

A message from the office

In this latest addition of the UNESCO-EU Project Newsletter, UNESCO Office in Amman provides an overview of achievements and progress to date in implementing its European Union-funded activities. Since the last newsletter, significant progress has been made on all projects. The projects continue to have a positive impact across the various levels UNESCO works in Jordan. From supporting the Ministry of Education with technical assistance, to providing public school teachers with the resources they need to deliver a quality education, UNESCO and its partners are ensuring that the right to education is maintained for the most vulnerable Jordanians and Syrians refugees.

As 2015 comes to end, the support UNESCO and its implementing partners continue to deliver, with the generous funding of the European Union, remains instrumental in providing the Government of Jordan with the support it needs to continue its Education Reform and overcome the challenges of the Syria Crisis.

-UNESCO Education Team



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Students in Zaatari learn about the importance of education on World Teacher's Day

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About Sustaining Quality Education and Promoting Skills Development Opportunities for Young Syrian Refugees

Sustaining Quality Education and Promoting Skills Development Opportunities for Young Syrian Refugees

in Jordan is a 3 year project funded by the European Union. The project aims to address the challenges posed by the continuing influx of Syrian refugees on the quality of education in Jordan.

The project has two main components:

- Upgrading the training of the teaching force and related personnel.
- Providing demand driven educational, informal/ non-formal education and skills development opportunities to Syrian and Jordanian youth affected by the crisis, which includes a youth census to better understand the future learning needs of Syrians residing in Jordan.

By promoting the quality of teaching in schools with mixed populations of Syrian and Jordanian children, this project benefits displaced Syrian children as well as Jordanian children attending presently overstrained schools. Jordanian teachers, school supervisors and Counselors have benefitted from the trainings with upgraded skills and strategies for teaching based on internationally recognized standards for education in emergencies and post-conflict.

The youth skills development component benefits Syrian youth residing in both Za'atari refugee camp and in urban areas in addition to Jordanian youth living in urban areas with limited opportunities for schooling, recreation, mentoring and skills development training.



Project Updates

- UNESCO launched the final phase of its Teacher Professional Development component within the BATT project
- The final cohort of the IFE in Urban Areas was completed
- UNESCO established a new partnership to deliver a one-year internationally accredited skills development program



UNESCO-EU Project Newsletter

About Technical Assistance to Enhance Accessibility & Use of the Jordanian MoE Education Management Information System (EMIS) for Evidence-based Policy Formulation



The EMIS Project, which is funded by the European Union, has been launched in the framework of the Government of Jordan's Education Reform for Knowledge Economy (ERfKE II), at the request of the Jordan Ministry of Education (MoE). The Education Management Information System (EMIS) can be defined as a set of formalized operational processes, procedures and cooperative agreements that are enabling the production, management and dissemination of unambiguous educational data and information in a timely and reliable manner to serve the needs of multi-level stakeholders.

The project builds upon UNESCO's three-decades of experience and commitment to strengthening national capacities of the Education system through in-country 'up-stream' services, technical and

capacity support in the field of sector-wide policies and planning and management.

This project is part of a global support programme led by UNESCO entitled "[the OpenEMIS Initiative](#)" which encourages country-level capacity development in the area of education strategic planning and management. It aims to help countries upgrade their EMIS through the provision of a generic, royalty free and open source EMIS software.

Through the EMIS project, the UNESCO Amman office, along with its partners, aims to support the Ministry of Education (MoE) in establishing a strong EMIS and a dedicated monitoring system for Syrian refugee schooling in Jordan. This tool will be used to systematically monitor enrollments and attendance of Syrian refugee students in schools and is currently under deployment in the Za'atari refugee camp.

UNESCO and its partners aim to support the Ministry of Education for the purposes of:

- Ensuring the proactive use of existing education data;
- Rectifying the current gaps in the country's EMIS by replacing the old system with a new system fully owned by the Government;
- Building capacity and transfer of technology in order to enable the Government to update and manage the new EMIS consistently;
- Leveraging technological mechanisms for education information dissemination (tables, graphs, maps, profiles, dashboards);
- Providing data analytics training to education planners to ensure that the data collected by EMIS is integrated into all relevant external data sources within Jordan to enable sound decision-making.

The principal is enhancing the provision of education in Jordan by way of improving available education statistical data. On both centralized and decentralized levels, decision making depends upon accurate and disaggregated sub-national data, collected in an organized and efficient manner.

EMIS Project Updates

- Needs Assessment phase completed.
- KPI framework revised and significantly improved.
- OpenEMIS fully customized for Jordan in close involvement with MoE Staff.
- Successful pilot in representative sample schools across 14 Field Directorates
- Purchase of state-of-art high security IT infrastructures, deployed, tested and readily operational at NICT.
- Training of all trainers in all Field Directorates.

UNESCO Launches the Final Phase of the Teacher Professional Development Project in partnership with Ministry of Education, Queen Rania Teacher Academy, and the European Union



With such positive repercussions linked to the accomplishments and positive impressions of the initial phase, which was funded by the European Union, UNESCO and QRTA are partnering to stimulate the final phase developing a technologically Blended Approach to Teacher Training (BATT) project that will substantially increase the project outreach and strengthen its impact.

The impetus for the new BATT project is motivated by the need to enhance the psycho-social materials and ideologies of the initial project, digitalize and create an on-line teacher professional development platform, and reach a wider audience of teachers within Jordan. The program can serve as a foundational training course for all teachers offering focused training for teachers on how to manage large numbers of students, promote dialogue,

detect early signs of behavioural problems, and ensure inclusion of all children. The course has the potential to also address the immediate pedagogical needs of teachers during times of peace as well as in times of crisis by incorporating subject specific training components to address the learning needs of secondary level math and science students.

The blended approach to teacher training and learning, is usually viewed as a combination of face-to-face and online delivery methods, and has been proven to influence teachers' perceptions of the learning environment and subsequently their teaching practices. This specialized BATT will concentrate on psychosocial support.

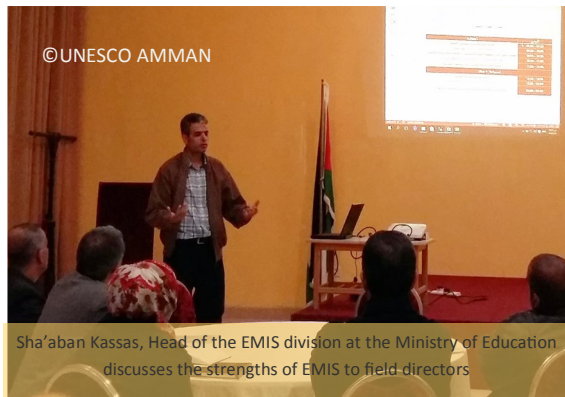
BATT Project Updates

Ghadeer Al-Otoum stands in the spotlight for the filming of the psycho-social training module of the Blended Approach to Teacher Training (BATT) project with UNESCO. The modules will be part of an online course that will help teachers to meet the psychosocial needs of Syrian refugees in their classrooms. The psychosocial course will include a 90 minute online module featuring the video lectures, reading and writing assignments, and online feedback and interaction with instructors and fellow participants.

The project, generously funded by the EU, is working on creating an online teacher-training course that will combine three important factors: utilizing technology, creating specialized content and delivering a blended approach to teacher training (BATT), an approach that includes both online and face to face components. The project's design and implementation will be applied in two stages. The first stage will concentrate on developing and piloting the blended approach to the training course. The second stage will involve scaling up and extending the training to a large number of teachers across Jordan.



UNESCO Holds Regional Meeting for Field Directors on the Rollout of the Education Management Information System (EMIS) Training at the School Level



The severe thunderstorm that shook Amman on November 5th, couldn't keep Ministry of Education field directors away from a vital meeting in the framework of the UNESCO OpenEMIS project.

The objective of the meeting was to strategize data auditing at the school level, follow up data entry for the Syrian refugees, and organize EMIS training for schools. 66 field directors, along with the head of the planning division of directorates and the EMIS officers in the directorates attended the meeting held at the Amman Teachers Club.

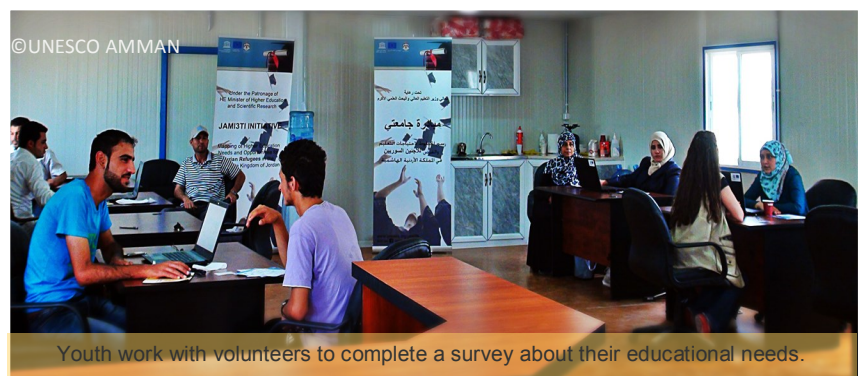
The meeting was one of several similar meetings organized country wide in order to manage the roll out of EMIS training at the school level. The meetings are part of a cascading training scheme that started with 12 master trainers who trained a core team, in turn training the field directorates team. Country wide, 568 field directorate EMIS trainers will conduct trainings at the school level, resulting in 13, 600 educators trained on the EMIS.

Announcement of Skills Development for Youth

UNESCO, with funding from the European Union, recently partnered with Al Quds College (also known as Luminus Education) to launch a new education project for Jordanians and Syrians affected by the Syria crisis. Youth will benefit from a year-long diploma program that is internationally accredited and recognized by other educational institutions and employers around the world. The project will focus on the most crisis-affected parts of the country, including the northern governorates, such as Amman, Irbid, Mafraq, and Zarqa.

The project will enroll 400 Jordanian and Syrian men and women at two locations in Jordan, including at its main educational facility in Amman and a newly established center in Irbid, to deliver the one-year BTEC Level 3 Diploma program. Al Quds College is the only Pearson BTEC accredited community college in Jordan that has successfully delivered the Level 3 Pearson BTEC 90-credit Diploma course, and is the only entity that is approved to deliver the BTEC program in Arabic. The BTEC program provides specialist courses focused on learning across a range of sectors including hospitality, art and design, engineering, interactive media, and graphic design. Delivering the knowledge, skills and understanding students need to prepare for their chosen career, the BTEC program offers progression to higher or further education or into employment.

To support students' success in the program, counselors will visit students to ensure they are performing well and are socially adjusted to their new academic environment. Through the diploma program and support mechanisms, UNESCO with its partner Luminus Education, will provide critical important educational opportunities to youth, helping to meet the needs of a vital, but often overlooked population.



Informal Education in Zaatari and Host Communities



Informal education (IFE) is a stepping stone for out of school students to re-enter the formal education system. UNESCO's informal education project, funded by the EU and implemented in partnership with MECI and War Child UK is well under way. 650 out of school students will benefit from inclusive, child-centered lessons in districts 10 and 7 of the Zaatari refugee camp, and in three project schools in Irbid. Children who have been out of school, some as many as 4 years, catch up on Arabic, Math, English, and Life Skills. Additionally, the informal education projects focus on providing the students with psychosocial support, ensuring that school is a safe and productive learning environment.



Implemented in partnership with MECI, three centers in Irbid have been utilized for the IFE project, acquainting students with the formal school environment.

Students participate in Arabic, English, Math, Art, PE, and Life skills Lessons. 10 year old Shahed, a student at Dahiya school, told UNESCO staff, "I have never been to school and I am happy here. When I grow up I want to be a doctor and treat patients." 450 students will benefit from the UNESCO-EU



informal education project implemented in partnership with MECI. Through community outreach sessions, parents of MECI students will also benefit.

In Districts 7 and 10 of Zaatari refugee camp, another IFE project is being implemented in partnership with War Child UK. In Zaatari, students participate in Arabic and Math lessons in addition to life skills and recreational activities including music and art. Children and parents also participate in the IDEALS and Parent's DEALS, unique psychosocial learning programs. Salma, a student in the program praised her experience saying, "I really enjoy learning maths and Arabic. I made two friends and I want to continue coming here. I love my teacher and I want to become one myself in the future." The IFE project in Zaatari will benefit 200 students.

Supporting informal education in Jordan means giving out of school children a better chance at securing a place in the formal school system. The two UNESCO informal education projects funded by the EU and implemented in partnership with MECI and WCUK are already having a positive impact on their beneficiaries. See page 8 for an in depth case study on the impact of MECI's IFE project in Irbid on Muhammad Ali, who had to leave school during the first grade. War Child UK posts stories of beneficiaries on their website: <https://www.warchild.org.uk/impact/stories>. You can also follow our projects through our social media posts on Facebook and Twitter.



UNESCO-EU Project Newsletter

UNESCO-EU Project Partners Celebrate International Literacy Day

UNESCO's partners for the EU funded project, "Sustaining Quality Education & Promoting Skills Development for Young Syrian Refugees in Jordan," conducted literacy related activities. In Zaatari Camp, UNESCO's implementing partner, War Child UK, explained to the children about the importance of literacy, after which each child made a bookmark and received a storybook as a gift.



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Children in Zaatari show off their bookmarks and storybooks.

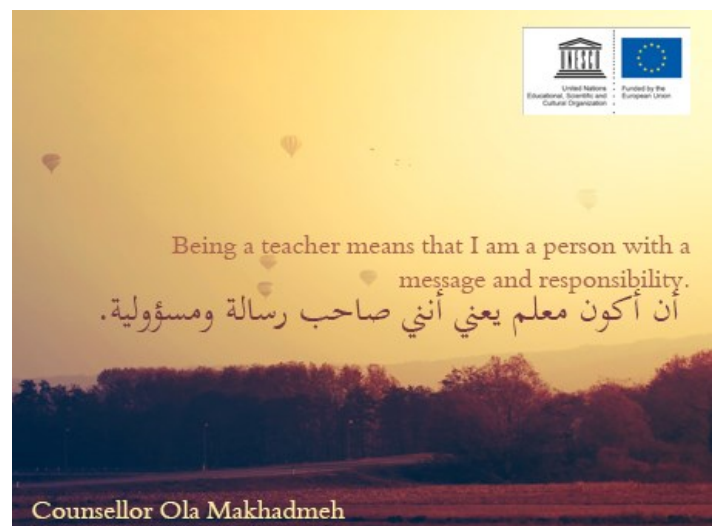
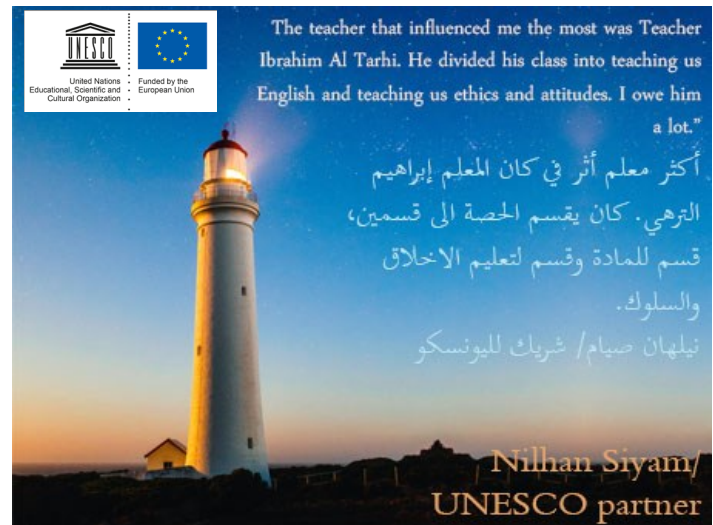


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Students participate in making bookmarks for International Literacy Day



IFE Students in Zaatari show off their homemade bookmarks.

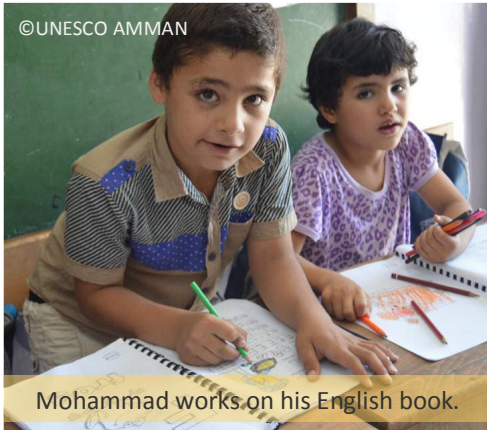


Teachers in the UNESCO-EU Project with QRTA Share Inspiring Messages on World Teachers' Day

For World Teachers' Day UNESCO Amman asked participants of the teacher education component of the EU funded project "Sustaining Quality Education & Promoting Skills Development for Young Syrian Refugees in Jordan" to describe the value of teachers. Throughout the day we posted their responses with the hashtag #thankateacher." This activity reached an audience of roughly 1000 through social media, and generated nearly 100 likes, clicks, and shares.

UNESCO-EU Project Newsletter

Featured Story: Mohammad Ali Overcomes Obstacles to Become a Star Student in UNESCO's Informal Education Project



“Once we tied balloons to our legs and did running activities in sports class. I loved that!” said Muhammad Ali, age 7, a star student in UNESCO's informal education (IFE) project funded by the EU and implemented in partnership with MECI in Irbid. Muhammad's teachers say he is eager to learn, and always ready to help his peers. However, Mohammad hasn't had it easy. He lost his mother in Syria, and made the hard journey to Jordan with his father and two younger brothers, leaving school during the first grade.

None of this had deterred Mohammad, who says he wants to be a pilot when he grows up. His teachers say he is determined to work hard and improve himself. In particular, he loves PE and English lessons. He proudly talks about the 4 stars he earned in English class.

Mohammad's father is proud of all 3 of his sons, who are part of the IFE program. “Inshallah God will help me to teach my sons. Thank you for giving my children this chance to learn and improve themselves,” he said.

The IFE project in Irbid will benefit 450 out of school children, providing them with learning opportunities and psychosocial support. The ultimate goal is to prepare out of school children to return to formal education. The informal education program is part of “Sustaining Quality Education and Promoting Skills Development Opportunities for Young Syrian Refugees in Jordan,” a 3 year project managed by UNESCO and funded by the European Union. The project aims to address the challenges posed by the continuing influx of Syrian refugees on the quality of education in Jordan.

In the News

15.10.2015 - [UNESCO Office in Amman](#) [UNESCO Launches Teacher Professional Development Project in partnership with Ministry of Education, Queen Rania Teacher Academy, the European Union and Saudi Fund for Development](#)

15.09.2015 - [UNESCO Office in Amman](#) [UNESCO Amman Celebrates International Literacy Day](#)

18.08.2015 - [Jordan Times](#) [EU grants 55m euros for education of Syrian refugees](#)

06.08.2015 - [UNESCO Office in Amman](#) [Well Trained Teachers to Elevate Quality of Education](#)

4.07.2015 - [Al Jazeera America](#) [Syrians see the limits of an education in refuge](#)

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