	1,152,000
2.2.2 ECE / Increase access to KG2 in the most vulnerable communities through establishment and operationalizing (42 classrooms per year).	1,837,500
Total	3,039,500

## Expenditure by outcome area

Component	ORE	ORR	Total
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<b>882 Education</b>	<b>2,930,772</b>	<b>73,005</b>	<b>3,003,777</b>
882/002 Increased Equitable Access	2,930,772	73,005	3,003,777
882/002/001 ECE Implementation (camps)	786,523	73,005	859,528
882/002/002 ECE Implementation (Host Communities)	2,144,249	0	2,144,249

### Country level thematic contributions

Donor	Grant number	contribution	Programmable Amount	Cumulative Expenditure
Norwegian Committee for UNICEF	SC189904	100,268.23	95,493	77,922.54

### Future Work Plan

The Government of Jordan has formulated its two-year plan for 2019-2020. In the Education Sector, promoting access to early childhood education and development (ECED) and supporting a teacher certification initiative are among the priority areas of the Government. In addition, the MOE Education Strategic Plan 2018-2022 has set ECED and teacher certification as priority domains to support at the sector level. Following these national plans and priorities, UNICEF will accelerate its efforts to enhance access to pre-primary education for children and support teachers to hold a license in coordination with the Ministry of Education and partners.

In relation to ECD plans for 2019, an overall system strengthening approach will concentrate on improving the regulatory framework with harmonized minimum standards to license and run facilities that provide ECD services (nurseries and KGs). This will include the establishment of a 'one-stop-shop' with both the MOE and the MOSD. UNICEF will continue to work with the Government of Jordan to increase access to quality and inclusive ECD services through the implementation of agreed strategies in 2018, including:

- Opening new services in available spaces in existing facilities;
- Maximizing utilization of existing facilities in a cost-effective and sustainable manner, for example through double-shifts;
- Improve quality of training for teachers and child care providers; support implementation of play-learning methodologies; review and provide ECD stimulating tools and materials; ameliorate facilities; reinforce monitoring and data collection, support coordination.

Future plans for system strengthening include in-depth analysis of obstacles and strengths in the normative framework around licensing and regulation for implementation of ECD services; establishing effective coordination mechanisms for ECD services: nurseries, KGs, and parenting programmes. UNICEF plans to increase access to quality and inclusive ECD services by the following measures (dependent on funding availability):

- Facilitating licensing of existing ECD quality services; Assessing all existing available spaces in public schools to increase ECD service provision;

- Opening 42 additional KG2 classrooms, focusing on rehabilitation over new constructions, to contribute towards KG2 universalization in host communities, while expanding services in both Za'atari and Azraq refugee Camps;
- Increasing the number of double-shift KG2 services, including 102 already identified in double-shifted schools that do not include KGs in their double shift;
- Partnering with private donors and community-based organizations to provide ECD services (nurseries, KGs, and parenting programmes) to additional 10,000 children in host-communities;
- Constructing 24 inclusive playgrounds.

Through Innovative Financial Solutions and Private Sector engagement UNICEF aims at:

- Supporting the expansion of the Hajati-KG2 and Community-based/KG2 projects to open at least 20 new ECD centres;
- Creating an innovative business brochure for private investors to increase private investment in ECD;
- Creating at least one new business model to support global strategies, such as the World Bank ECD strategies promoting vouchers, social impact bonds, etc.;
- Exploring, with the MOE the PPP, models for the Government of Jordan to partially support the private provision of services.

Our envisioned Parenting Support Programmes will include:

- Supporting gender- and disability-sensitive parenting courses to equip male and female caregivers with knowledge and skills;
- Reviewing and updating the Better Parenting Programme, in collaboration with UNICEF MENARO, to improve and expand implementation with three line-ministries: MOE, MOH and MOSD;
- Expanding ECD in Makani centres in both host-communities and refugee camps, to include three parenting programmes.

Partners on the ground and UNICEF will continue working together with all ECD providers in the camps, through a coordinated approach within the newly created ECD Task Forces that are identifying priority gaps. As KG2 provision is reaching target levels in both Za'atari and Azraq Camps (UNICEF expects to reach universalization by the end of 2019), together with RI, UNICEF aims at increasing services and potentially opening two more ECD centres, to provide nursery and KG1 services. UNICEF also plans to increase the provision of ECD services through its Makani centres, which provide three new ECD programmes: 0-3 programme for parents to acquire skills and knowledge to support the child stimulation; Parent/Child Programme, a school readiness programme for KG1 aged children; and Better Parenting Programme, a parenting support programme for parents of children aged 2- 10).

As for reform of teacher's licensing and certification, in 2019 it will be essential for all stakeholders to closely and strongly coordinate their efforts on a regular basis, and to safeguard alignment of initiatives with the overarching vision and strategies. Such coordination has been provided within the framework of the Education Strategic Plan 2018-2022 and is expected to be led overall by the Donor Coordination Unit, and technically by education technical committee. The overarching vision and long-term strategy for the development of human

resources in Jordan is presented in the National Human Resources Development Plan 2016-2025 and it envisages to:

- Improve quality of workforce at all levels, with an emphasis on teacher training;
- Improve teachers' selection process;
- Introduce a teacher licensing system;
- Introduce a school leader certification and licensing system; and
- Revise the teacher ranking system and appraisal process.

The elaboration of professional development standards, competencies and performance indicators for the non-core teaching and non-teaching supporting positions at school will enter in its implementation phase in 2019. This will include:

- A three-day co-construction workshop with MOE officials divided into working groups, to elaborate a first draft of the framework, which will include the domains and subdomains of each specialization/subject;
- Development of a framework and specific standards, competencies and indicators of each specialization/subject, in line with the existing general teacher professional standards and the "draft" subject-specific standards and submission of a first draft, which must be reviewed and approved by the MOE and UNICEF;
- A three-day co-construction workshop with MOE officials, to work on a second draft of the framework (2 days of preparation / 3 days of workshop) and submission of a second draft, within another month, which must be reviewed and approved by the MOE and UNICEF.
- Submission of the final draft in English and Arabic within the agreed upon period, which must be approved by the MOE and UNICEF (in August 2019).

The consultancy institution will assure quality of each draft framework before sending to UNICEF.

It has been agreed with the lead consultant to establish working groups within MOE staff for each non-teaching position, with support from UNICEF, to ensure close collaboration, and to organise focus-group research. This will allow for better ownership by the MOE of all steps of the process, and increased sustainability of the framework to be developed. Each working group could work closely with the lead expert on cross-curricular pedagogical foundations, and together, among subject specialists who would either design or respond to proposals related to how these foundational concepts could be applied to their specific subject's competency standards.

The number of MOE teachers who are expected to benefit from the standards are as follows:

Teachers	Number of staff
Arts	690
Physical Exercise	2,680
Vocational	990
Special Ed	728

Other teachers providing Special Ed	1,192
Music	140
Counselor	1,980
Librarian	1,250
Lab technician (science)	990
Lab technician (computer)	1,960
<b>Total</b>	<b>12,600</b>

This does not include UNRWA teachers and private school teachers, although they will also refer to these standards and competencies when developed.

## Expression of Thanks

The funding from Norwegian Committee for UNICEF through the thematic pooled funding helps UNICEF to advance the shared commitments to protect the rights and improve the well-being children in Jordan, especially those affected by the Syrian Crisis. Without crucial flexible funding like this thematic fund, UNICEF would not have been able to advance its plans on behalf of vulnerable children in the important areas of developing ECD and teacher certification to improve quality learning. This funding helps ensure UNICEF can meet its commitments to both children and the Government and people of Jordan to improve education for all children.

## Donor Feedback

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## Annexes

[Annex I - Visibility: Blog Entry featuring an example of UNICEF Jordan ECD intervention](#)

[Annex II - Human Interest Story](#)

[Annex III - UNICEF JCO Flagship Programme - Early Childhood Development](#)



**ANNEX I** - Visibility: Blog Entry featuring an example of UNICEF Jordan ECD intervention

**A rush of colour, noise and play:**

**Early Childhood Development Centres in Refugee Camps Provide Hope to an Entire Community**

By Eduardo Garcia Rolland, Early Childhood Development Specialist, UNICEF Jordan



©Relief International/2018

Noise, confusion, laughter, and shrieks of delight surround me as I kneel to speak to caregivers amongst toddlers and young children playing with toys scattered across a colourful floor. I could be in any Early Childhood Development (ECD) centre in the world, but I'm not. This one is special. This one is providing an extra glimmer of hope to its community.

A little girl approaches me, observes me with curiosity, I try to engage her with the biggest smile I am capable of. I genuinely feel happy here, and how could you not? I ask her name and exchange a few words in Arabic. "How are you?" Her response is barely audible, "Fatima<sup>1</sup>."

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<sup>1</sup> Her real name has been changed to protect her privacy.



An enthusiastic volunteer gathers the children for a talk and Fatima joins. A whisper in my ear explains that Fatima is only 14 months old, that her mom died in Syria, and that her father has disappeared. Now, it's just her and her older sister who takes care of her. While her older sister attends educational courses and receives UNICEF's learning support services, Fatima has somewhere safe to play, and grow, in this ECD centre in a Syrian refugee camp in Jordan.

I visit UNICEF's partner Relief International's ECD centres frequently in Za'atari and Azraq refugee camps, located in northern and eastern Jordan, respectively. I like to be here. The project is in its infancy and struggling for funding. However, the excitement is tangible in the air as children enjoy the new facilities. One of the volunteers from Damascus wants to talk to me. "I am so happy that the nursery is open, that I want to dance," she says, making me laugh. "Thanks, thanks, thanks", a resounding echo of gratitude rings out from everyone in the community, not just the volunteers and caretakers. The community expresses a collective and profound happiness now that these centres are offering the most vulnerable a safe place to spend time in. For a long time, an ECD Centre was their dream for the youngest in their community. The parents and elders dreamed of a safe place, where children can play and enjoy their childhood in the middle of perhaps one of the most unnatural settings for a childhood: a refugee camp. This place, full of colour and innocence seems to break the terrifying memories so many carry with them here.

Conflict, war and emergencies are source of massive and ubiquitous toxic stress, the worst element for brain development. Children from birth to primary school set the foundations of who we are as humans; it is a time of maximum brain plasticity, capacity to learn and to build the very capacity of learning. The situation of Syria has created one of the worst environments for young children, exposed to violence and displacement, family stress and misery.

UNICEF and its partner Relief International have trained volunteers here in early childhood development, in play-based methodologies and activities. 300 children in two centres are divided by ages to benefit from stimulating daycare services. Age-appropriate activities constitute a fertile material for school-readiness and learning opportunities. All activities are child-centered and play-based. Here, Fatima and her newly found friends feel secure and happy, experimenting within a safe world, exploring human relations skills, while developing emotional, cognitive, motor and social skills.

Many adults from the community peek through the windows, attracted by the joy of children and the colours of the center. Another volunteer teacher from the centre who was born in Dara'a, Syria and speaks some English, tells me, "Look around you, there is no colour in this refugee camp, only in the centre". I follow her gaze; grey desert is just beyond the windows of the centre. But, here, in this vibrant and joyous place, each child represents hope for their community.

Link: <https://medium.com/@unicefjordan1/a-rush-of-colour-noise-and-play-early-childhood-development-centres-in-refugee-camps-provide-72126b11996d>

## **“But we vulnerable people can become community leaders”**

UNICEF-supported nursery and remedial education classes in Azraq camp are enabling young parents to pursue a brighter future

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*Malak, 10-months, with her mother Aya. 17 years, at a UNICEF-supported nursery in Azraq refugee camp. © Herwig/UNICEF 2018*

Aya, 17 years, is a Syrian refugee living in Azraq camp. She is a daughter, a student, and a mother. She is currently finishing Grade 11 with a focus on the sciences. “I went to this section wanting to become someone important in my community, to become successful.”

Being a mother is hard work. Being a student is tough. But through sheer willpower and UNICEF support, Aya is on her way to achieving her dreams.

After school, Aya picks up her 10-month old daughter, Malak, from her mother’s home and makes her way to the UNICEF-supported Relief International centre. There, Aya drops off her daughter to play with other children at the nursery while she receives remedial education classes.

“I found it to be a problem to have my daughter away from me while she needs to be breastfed. That is why here at the centre they decided to open a nursery. And this thing is good because it would save me a lot of trouble. It is true that I am here studying, but at the same time, my mind is somewhere else.”

Having her daughter closeby is helping Aya concentrate on the task at hand: her education.

“I come here to strengthen my knowledge. If I feel weak at any subject, I come here to boost my learning.”

Aya says she faces several challenges to her education, from disapproval by some members of the community to exhaustion from the day-to-day responsibilities of motherhood, and more. “Honestly, life is a bit difficult.”

However, her determination remains unwavering.



*Aya plays with her daughter Malak in the UNICEF-supported nursery in Azraq refugee camp. © Herwig/UNICEF 2018*

“What made me seek education more than anything is, first, my daughter; she needs someone to take care of her. And for my parents, when they get older.”

The nursery is equipped with cribs, toys and books – and professional caregivers. Children can play, learn and make friends in a safe environment only a few steps away from their parents.

The centre is also enabling young parents to pursue a brighter future.

For Aya, being able to check in on

Malak during short breaks between classes is giving her a peace of mind and the ability to gain an education. “Everything is positive in my opinion,” she says.

Her experience of early marriage has made her determined not to let it happen to her daughter.

“My hope for my daughter is to take care of her education. I won’t allow her to get engaged in any relationship until she becomes successful in her community, until she holds her degree and she fulfils something impossible. I want her to come something I can be proud of.”

“The community calls us vulnerable. But we vulnerable people can become community builders.”

*Thanks to support from the Norwegian Committee for UNICEF, UNICEF is enabled to continue supporting the healthy growth and development of children and youth. Since Azraq refugee camp opened in 2014, UNICEF has been providing WASH, child protection, education, health and nutrition, youth and adolescent services and social protection for the 22,000 children who live there and their families.*



# EARLY CHILDHOOD DEVELOPMENT

UNICEF Jordan 2019

## INVESTING IN EARLY CHILDHOOD DEVELOPMENT IS NOT ONLY THE RIGHT THING TO DO, IT'S THE SMART THING TO DO



**For children:** Programmes that provide early nutrition, stimulation and protection can improve individual adult earnings by almost 25 per cent.



**For societies:** The benefits of investments in early childhood programmes, starting with the youngest, yield more than a 13 per cent return in reduced poverty and income gaps and increased prosperity and economic competitiveness.

**Cost of inaction:** The benefits forfeited at a country level can be up to two times the gross domestic product spent on health.

**For every child a chance:** "How can we think of a world of peace, cooperation, bliss, if the beginning of life is not taken into account?" - The Beginning of Life, Film (2016).

(2016 Lancet ECD Series)

## BACKGROUND

### ECD

Quality Early Childhood Development (ECD) services, such as nurseries and preschools result in positive developmental outcomes for children, not only improving school readiness, but also boosting socio-emotional abilities and motor skills. Multi-sectoral interventions that support young children and their families facilitate the entire child development process.

In Jordan, the number of children enrolled in nurseries and KGs is low (3 per cent of children are in nurseries; 14.2 per cent in KG1; and 62.2 per cent in KG2). The Government has an ambitious plan to universalize KG2, while increasing the number of children enrolled in and the quality of nurseries and KG1. These plans are linked to the Human Resource Development strategy as well as the national employment objectives to enhance opportunities for women to enter the labour market.

### KG 1&2

## 2019 TARGETS

**3,325** additional girls and boys enrolled in KG2 with 150 new teachers and principals trained and deployed.



**30,000** parents are supported with rearing knowledge and skills for their children to better developed.

**2,500** children enrolling in quality and inclusive KG1 and nurseries and improvements of licensing process.

Increasing Equitable Access to Quality Affordable Early Childhood Development Services in Jordan

## PROGRAMME STRATEGY

BY 2022, CHILDREN IN JORDAN HAVE INCREASED AND EQUITABLE ACCESS TO AFFORDABLE, QUALITY EARLY CHILDHOOD DEVELOPMENT (ECD) SERVICES.

**1** An overall approach to **systems strengthening** will concentrate on improving the **regulatory framework** with harmonized minimum standards to license and run facilities that provide ECD services (nurseries and KGs). This will include the establishment of a 'one-stop-shop' with both MoE and MoSD.

**2** Increase **access to quality and inclusive ECD services** through the implementation of agreed strategies with the Government of Jordan in 2018 that include:

- **Opening new services** in available spaces in existing facilities;
- **Maximize utilization** of existing facilities in a cost-effective and sustainable manner, for example through double-shifts;
- **Improve quality** of training for teachers and child care providers; support implementation of play-learning methodologies; review and provide ECD stimulating tools and materials; ameliorate facilities; reinforce monitoring and data collection; support coordination.

**3** Seeking **Innovative Financial Solutions and Private Sector engagement** to match the ambitious UNICEF plan to expand ECD services. Expanding on 2018 pilot projects called Community-Based/KG2 and Hajati/ KG2, UNICEF will explore investment models for private investors such as social impact bonds and Public Private Partnership.

**4** **Parenting Support Programmes** will be integrated in existing platforms to promote positive, violence-free practices, school readiness, healthy lives, and developmental skills. The 2018 UNICEF Parenting strategy implementation will improve quality and coordination.

**BUDGET: US\$ 10.2M**

## 2019 PRIORITY INTERVENTIONS



### Systems will be strengthened by:

- Analysing in-depth obstacles and strengths in the normative framework around licensing and regulation for implementation of ECD services.
- Establishing effective coordination mechanisms for ECD services: nurseries, KGs, and Parenting.



### Access to quality and inclusive ECD services will be increased by:

- Facilitating licensing of existing ECD quality services;
- Assessing all existing available spaces in public schools to increase ECD service provision;
- Opening 42 additional KG2 classrooms focusing on rehabilitation over new construction to contribute towards KG2 universalization in host communities,

while expanding services in both Za'atari and Azraq refugee camps;

- Increasing the number of double-shift KG2 services, including 102 already identified in double-shifted schools that do not include KGs in their double shift;
- Partnering with private donors and community-based organizations to provide ECD services (nurseries, KGs, and parenting) to additional 10,000 children in host-communities;

Constructing 24 inclusive playgrounds.



### Innovative Financial Solutions and Private Sector engagement to include:

- Supporting the expansion of the Hajati-KG2 and Community-based/ KG2 projects to open at least 20 new ECD centers;
- Creating an innovative business brochure for private investors increase private investment in ECD;



### Parenting Support Programmes

- Creating at least one new business model to support global strategies such as the World Bank ECD strategies promoting vouchers, social impact bonds, etc.;
- Exploring with MoE the PPP models for the Government of Jordan to support partially the private provision of services and the other way around.

- Supporting gender and disability sensitive parenting courses to equip male and female caregivers with knowledge and skills;
- Reviewing and updating the Better Parenting Programme in collaboration with MENAQ to improve and expand implementation with four line-ministries: MoE, MoH, MoSD, and MoAIA;
- Expanding ECD in Mekanis in both host-communities and refugee camps to include three parenting programmes: Mother/Child school readiness.

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unicef  
for every child

Early Childhood Development (ECD) is the science-based answer to transform families and communities towards a more equitable, peaceful, healthy and happy world. Multisectoral ECD services provide needed hygiene, health, nutrition, protection and stimulation for young children, because brain plasticity presents a unique window of opportunity in the very first years of life.

