



# Jordan - UNESCO Country Programming Document (UCPD) 2012-2017



United Nations  
Educational, Scientific and  
Cultural Organization

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

Second Edition  
April 2012  
UNESCO Office in Amman

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**JORDAN – UNESCO**  
**COUNTRY PROGRAMMING**  
**DOCUMENT (UCPD)**  
**2012–2017**

**Second edition**  
**April 2012**  
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# Abbreviations and acronyms

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ARIJ	Arab Reports for Investigative Journalism
ASPnet	Associated Schools Project Network
C/4	UNESCO's medium-term strategy
CAP	consolidated appeal process/ Complementary Additional Programme
CCA	climate change adaptation
CDFJ	Center for Defending Freedom of Journalists
CI	Communication and Information Sector
CLT	Culture Sector
CSOs	civil society organizations
DaO	Delivering as One
DoA	Department of Antiquities
DoS	Department of Statistics
DRR	disaster risk reduction
ED	Education Sector
EDI	Education for All Development Index
EFA	Education for All
EMIS	education management information system
ERfKE	Education Reform for Knowledge Economy
ESCWA	Economic and Social Commission for Western Asia
ESD	education for sustainable development
ETC	Education Training Center
E-TVET	Employment-Technical and Vocational Education and Training
FAO	Food and Agriculture Organization of the United Nations
GDP	gross domestic product
GMR	Global Monitoring Report
G-WADI	Water and Development Information for Arid Lands – Global Network
HE	heritage education
HERfKE	Higher Education Reform for Knowledge Economy
IBE	International Bureau of Education
ICT	information and communication technology
ICTP	International Centre for Theoretical Physics
ICWA	International Center for Women Artists
IE	inclusive education
IFAD	International Fund for Agricultural Development
IIEP	International Institute for Educational Planning
IHP	International Hydrological Programme
ILO	International Labour Organization
IITE-Moscow	UNESCO Institute for Information Technology – Moscow
IMS	International Media Support
INEE	Inter-agency Network for Education in Emergencies
IOM	International Organization for Migration
IPDC	International Programme for the Development of Communication
IWRM	Integrated Water Resource Management
MAB	Man and the Biosphere Programme
MDG	Millennium Development Goals
MDG – F	Millennium Development Goals Fund
MDI	UNESCO Media Development Indicators
M&E	monitoring and evaluation

MENA	Middle East and North Africa
MIC	middle-income country
MIL	media and information literacy
MoA	Ministry of Agriculture
MoC	Ministry of Culture
MoE	Ministry of Education
MoEnv	Ministry of Environment
MoH	Ministry of Health
MoHESR	Ministry of Higher Education and Scientific Research
MoPIC	Ministry of Planning and International Cooperation
MoTA	Ministry of Tourism and Antiquities
MoWI	Ministry of Water and Irrigation
NCHRD	National Center for Human Resource Development
NGO	non-governmental organization
PCCP	From Potential Conflict to Cooperation Potential
PSAs	public service announcements
PWD	persons with disabilities
QRTA	Queen Rania Teacher Training Academy
RBM	results-based management
RSCN	Royal Society for the Conservation of Nature
SC	Natural Sciences Sector
SESAME	Synchrotron-light for Experimental Science and Applications in the Middle East
SME	small and medium-sized enterprises
STI	science, technology and innovation
SUMAMAD	Sustainable Management of Marginal Drylands
TVET	technical and vocational education and training
UCPD	UNESCO Country Programming Document
UIS	UNESCO Institute for Statistics
UN	United Nations
UNCG	United Nations Communications Group
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training
UNFPA	United Nations Population Fund
UNHABITAT	United Nations Human Settlements Programme
UNHCR	United Nations High Commissioner for Refugees
UNIC	United Nations Information Centre
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
UNITWIN	University Twinning and Networking Scheme
UNODC	United Nations Office on Drugs and Crime
UNOPS	United Nations Office for Project Services
UNRWA	United Nations Relief and Works Agency
UNWOMEN	United Nations Entity for Gender Equality and the Empowerment of Women
UOA	UNESCO Office in Amman
USAID	United States Agency for International Development
WFP	World Food Programme

WH	World Heritage
WHO	World Health Organization
WPF	World Press Freedom Day
WWAP	World Water Assessment Programme



# Preface

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It is my pleasure to contribute to this document, which defines UNESCO's strategic objectives for the next several years. The Organization has played an integral part in assisting the government in the fields of education, natural sciences, culture, and communication and information over the past decades, and we look forward to continuing this partnership in the future.

With UNESCO's assistance we are updating our TVET strategy, enhancing the abilities of our policy and planning staff to transform our education system so that it is oriented toward achieving our goal of a knowledge-based economy and preparing our new teachers for their role as educators. With the Organization's support, guests from neighbouring countries are also able to realize their right to education.

UNESCO's valuable contributions in the other fields of its mandate are contributing to reforming the mediascape; protecting our natural, cultural and intangible heritage; preparing our future generations to be competitive in the labour market; and helping the government to realize advances in science and technology.

In this document, UNESCO has aligned its objectives with our national priorities and needs. I commend the Organization for adopting a longer-term planning approach that clearly outlines how it will assist the Government of Jordan in the years ahead. This commitment renews our trust that UNESCO is a dedicated partner of the Government and people of Jordan.

Let me take this opportunity to reaffirm our important partnership with UNESCO, and on behalf of the Government of Jordan say that we look forward to our cooperation in the future.

*Eid Dahiyat*

Eid Dahiyat

Minister of Education of the Hashemite Kingdom of Jordan  
Chair of the Jordan National Commission for UNESCO

# Foreword

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I am pleased to present the 2012–2017 Jordan UNESCO Country Programming Document (UCPD). The UCPD is a programming tool designed to highlight UNESCO's contributions to a country's development efforts in a comprehensive manner. It covers all of UNESCO's activities in a particular country, whether regular programme or extrabudgetary.

Over the past several years, the impact of regional instability, the fallout of the global economic downturn, and the consequences of climate change have dramatically affected Jordan. Yet the country has navigated the turmoil and challenges better than most countries in the Arab region. With plans to tackle environmental issues, address water scarcity and achieve quality and relevant education for all, Jordan is determined to build a knowledge economy for the future. UNESCO is contributing to this progress by providing support in all five fields of the Organization's mandate.

In the coming years, UNESCO will invest heavily in targeted areas in which it has a comparative advantage in Jordan. Natural sciences are becoming a main area of intervention. This is taking place with a focus on promoting entrepreneurship and linkages between scientific research, technology and innovation policies and related fields, such as water management and climate change research, disaster risk reduction (DRR), applied synchrotron research and education, to assist Jordan in solving some of its most pressing challenges – namely, water scarcity, inefficient management of natural resources and environmental degradation. The Office will continue investing in improving the quality of education in Jordan by strengthening capacities for policy formulation and planning, and by focusing on technical and vocational education and training (TVET) and entrepreneurship education in the higher education system to prepare young professionals for the job market and promote equal opportunity to obtain decent employment. In the field of culture, the Office will continue its support for the protection of Jordan's sites inscribed on the World Heritage (WH) List and assist in improving the management of museums and cultural objects, as well as in promoting cultural diversity. In communication and information, priority will continue to be given to promoting freedom of expression and access to information, strengthening media training capacities and supporting pluralistic media communication for sustainable development. The UNESCO Office in Amman takes an intersectoral approach in the implementation of the majority of its activities through cultivating synergies between the sectors.

This document outlines UNESCO's strategic framework for the next six years. The work we carry out now should lay the foundation for sustainable development well into the future. The UCPD places our strategy within the context of the 2013–2017 United Nations Development Assistance Framework for Jordan.

The release of this document is timely. Not only Jordan, but also many of the Arab states are experiencing public demands for greater accountability and democratic reform. UNESCO is uniquely positioned to work with the host government to institutionalize change, and is committed to being a reliable partner for the people of Jordan and for our civil society and non-governmental organization (NGO) counterparts. At the time of publication of this document, Jordan is implementing its own reform to meet the greater needs of its citizens. UNESCO looks forward to supporting the government in achieving its reform agenda and national development goals.

As the UNESCO Director-General, Irina Bokova, has stated, 'UNESCO is needed now more than ever – to ensure education for all, to drive science, technology and innovation initiatives, to build inclusive knowledge societies, to preserve and encourage cultural diversity and to operationalise the link between culture and development, to promote sustainable development through natural and

social sciences, to support freedom of information and expression for all.<sup>1</sup>This is particularly relevant to the Jordan context, and encapsulates our in-country field office approach.

The UNESCO Office in Amman gratefully acknowledges the continuous support and collaboration of the Government of Jordan. Special thanks go to the Jordan National Commission for UNESCO and to all of UNESCO's partners, which, without whose support and assistance the important work of the Organization could not be carried out.



Anna Paolini  
UNESCO Representative to Jordan

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<sup>1</sup>Remarks made in Draft 36 C/5: Draft Programme and Budget for 2012–2013. [http://portal.unesco.org/en/ev.php-URL\\_ID=48430&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=48430&URL_DO=DO_TOPIC&URL_SECTION=201.html) (Accessed 30 April 2012.)

# Introduction

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The UNESCO Country Programming Document (UCPD) has been introduced as a programming tool to highlight UNESCO's contribution to a country's development efforts in a comprehensive manner. In Jordan, this UCPD is the second edition, the first having been released in March 2008. The Jordan UCPD sets the framework for the Organization's multisector cooperation strategy with Jordan, in alignment with the country's priorities and the 2013–2017 United Nations Development Assistance Framework (UNDAF) for Jordan.

The analysis of the document is based on the 2011 Country Assessment for the 2013–2017 UNDAF for Jordan, research into available resources, and consultations with partners. The UCPD has been prepared with the new programme and budget document (36 C/5) as guidance, yet with careful consideration of UNESCO's contributions to future development needs in light of the 2015 deadline for Education for All (EFA) and the Millennium Development Goals (MDG).

The document was prepared as a collaborative effort from all UNESCO Office in Amman (UOA) staff and with external consultations as necessary.

This document is separated into three sections.

- ***Situation analysis:*** an overview of the situation in Jordan and an introduction to the challenges and opportunities that exist in each field.
- ***Past and present contributions:*** a review of UOA activities, past and present, to provide background on what has been achieved and where resources can be best utilized in the future.
- ***Proposed strategic cooperation framework:*** a description of UNESCO's forthcoming strategies and areas of intervention in line with national priorities and other UN agencies.

# Situation analysis

The Hashemite Kingdom of Jordan is a constitutional monarchy which gained independence in 1946. His Majesty King Abdallah II has led Jordan since 1999. He serves as head of state, chief executive and commander-in-chief of the armed forces. A country with 6.2 million inhabitants, Jordan is strategically placed in the Middle East region. It shares land borders with Syria, Iraq, Saudi Arabia, the Occupied Palestinian Territories (West Bank) and Israel. Except for a 30 km section of seacoast on the Red Sea, Jordan is almost entirely landlocked. It shares the Dead Sea with Israel. Jordan's stability in relation to its more volatile neighbours has made the country a refuge for peoples fleeing violence in their countries, most specifically Palestinian and Iraqi, and now Syrian.

Background Indicators	
Total area (km <sup>2</sup> ) <sup>1</sup>	89,342
Total population, 2010 (000s) <sup>2</sup>	6,187
Median age (years) <sup>2</sup>	20.7
% of population aged 15–24 (years) <sup>2</sup>	21.5
Annual population growth rate, 2005–10 (%) <sup>2</sup>	2.94
Life expectancy at birth, 2005–10 (years) <sup>2</sup>	72.9
Total fertility rate, 2005–10 <sup>2</sup>	3.27
Infant mortality rate, 2005–10 (‰) <sup>2</sup>	21
Under-5 mortality rate, 2010 (‰) <sup>3</sup>	22
GDP per capita, 2009 (current US\$) <sup>3</sup>	3,829
Unemployment, total, 2009 (%) <sup>3</sup>	12
Unemployment, youth, 2009 (%) <sup>3</sup>	27
Poverty rate, 2008 (%) <sup>3</sup>	13.3
Human Development Index, 2011	0.698
<i>Sources:</i>	
1-UN Statistics Division. 2008. <i>Jordan</i> , UN data.	
2-UN Population Division. 2010. <i>World Population Prospects</i> , 2010.	
3-World Bank. <i>Data by Country</i> , Jordan.	

Jordan is uniquely affected by shifts in the climate and weather patterns, most notably in terms of water. The country faces a number of environmental challenges including severe water shortage, limited energy sources, extensive deforestation, biodiversity depletion, and encroaching threats associated with climate change.<sup>2</sup>

Jordan's success in achieving notable progress in many development indicators, specifically the MDGs, has contributed to its designation as an upper-middle-income, high human development country. Lacking the natural resources that have benefited many of the neighbouring countries, Jordan has embarked on developing a knowledge-based economy by cultivating its human potential.

Tackling issues related to democratic reform, water scarcity, quality and relevant education, employment and the youth bulge will be the primary areas of focus in the future for Jordan to maintain and continue to make progress in achieving its national development goals. Jordan is now revising its National Agenda and Executive Development Programme plans, the comprehensive and medium-term planning documents that are set to expire in 2015 and 2013 respectively, with an eye on post-2015 development needs.

## Demographic profile

A current population profile shows that the total population in Jordan is approximately 6.2 million and life expectancy at birth has increased to 72.9 years.<sup>3</sup> The population pyramid reflects the youthfulness of the population, with about 37% under 15 years of age, and almost 65% under 30 years – 13.3% are under 5 years of age, 12% in the 5–9 year group, 11.6% between 10 and 14, 11.2% between 15 and 19 years, 9.6% aged 20–24, 8.2% between 25 and 29, and another 7% in the 30–34

<sup>2</sup>Aziz, Naheed/United Nations in Jordan. 2011. *Country Assessment Jordan*, September. Amman, p. 14.

<sup>3</sup>UN Population Division. 2010. *World Population Prospects*, 2010 revision.

age group<sup>4</sup>– with a population annual growth rate of 2.94%.<sup>5</sup> The rural areas of Jordan have slightly younger populations due to higher fertility rates than urban areas. Jordan’s history with population displacement, first with Palestinian diasporas in 1948 and 1967, followed by the return of Palestinians in 1991 from Kuwait, and recently Iraqis fleeing conflict after 2003, has contributed to a population that has doubled twelve times in the last sixty years.<sup>6</sup> According to the latest Country Assessment, it is expected that the population will reach 13 million by 2030.<sup>7</sup> An estimated 90% of the population lives on 10% of Jordan’s surface area. Internal rural-to-urban migration, as well as immigration, has contributed to rapid urban growth, resulting in severely strained education systems, health services, and urban infrastructure, housing and employment opportunities.

In Jordan, 92% of people adhere to Islam. Another 6% are Christian and the other 2% belong to other religious groups. Arabs are predominant among the ethnic groups, with others including Circassians, Chechens and Armenians. Numerous communities and minority groups live in Jordan. These vary from nomadic and semi-nomadic Bedouin and Gypsy communities, to rural and urban communities each with their own cultural traditions.

## Economy and employment

Jordan lacks the natural resources that many neighbouring countries in the Arab region possess. The economy faces challenges as a result of the global financial crisis and is heavily reliant on external aid and remittances from Jordanians living abroad. This has contributed to Jordan’s vulnerability to global and regional market volatilities, particularly in terms of importing resources, especially energy. With unemployment officially hovering around 12%,<sup>8</sup> many Jordanians seek labour opportunities in neighbouring Gulf countries. The labour market also cannot create enough jobs to meet the demand of the 60,000 new entrants into the labour market each year. As suggested by the European Training Foundation, ‘The combination of strong economic growth with high unemployment and inactivity rates indicates a paradox in the Jordanian economy and is evidence of a strong mismatch between the needs of the labour market and the availability of skills.’<sup>9</sup> Ironically, foreign labour in Jordan matches the number of unemployed, but foreigners are employed primarily in areas in which many Jordanians do not seek work. Indicators also suggest that there is a widening income gap, and increased inequality is a very real concern.

Young people and women make up the largest number of unemployed, with youth disproportionately accounting for around 27%. A major challenge for

raising employment figures is the mismatch between the education system and the labour market. The skills that students are taught are not in demand and do not match the knowledge needed.

Millennium Development Goals in Jordan	
MDG 1 - Eradicate extreme poverty and hunger	Achievable
MDG 2 - Achieve universal primary education	Achieved
MDG 3 - Promote gender equality and empower women	Achievable
MDG 4 - Reduce child mortality	Achievable
MDG 5 - Improve maternal health	On track
MDG 6 - Combat HIV/AIDS, malaria and other diseases	On track
MDG 7 - Ensure environmental sustainability	Achievable
MDG 8 - Develop a global partnership for development	Achievable
<i>Source: MoPIC/UN.2010. ‘Keeping the promise and achieving aspirations: Second Millennium Development Report – Jordan.’ Jordan, p. 10.</i>	

<sup>4</sup>Department of Statistics Jordan (DoS). 2009. Jordan Population and Family Health Survey 2009. Amman, DoS.

<sup>5</sup>UN Population Division. 2010. *World Population Prospects, 2010 revision*.

<sup>6</sup>MoPIC/UN. 2010. ‘Keeping the promise and achieving aspirations: Second Millennium Development Report – Jordan.’ Jordan, p. 18.

<sup>7</sup>Aziz, Naheed/United Nations in Jordan. 2011. *Country Assessment Jordan*, September. Amman, p. 15.

<sup>8</sup>Aziz, Naheed/ United Nations in Jordan. 2011. *Country Assessment Jordan*, September. Amman, p. 52.

<sup>9</sup>European Training Foundation. 2011. ‘Jordan.’ *Torino Process 2010, January*, p. 12. [www.etf.europa.eu/webatt.nsf/0/C12578310056925BC125784200515FDF/\\$file/NOTE8EMCTR.pdf](http://www.etf.europa.eu/webatt.nsf/0/C12578310056925BC125784200515FDF/$file/NOTE8EMCTR.pdf) (accessed November 2011).

Those that do receive a quality and relevant education seek work outside the country or do not enter the labour market. Women make up only 14% of the labour market, while they outnumber men in enrolment in and graduation from higher education institutions (the Gender Parity Index for 2008 was 1.12). Factors that influence the low participation in the formal labour market include societal norms that encourage early marriage and stereotypes that once a female is married she will begin a family and leave employment. As noted in the 2011 Jordan Country Assessment, 'Employment choices for young women are often determined by social norms, with families wanting them to work close to home and/or in single sex working environments such as teaching, preferably in the public sector which has shorter working hours and is perceived to offer better job security.'<sup>10</sup> Females on average have lower repetition and drop-out rates than male students and generally earn higher marks on the national Tawjihi exam, resulting in public university acceptance rates favouring women. The return on the public investment in educating women is limited considering the low formal-sector employment rate. This inefficiency contributes to stagnated growth in real terms and is an area that the government must evaluate and address. Men face challenges in terms of employment as well. The majority of unemployed male Jordanians have a level of education equivalent to or less than a secondary school education indicating that low education levels trap male youth in a vicious cycle of unemployment and poverty'.<sup>11</sup>

## Poverty and disparity

Indicators show a shrinking percentage of the population residing in poverty. In 2008, less than 1% of the population were living below the abject (extreme) poverty line and 13.3% were residing under the national poverty line. Yet what is concerning is the significant proportion of the population who are projected to live just above the poverty lines, in part because of the global financial crisis and high unemployment. These groups are the most vulnerable and susceptible to inflation and changes in employment status, among other externalities. The highest levels of poverty exist in the rural, less densely populated areas of the country, although urban refugees have contributed to the rise in inequality in many parts of Amman and other large cities.

Jordan has ratified all major international human rights instruments that focus on inequality between men and women. Notwithstanding legislative reforms and political effort, a number of discriminatory practices and attitudes against women are present within Jordanian society. Jordan has achieved remarkable progress with regards to women's access to education, and women's participation in politics has also been enhanced with the adoption of a quota system. In 2008, women comprised 12.4% of the upper house, or Senate, and 6.4% of the lower house of Parliament.<sup>12</sup> However, despite impressive advancement in women's participation in education, women's participation in economic development constitutes a major challenge in Jordan, as illustrated above. Women are still under-represented in positions of decision-making and policy formulation. Women also face among other challenges wages disparity and lack of control over financial recourses and/or land.

## Development challenges

Jordan has achieved commendable progress toward social and economic reforms over the past decades to build strong foundations for continued development, but very real challenges confront Jordan's continued progress in the future. The scarcity of water and energy dependence, coupled with high rates of population growth, the influx of refugees, rapidly and poorly planned urbanization and heavy investment in industry are likely to generate social, economic and environmental pressures that will continue to overshadow Jordan's progress for years to come. Jordan's leadership,

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<sup>10</sup> Aziz, Naheed/ United Nations in Jordan. 2011. *Country Assessment Jordan*, September. Amman, p. 27.

<sup>11</sup> Aziz, Naheed/ United Nations in Jordan. 2011. *Country Assessment Jordan*, September. Amman, p. 53.

<sup>12</sup> MoPIC/UN. 2010. 'Keeping the promise and achieving aspirations: Second Millennium Development Report – Jordan.' Jordan, p. 49.

well aware of the pressing needs that the country has in the fields of poverty alleviation, job creation and capacity development, has worked to advance its development status, despite the obvious constraints that are imposed by national, regional and global realities.

## Education

Education is a top priority in Jordan, as is evidenced by the government's commitments outlined in the National Agenda and Executive Development Programme. As it is a country with limited natural resources, human capital is the source by which the government can achieve economic viability in the future. The national education policy is supported by the World Bank's Education Reform for Knowledge Economy (ERfKE) Project. UNESCO is a key education partner in this project. In its second phase, ERfKE II seeks to develop capacities of governorate and school-level decision-making by decentralizing authority and empowering school leaders to manage their schools.

Basic education is compulsory for ten years, and the Constitution protects the right to education for all Jordanian citizens. Jordan has achieved success in terms of access and parity. MDG 2 (Achieve universal primary education) has been achieved and, so has MDG 3 (Promote gender equity and empower women) in terms of education.<sup>13</sup> It should be noted that since 2002 there has been a steady decrease in the primary-level net enrolment ratio, to the point that maintaining previous achievements is challenged by the increasing number of drop-outs. Males and females attend basic education at an equal rate. Parity exists for upper secondary and higher education, but enrolment considerably favours women more as the level of education becomes higher, as females tend to receive better scores on the secondary-level exit exam and young males leave the system to enter the labour market.

Provision of basic education is the responsibility of the Ministry of Education (MoE). The decision on which secondary education stream a student will pursue is based on the average grade of the student's last three years of basic education and their preference, although the final decision is made by the MoE. The formal education sector provides a number of non-formal education programmes through the MoE, private actors and NGOs, including both literacy programmes and vocational education and training. Post-secondary education falls under the responsibility of the Ministry of Higher Education and Scientific Research (MoHESR), which was established by the Higher Education Law in 1985. The Ministry includes the Higher Education Council and the Accreditation Council. There are currently ten public universities and twenty private universities, the increase in the number of which is a reflection of the number of students seeking higher education, and also the fact that lower Tawjihi scores keep large numbers of young people from accessing public higher

Education indicators <sup>1</sup>	
Gross enrolment ratio, kindergarten, 2010–11 (%) <sup>2</sup>	
Male	37
Female	37
Total	37
Gross enrolment ratio, basic education, 2010–11 (%) <sup>2</sup>	
Male	98
Female	101
Total	99
Gross enrolment ratio, secondary, 2010–11 (%) <sup>2</sup>	
Male	73
Female	86
Total	79
Gross enrolment ratio, tertiary, 2009–10 (%)	
Male	39
Female	44
Total	42
Total enrolment in TVET, upper secondary, 2008 (%)	15
Adjusted net enrolment rate, primary, 2008 (%)	94
Gross intake to last grade of primary, 2008 (%)	101.4
Transition from primary to secondary, 2007 (%)	99
% of repeaters, primary, 2008	0.6
% of repeaters, secondary, 2008	1.4
Private school enrolment, primary, 2008 (%)	33
Private school enrolment, secondary, 2008 (%)	18
Adult literacy (15+), total, 2007 (%)	92.2
Adult literacy (15+), male, 2007 (%)	95.5
Adult literacy (15+), female, 2007 (%)	88.9
Youth literacy (15–24), total, 2007 (%)	99.0
Youth literacy (15–24), male, 2007 (%)	99.0
Youth literacy (15–24), female, 2007 (%)	99.0
<i>Sources: (1) UNESCO Institute for Statistics; (2) Jordan Ministry of Education.</i>	

<sup>13</sup> MoPIC/UN. 2010. 'Keeping the promise and achieving aspirations: Second Millennium Development Report – Jordan.' Jordan, p. 33.



education, so they attend private institutions instead. There has also been an increase in the number of international private universities. These tend to be very selective and are out of reach for all but a small number of students.

In addition to the programmes supported by the government, the Royal Court, under the auspices of Her Majesty Queen Rania, supports education through a number of independent institutions and organizations. These include the Queen Rania Teacher Training Academy, the Queen Rania Center for Entrepreneurship, Jordan Education Initiative, Children’s Museum and Madrasti Jordan. Though the royal institutions play an important role in education, such as piloting new initiatives and serving as incubators for innovation, challenges do exist in terms of clear lines of decision-making, communication between government and royal bodies, and competition for limited resources.

Jordan’s population includes a significant a significant number of Palestinians residing in the country. The UN Relief and Works Agency (UNRWA) is the UN organization with the specific mandate to provide assistance to Palestine refugees, including the provision of education. In Jordan, UNRWA serves approximately 122,200 students in 172 schools that are administered and managed by UNRWA staff and teachers. The school curriculum is aligned with Jordan’s so that students can matriculate into public secondary schools after completing basic education. In addition to running schools,

UNRWA also operates, with technical assistance from UNESCO, a teacher training centre that supports about 600 teachers a year, as well as two technical and vocational education and training (TVET) centres. Jordan’s EFA Development Index (EDI)<sup>14</sup> is equal to 0.953, which ranks it sixty-first among those countries for which the EDI was calculated, and fourth in the ‘high’ category.<sup>15</sup> Among the Arab States, Jordan ranks fourth after the United Arab Emirates, Bahrain and Kuwait.

Education in Jordan	
<b>Pre-primary education (kindergarten)</b>	Official entry age 3, non-compulsory, offered by public and private institutions, 90% of enrolment in private schools
<b>Basic education</b>	Official entry age 6, compulsory, ten years free of charge, 33% of enrolment in private schools
<b>Secondary education</b>	Theoretical entry age 16, two years, free of charge but non-compulsory, two main streams – academic or vocational – 12% of enrolment in private schools
<b>University and higher education</b>	Available to holders of the General Secondary Education Certificate (Tawjihi), ten public universities, twenty private universities, fifty-one community colleges
<b>UNRWA operated schools</b>	Elementary and preparatory education, grades 1 –10, 2 TVE training centres, 172 schools, free of charge

Progress on Education for All goals <sup>16+</sup>							
EFA 1	EFA 2	EFA 3	EFA 4	EFA 5		EFA 6	
36%	89%	99%	92%	97%	88%	–	–
On track	On track*	Achieved	Off track	On track		On track	
* Making negative progress							

### Challenges

Though much progress has been achieved in terms of access to all levels of education, the quality, and most importantly the relevance, of education that is delivered are not adequate in comparison

<sup>14</sup> EDI is a composite index that provides an overall assessment of a country’s education in relation to the EFA goals. It focuses on four quantifiable EFA goals: Primary adjusted net enrolment ratio (NER) (goal 2), Adult literacy rate (goal 4), Gender-specific EFA Index (goal 5), and Survival rate to grade 5 (goal 6).

<sup>15</sup> UNESCO. 2011. ‘Education for All Global Monitoring Report: The hidden crisis – Armed conflict and education.’ Paris, UNESCO, p. 264.

<sup>16</sup> UNESCO. 2011. ‘Education for All Global Monitoring Report: The hidden crisis – Armed conflict and education.’ Paris, UNESCO, p. 338.

<sup>+</sup> EFA Goals: Goal 1 – gross enrolment ratio (GER) in pre-primary education; Goal 2 – NER in primary education; Goal 3 – youth literacy rate; Goal 4 – adult literacy rate; Goal 5 – gender parity in primary (col. 1) and secondary (col. 2) education; Goal 6 – educational quality (primary, col. 1 and secondary, col. 2).

with what is required to prepare graduates for the demands of the labour market. This is not a problem that should be dealt with in isolation, but requires a holistic government and private-sector solution to identify the needs and develop a system that meets the demand. The expansion of secondary education and delivery of quality education are a major concern, along with the development of quality indicators and monitoring and evaluation (M&E) mechanisms to properly evaluate outcomes. The need for policy review and monitoring of progress of reforms, as well as the allocation of resources in terms of funding, staff and training programmes, constitute major challenges in the reforming process. High drop-out rates still hinder the achievement of future development objectives.

*Quality and relevant education:* Access to education for the majority of the population has been achieved. Yet there is a serious disconnect between the skills with which students graduate and those required by the labour market. Critical thinking and problem-solving are absent from the curriculum, as rote learning and teacher-centred approaches dominate classroom learning environments. One of the major challenges within the higher education sector is the mismatch between current instructional methods, including the quality and types of courses offered, and the needs of the national job market. Acute shortage of funds, lack of evaluation and quality assurance mechanisms, and limited emphasis on research constrain the quality of education and learning in public universities, pushing students to enrol in foreign universities and ultimately seek work abroad, causing a serious brain drain and loss for the country.

*Drop-out and out-of-school children:* There has been a steady rise in the number of students dropping out of school, resulting in an increase in the numbers of out-of-school children. Latest figures place the number of out-of-school children and young people at 53,000, of whom 44% are female.<sup>17</sup> Economic factors are the main reasons for dropping out, which predominately affect young males, followed by low academic achievements and cost of education. In terms of sustaining achievements towards EFA, this is an area that will require concerted focus by the government.

*Policy and planning:* Capacities to analyse data and use it to make policy decisions, though improving, are limitations that will challenge the long-term planning of the MoE. Effective M&E systems and techniques need to be enhanced.

*Teacher professional development:* The delivery of quality education is limited by the abilities of the teachers in the classroom. The teaching profession lacks proper pre- and in-service training that adequately prepares teachers for the classroom and that provides ongoing professional development opportunities. Teachers lack expertise in their subject areas and are not always properly trained to use in-classroom technologies to benefit their students.

### Refugee education in Jordan

Jordan has served as a home to displaced populations since the late 1940s. Accommodation of displaced populations from neighbouring countries, specifically Palestine and Iraq, and now Syria, has added additional stress to the education infrastructure and stretched limited resources, and accentuated an already existing problem due to high natural population growth in Jordan. Displaced students often need additional support in terms of remedial and catch-up courses or psychosocial support to help manage the effects of trauma and displacement. Since 2007 Iraqi students have been allowed to enter public school. However, there are a number of barriers to entry that have prevented many from accessing education. Among these are the fear of being identified and repatriated home, even though Jordan practises non-refoulement; curriculum differences; assumption that third-country resettlement is imminent; and the need to support their family through income-generating activities in the informal labour market. What makes the Jordan situation unique is that displaced populations integrate into the urban environment and are not housed in camps. This makes it particularly challenging to target children and young people with social services, including education, because they are not located in one central area. Jordan continues to be supportive of education for displaced populations, but with the condition that services provided also benefit vulnerable Jordanian children and youth. Consequently, resources that should have been solely dedicated to displaced populations are distributed among a larger beneficiary population.

<sup>17</sup>UNESCO. 2011. 'Education for All Global Monitoring Report: The hidden crisis – Armed conflict and Education.' Paris, 303.

*TVET:* The coordination of TVET falls under the leadership for the Ministry of Labour, which heads the E-TVET Council, of which the MoE, MoHESR and other stakeholders are members. Two other coordination bodies also exist, the Board of Education and the Council of Higher Education. All are responsible for different components of TVET. This contributes to difficulties in coordination and the overlapping of mandates, resulting in delays at the policy level. Regular changes of ministers and senior leadership at government ministries have slowed the current ministerial revision of the national TVET strategy and contributed to incoherence over the direction of the reform. The lack of full private-sector involvement in the process is also a limiting factor. TVET suffers from an image problem as many students do not fully understand the potential of this track of education, or perceive it to be a less socially accepted form of education and choose to pursue more academically oriented fields.

*Private education:* There is an increasing reliance on the private sector to provide education, suggesting that the public is beginning to lose trust in the service delivery of the government. The expensive and exclusivity of private education, generally of a better quality for basic and secondary education and some institutions of higher education, provide unfair advantages to students whose families are able to afford the school fees, transportation and other associated expenses. This contributes to greater inequity later in life in terms of employment opportunities, and prevents children from reaching their full potential.

*Illiteracy:* The government's pro-universal basic education policy and targeted community-based non-formal education programmes have resulted in successes in tackling illiteracy. As a result, 99% of the 15–24 age group (males and females) are literate, and significant improvements overall are noted in literacy rates for adult males and females. However, pockets of adult illiteracy still persist in mostly rural areas, with females disproportionately suffering from the highest rates of illiteracy. The government aims to eliminate illiteracy by continuing its basic education policies and improving the quality of education. Non-formal education programmes that target school drop-outs and adult illiterates are a means by which previous successes can be sustained and continued.

### **Opportunities**

Though the challenges that Jordan faces are very real, concerted efforts by the government with assistance from external development agencies can lead to reform and change. Some of the challenges are veiled opportunities, if handled strategically. The youth bulge that Jordan is experiencing offers the opportunity for significant economic growth if the education system matches the demands of the labour market and imparts life skills that are necessary to enhance one's well-being. Jordan benefits from having concrete plans and strategies in place, though additional assistance is needed to refine and implement them. Having a vision for the system is an advantage that will guide education policy in Jordan for years to come. With the recent decision to move the EMIS from the Queen Rania Al Abdullah Center for Education Technology to the MoE, with proper training and guidance, this will be an important tool to help the MoE plan more effectively and independent of foreign consultants and advisers. The National Center for Human Resources Development (NCHRD) is an opportunity for Jordan to develop national training capacities for its own staff, and also to serve as a sub-regional hub of training for other countries.

## **Natural sciences and the environment**

Jordan's stability, stewardship of the natural environment, and investments in science and technology have allowed the country to benefit economically and environmentally. The country is taking a responsible approach to attracting tourism and therefore contributing significantly to the revenue of the country – tourism comprises the second highest source of income in Jordan. Yet severe challenges do exist that threaten Jordan's biodiversity, water resources and energy dependence.

Jordan has a varied biodiversity due to its unique geographic location. This has given rise to a number of distinct ecosystems, including the Dead Sea and Jordan River basins, the Gulf of Aqaba, and the Badia (desert), highlands and freshwater (wetlands) systems. This natural biodiversity is threatened by unsustainable agricultural practices, such as extensive farming and agricultural waste, as well as urbanization and industrial pollution. The Dana Biosphere Reserve is the first Jordanian UNESCO biosphere reserve. It includes a system of mountains and wadis (riverbeds in desert areas which remain dry unless it rains heavily) extending from the top of the Eastern Rift Valley to the lowlands of Wadi Araba. The second biosphere reserve, Wadi Mujib, was listed in 2011. The Royal Society for the Conservation of Nature (RSCN) has also created and is successfully managing the nature reserves of Ajloun, the Dibeen Forest Reserve, the Azraq Wetland Reserve and Shaumari Reserve. With the Dana Biosphere Reserve and in collaboration with the RSCN, Jordan participates in the large inter-regional UNESCO project 'Sustainable Management of Marginal Drylands' (SUMAMAD). This project studies sustainable management and conservation of biodiversity in marginal drylands of Africa, the Arab States, Asia and Latin America. The project uses harmonized methodologies for nine research sites, allowing comparison of results and knowledge-sharing. In its second phase (2009–13), scientists from Belgium, Bolivia, Burkina Faso, China, Egypt, India, Iran, Jordan, Pakistan and Tunisia are collaborating on dryland research to combat desertification.

Jordan's stability has also made it an attractive environment for investments in the field of science and technology. The outcome of this is the international centre for Synchrotron-light for Experimental Science and Applications in the Middle East (SESAME). SESAME is the Middle East's first major international research centre in this field. It is a cooperative venture by scientists and governments of the region that was created under the auspices of UNESCO. It is important to note that UNESCO is the depository of its statutes and provides the secretariat for its council. Currently SESAME is still under construction. When finalized it will serve as a means of propulsion for the scientific, technical and economic development of the Middle East, and will strengthen collaboration in science in the region. It will also offer a medium through which solidarity and a culture of peace through science may be built up in a region long affected by conflict. SESAME is an intergovernmental organization established along the model of CERN (the European organization for nuclear research).

#### Environmental indicators

Proportion of land covered by forest, 2008	0.90
Renewable energy as % of total consumption, 2008	1.5
Proportion of total water resources used for, 2008 (%)	
Agriculture	63
Industry	5
Drinking water	32
% of treated wastewater	11
% of treated wastewater reused, 2008	93
Proportion of population with sustainable access to improved water sources, 2008	98.4

Source: MoPIC/UN. 2010. 'Keeping the promise and achieving aspirations: Second Millennium Development Report – Jordan.' Jordan.

#### Challenges

Jordan's environmental challenges in the near and long term are serious. MDG 7, the development goal specific to environmental sustainability, will not be achieved unless considerable progress is made on addressing the issues of 'acute water scarcity, high and still rising energy demand and prices, the shortfall on the sanitation target, biodiversity depletion, deforestation levels, increasing pollution of air and ground water, inadequate waste management, prospects of climate change and global warming'.<sup>18</sup> Effects of climate change, high population growth rates, rapid and poorly planned urbanization and loss of biodiversity are contributing to the degradation of the natural and living environments. Changes in the climate leading to extreme weather patterns such floods, flash floods and droughts will increase water scarcity, and negatively impact agricultural production and access

<sup>18</sup>Aziz, Naheed/ United Nations in Jordan. 2011. *Country Assessment Jordan*, September. Amman, p. 31.

to clean water. The country is highly dependent on neighbouring countries to meet its energy needs, importing 96% of its energy.

*Displaced persons:* Jordan's traditional role as a safe haven for displaced populations has placed a heavy strain on limited natural resources and also contributed to environmental degradation. The accommodation of displaced populations will continue to have an impact. This will only add extra weight to the already high natural growth rate.

*Female scientists:* Men and women are not equally represented in the sciences. At the professional level, women have less opportunity to enter and maintain employment in the scientific field. There is gender parity in enrolment in scientific fields of study at the higher education level, suggesting that there are barriers to entry into science-related jobs which are unrelated to academic performance. Women's engagement in the sciences is an area that will require additional focus by the government.

*Land use management:* Jordan's cities and rural areas suffer from poorly planned growth and improper agricultural practices.

The increased demand for infrastructure as a result of increasing rural–urban transition will contribute to the degradation of the natural environment and place further stress on limited resources, such as water. The depletion of natural resources and increase in wastewater contribute to the contamination of groundwater sources and pose a health risk. Extensive urban planning and retrofitting of existing infrastructure, including service delivery systems, is required for cities to absorb the population growth.

*Waste disposal:* Collection and disposal of waste does not meet current international standards. Of the twenty dumpsites in Jordan, only one meets sanitary requirements. Solid and liquid waste, including human, medical, industrial, agricultural and transport-related waste, have the potential to contaminate groundwater sources, affect agricultural production and, of course, impact the health of Jordanians. One hazardous waste plant in particular, located near the town of Qatrana and a number of Bedouin communities, lacks the necessary controls to properly store and contain the waste that is disposed of there, increasing the potential for contamination of the environment and health-related risks to surrounding residents.

*Disaster preparedness:* The multiplicity of Jordan's environmental challenges and its location on an earthquake fault line makes it very vulnerable to possible hazards, which can easily turn into disasters. Jordan has several existing strategies in place, such as the Disaster Risk Management Plan for Earthquake Risk Reduction, Water Strategy and an Emergency Preparedness Strategy for the Control of Communicable Diseases and Epidemics, but is missing a comprehensive national-level multisectoral plan that incorporates city and governorate-level plan components, encompassing basic principles to reduce risk, set mitigation measures and propose actions to be followed in times of disaster to cover all aspects of safety, security and well-being. For such a multisectoral plan to be successful, interventions must include identifying the vulnerabilities of those most affected,

### Water scarcity

Jordan is the fourth most water-scarce country in the world in terms of availability of water resources per capita, making water shortage one of the main environmental threats that the country must address. The issue of water scarcity is also exacerbated by pollution from inefficient management of wastewater, leakage from landfills and contamination by seepage from pesticides and fertilizers. Withdrawal from illegal wells and increases in demand due to urban sprawl with limited consideration for long-term planning will increasingly impact the availability of water in the future. Women are acutely affected by the water crisis as they bear the main responsibility for childcare, domestic chores, and the overall well-being of their family. Short supplies of water impact basic hygiene and the health of young children. Vulnerable populations are particularly exposed to water challenges as they may lack the financial resources to access clean water. Most of the governorates receive water once in two weeks.

The available water resources per capita have decreased from 3,600 m<sup>3</sup>/cap/year in 1946 to 145 m<sup>3</sup>/cap/year in 2008, and are projected to decrease to about 90 m<sup>3</sup>/cap/year in 2025. The annual rainfall is less than 200 mm and more than 80% of the country is classified as arid and semiarid areas. 54% of the water supply comes from groundwater resources. Ten out of twelve groundwater basins are overpumped. The challenges on water resources are enormous; any unexpected population growth generated by the unstable situation in the region will increase the water demand.

Source: Aziz, Naheed/United Nations in Jordan. 2011. *Country Assessment Jordan*, September.

including women, children and those with special needs. Women in particular play an important role in preparedness in the home and community.

### **Opportunities**

The current regional instability offers a chance for Jordan to begin to reduce its dependence on foreign sources of energy and to invest in domestic, renewable and alternative energy sources that can create jobs, and meet its demand for energy. With an abundance of natural sunlight almost year-round, investments in solar power seem an obvious choice. Government support is not yet widespread and is more focused on nuclear energy as the means towards energy independence. Set to begin construction in 2013, the first nuclear reactor is scheduled to come online by 2020. There is not ubiquitous agreement that nuclear power is the way forward, and its sustainability has been questioned, as foreign workers would likely be brought in to manage and maintain the site. Additionally, the potential for contamination of the natural environment is high and the use of considerable amounts of water to cool the reactors would not be very practicable considering the limited water supply. The United Nations will continue to advocate greater investments in renewable energies and provide technical support at the policy level. Interventions at the moment are limited to this role as the UN Country Team (UNCT) does not have the capacity or comparative advantage to invest heavily in the scaling-up of this field.

A number of projects are being considered to address the water scarcity issue, particularly for Amman. The DISI Water Conveyance Project will pump water from the DISI Aquifer in South Jordan to Amman but is controversial given the high levels of uranium that are said to be in the groundwater. The Red-Dead Water Project proposes to pump water from the Red Sea to replenish the rapidly evaporating Dead Sea. The water would be used for hydroelectric purposes and also desalinated for drinking purposes.

Developing science, technology and innovation (STI) in Jordan offers an opportunity to slow, if not reverse in the long run, the brain drain that siphons away many of Jordan's most talented and educated people. Jordan's stability makes it an attractive location in the region. The potential for the STI industry to develop jobs could help to leverage employment for the youth bulge. Greater investments in STI, coupled with the development of the small and medium-sized enterprises (SME) sector through enhancement of the TVET system, with attention to the role that women can play, is a potential economic driver that has so far been limited and poorly coordinated. The establishment of institutions such as the El Hassan Science City and the Royal Scientific Society is an important step in the right direction.

The Ministry of Environment (MoEnv) is scheduled to release its Green Economy strategy in 2012, which will serve as the multisectoral guidance document on how the government plans the transition to a green economy. This is one of the sectors that can bring added value to Jordan in terms of development and employment, including renewable energies, desalination and water management, waste management and recycling, and the development of modern environmental technology that is compatible with traditional knowledge.<sup>19</sup>

### **Culture and heritage**

Jordan has been known as a crossroads of cultures and religions throughout the many periods of its inhabitation. The peaceful coexistence of different ethnic and cultural communities in Jordan paves the way for much-appreciated stability and peace. The country is strongly committed to promoting its own culture and diversity, while also welcoming cultural expression from other countries and communities.

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<sup>19</sup>European Training Foundation. 2011. 'Jordan.' *Torino Process 2010*, January, p. 9. [www.etf.europa.eu/webatt.nsf/0/C12578310056925BC125784200515FDF/\\$file/NOTE8EMCTR.pdf](http://www.etf.europa.eu/webatt.nsf/0/C12578310056925BC125784200515FDF/$file/NOTE8EMCTR.pdf) (accessed November 2011).

Jordan is often thought of as a new country, referring to its establishment as an entity under the British mandate. However, there is evidence of humans inhabiting the land since epipaleolithic times. Ain Ghazal is a very significant archaeological site in Jordan. Situated just outside Amman, it is one of the largest known pre-pottery neolithic settlements with a period of occupation stretching over 2,000 years. It is at this site that the oldest human-form statues in the Near East have been found.

Geographically Jordan lies at a strategic staging point on the north to south trade route (trade passing from the Arabian Peninsula to Turkey and Europe) and on the east to west trade route (trade passing from Iran and Iraq through to Egypt and the rest of Africa). All of this trade must pass through Jordan. Jordan acted as the seat of the Nabataean empire from approximately the fourth century BC to the first century AD, and remained an important station for the Roman and later Byzantine empires, as well as during the early Islamic period. Jordan also lies on a religious crossroads, being placed geographically between the centres of the three major monotheistic religions. It is perhaps due to the country's geographical location, and the transient nature of the people who passed through it, that the modern inhabitants of Jordan, from the nineteenth century onwards, were themselves transient. Jordan never developed a major urban centre such as Jerusalem, Damascus or Baghdad. It is known culturally for its Bedouin pastoral tribal heritage, although the numbers of Bedouin who still live a semi-nomadic life have dwindled and many have chosen a semi-urban lifestyle. The importance of the traditions and way of life associated with the Bedouin pastoral tribes was recognized in 2008 when 'The Cultural Space of the Bedu in Petra and Wadi Rum' was added to the Representative List of Intangible Cultural Heritage.

Cultural indicators
4 WH sites: Petra (inscribed in 1985), Quseir Amra (1985), Um er-Rasas (2004), and most recently Wadi Rum (2011).
29 Museums in Jordan: seventeen public museums managed by governmental bodies (DOA, MOTA, Armed Forces); one semi-public; six privately owned and managed; five university owned and managed.
2 Museum courses taught in Jordan: Hashemite University undergraduate studies in cultural heritage management and museology; Yarmouk University postgraduate (MA) studies in conservation and cultural resources management.
Tourism is the second highest source of income in the country. Receipts from tourism in 2010 reached 2.4 billion Jordanian dinars

Jordan has a rich cultural heritage that attracts many tourists to sites such as Petra and Jerash. After potash mining, the revenues from the tourism industry are among the most important elements of Jordan's economy. The tourism industry is subject, however, to global events and regional instability. Nevertheless, in 2011 tourism accounted for 12.4% of gross domestic product (GDP). Recent events associated with regional uprisings have affected tourism from Europe and the United States, as well as 'medical tourism' from many countries in the region.<sup>20</sup>

Tourism is relied upon heavily to provide jobs and income, often to the detriment of the cultural heritage that it is based upon. The country has not achieved a balance between the requirements of tourism and the need to preserve its heritage. However, Jordan is increasingly making efforts to reemphasize that heritage is a source of pride and identity, and is not solely for income-generating purposes.

### Challenges

*Data:* There is a lack of statistical data in the field of culture that is needed to properly assess and inform decision-making in terms of protection and developing income-generating activities.

*Knowledge management:* Foreign institutions that have been working in Jordan for many years have not transmitted their knowledge to Jordanians working in the same areas. The wealth of information

<sup>20</sup>Aziz, Naheed/ United Nations in Jordan. 2011. *Country Assessment Jordan*, September. Amman, p. 41.

and research collected by foreign researchers over the last several decades is not easily accessible for public benefit, as public repositories of this information do not exist.

*Professional specialists:* There is a lack of professionals in the fields of cultural heritage management generally, and museum professionals and conservators specifically. The few professionals that exist and have been trained to international standards often leave the country for lack of an adequate salary.

### Lack of community involvement in the management of cultural heritage

Currently the government has the responsibility for the management of all cultural heritage (both intangible and tangible). However overlapping government roles (particularly between the Ministry of Tourism (MoTA), DoA, Ministry of Culture (MoC) and decentralized regional authorities) have led to the mismanagement of sites, and a dissociation of the local community from their heritage. Communities have no decision-making authority and feel no sense of ownership of the sites beside which they live. Communities do not associate their heritage with their identity (the educational system teaches heritage only in terms of its economic worth), believing that heritage is merely a source of income to be exploited, and therefore this lack of ownership is leading to a loss of the cultural aspects of Jordanian society. Heritage sites are being damaged and cultural traditions are not being practised. The lack of ownership will, in turn, lead towards the privatization of sites, which is a possible future for the major sites in the country

*Legal framework:* The legal framework that governs management of culture, in a broad sense, needs to be revised. As it is now, it remains unclear which government entity is responsible, and overlapping mandates and responsibilities create confusion. A site such as Petra may be under the authority of multiple governing bodies. However, it should be possible to revise the legal framework quickly because the country is very young.

### Opportunities

*Immigrant communities:* The absorption of displaced populations and the influx of immigrant communities (refugees) has contributed to the introduction of their cultural traditions into the Jordanian cultural environment. These traditions are therefore preserved through the relocation, and this situation allows for the exchange and sharing of different customs. This has led to Jordan developing into a melting pot of cultures.

*Government support:* The political system has allowed for a great deal of archaeological research and work to be carried out through foreign institutions and foreign archaeological missions. There is a recognition that this type of work is important not only for Jordan and its historical identity but because of the contributions of the major sites to the heritage of the global community.

*Redirect revenue:* The revenue from tickets sales to sites is not reinvested into those sites, and no part of the income from tourism as a whole is redirected to protecting the sites that attract many visitors. Only in the case of Petra is there an exception: 35% of the collected revenue from the site is to be returned to the local authority managing the region. Of that, 10% will be allocated to the preservation of the site itself. Tourism is one of the highest income generators in the country, so there is a real opportunity for some of the income to be rechanneled into protecting the sites, which is important if they are to retain their appeal and to ensure continued revenue from tourists.

*Cultural heritage education:* The Ministry of Education has recognized the important of making sure that younger generations not only learn about their culture and history in school, but have the opportunity to explore and interact with their cultural heritage at first hand. There is gradual recognition that cultural heritage is important and needs improved management, which serves as an entry point for UNESCO.

*Transmission of cultural heritage:* Family members, in particular women, play an important role in the transmission, and therefore survival, of the intangible culture heritage. Many of the elements of a community's intangible heritage are related to activities within the home, or small-scale production from the home. The elements inscribed on the UNESCO list of intangible heritage, within the Cultural Spaces of the Bedu in Petra and Wadi Rum, involve for example weaving, preparing coffee, and aspects of the oral tradition such as place-naming and story-telling. All these are carried



out by and transmitted to the younger generation primarily by the women of the household. Women should be actively involved in the promotion and the preservation of elements of intangible cultural heritage in order to enhance the link between heritage and identity.

*Tourism:* Jordan's diversity can be a strength when it comes to tourism, but tourism needs to be planned and the country's heritage needs to be protected appropriately. There is a need to widen and diversify heritage tourism to include not just visiting major historic sites but for example religious exploration, eco-tourism and local community experiences. The focus on tourism needs the development of an appropriate legal framework, and its development can be effective only with the full participation of local communities.

## Communication and information

The media landscape in Jordan is quite diverse, and access to information is protected by the Constitution. As the Constitution states, 'All Jordanian citizens have the freedom of expressing their opinions whether verbally, in writing and illustration, or through other means within the bounds of the law.'

The Royal Family has publicly supported on many occasions the media's role in the development of the country. Interventions by King Abdallah II rejecting the imprisonment of journalists and public discourses by Queen Rania favouring new media as a tool of progress have been made on several occasions.

Nevertheless, Jordanian media content has so far been more focused on entertainment than on news and information. Jordanian audiences trust regional media more than local publications and media outlets. This can be explained by the reduced coverage of domestic issues. The development of new media has produced a shift from this traditional orientation, introducing a model closer to current issues in the region.<sup>21</sup> Because people have little voice in almost all official radio and television stations and papers, they tend to turn to sometimes unruly and defamatory websites as their major source of information. In 2010, the government responded by introducing a tough law to control the dissemination of internet and electronic news.<sup>22</sup>

There has been some certain progress in professionalism in media businesses in recent years, as a result of practitioners being trained in higher education institutions which provide a good grounding in journalism, such as Yarmouk University, the University of Petra and the Jordan Media Institute, and of donor attention. However, Jordan's journalism and media sector still lacks significant capacity to compete with the strong media sectors in neighbouring countries.

Over the last decade, significant progress has been made in the ICT field. More households own a computer and have access to the internet. By 2009 computer ownership had reached almost 50%, with close to 1.75 million individuals having access to the internet in 2010.<sup>23</sup> Expanding access to satellite television is also providing citizens with access to more and more diverse information. With the more accessible internet, social media platforms are also expanding. In May 2011, 1.4 million

Media indicators	
Arabic daily newspapers	7
English daily newspaper	1
Weekly newspapers	25
Radio stations	19
Private television stations	3
Percentage of those aged 15 and above who read newspapers (%)	45.9
Active radio listeners (%)	67.8
<i>Source:</i> Media Sustainability Index. 2009. 'Jordan.' Available on <a href="http://www.irex.org/resource/jordan-media-sustainability-index-msi">www.irex.org/resource/jordan-media-sustainability-index-msi</a> (accessed 10 August 2011).	

<sup>21</sup> UNESCOCAT. 2010. *Arab New Media for Peace and Dialogue*. Available on [www.unescocat.org/fitxer/1482/ARAB%20NEW%20MEDIA%20FOR%20PEACE%20AND%20DIALOGUE.pdf](http://www.unescocat.org/fitxer/1482/ARAB%20NEW%20MEDIA%20FOR%20PEACE%20AND%20DIALOGUE.pdf) (accessed 10 December 2011).

<sup>22</sup> IREX. 2009. *Jordan Media Sustainability Index 2009*. Available on [www.irex.org/system/files/MSIMENA09\\_Jordan.pdf](http://www.irex.org/system/files/MSIMENA09_Jordan.pdf) (accessed 11 December 2011).

<sup>23</sup> Aziz, Naheed/ United Nations in Jordan. 2011. *Country Assessment Jordan*, September. Amman, p. 71.

Jordanians were users of social media such as Facebook and Twitter, of whom 77% were between the ages of 15 and 29, and 59%, were male.<sup>24</sup> The gender disparity suggests that women are less readily able to access contents that would allow them to make more informed decisions for themselves, their family and their communities.

Recent indexes and rankings of respected international organizations like Freedom House<sup>25</sup> and Reporters without Borders<sup>26</sup> give weight to the concern they have voiced about the declining state of press freedom and attacks on the media, in the region in general and in Jordan in particular.

Several independent NGOs in Jordan work in support of freedom of expression and freedom of the press. These organizations are independent from the government and fund their activities through aid from international donors or other NGOs. A new trend is the creation and development of NGOs working with new media offering training in the field of social media applications.

### Challenges

By the standards of other countries in the region, the Jordanian media are relatively independent and are characterized by political, cultural and social diversity.<sup>27</sup> Nevertheless, there still exist a number of laws and practices that restrict freedom of expression. The democratic development of Jordan is inseparable from securing conditions for a free and pluralistic media environment.<sup>28</sup> This is even more crucial given the recent political developments during the spring of 2011 in the Middle East and North Africa (MENA) region, when talks about media reform were accelerated. However, a complicated (and frequently conflicting) legal framework combined with political considerations has resulted in a lack of substantial progress over media reform in Jordan, and there is a growing lack of confidence among media professionals and experts that anything will change significantly in the short term. Following drives towards reforming the regulation of the media sector, the government brought in international experts to help with the preparation of a new Media Strategy, which was launched in May 2011, but the formal approval and implementation process has been at best patchy. The most that has been achieved is the partial amendment of selected pieces of legislation; there has been no comprehensive legal reform of the whole framework for media regulation and safeguarding of freedom of speech.<sup>29</sup>

**Media training:** Journalism is not considered to be an important course of study at universities in Jordan, and it tends to attract students with relatively low scores in their secondary school examinations. There are only very few institutions offering degrees in journalism, and the courses are often based on outdated curricula.

### Self-censorship

In Jordan, the law provides protection for those publish information, and assurances from the King, dating to 2008, have also upheld this freedom. Yet in practice there is the perception that limitations to the free media do exist. This is further accentuated by the differing interpretations of laws by the court system. Fines for violations can be very expensive. This has contributed to a culture of self-censorship that inhibits freedom of expression and freedom of the press, even if reporting on something is not explicitly barred by national law. Journalists and their editors display a tendency to caution in their comments, and in particular avoid any investigative reporting that could compromise political figures. As Reporters without Borders has noted, 'Despite legislative reform and various positive statements from King Abdallah II, freedom of expression in Jordan remains subject to numerous restrictions.'

Source: Reporters without Borders, *World Report – Jordan*. Available on [en.rsf.org/report-jordan,155.html](http://en.rsf.org/report-jordan,155.html) (accessed 15 December 2011).

<sup>24</sup>Dubai School of Government. 2011. Arab Social Media Report, Issue 2. Available on [www.dsg.ae/portals/0/ASMR2.pdf](http://www.dsg.ae/portals/0/ASMR2.pdf) (accessed 10 August 2011).

<sup>25</sup>Freedom House, <http://freedomhouse.org/template.cfm?page=70&release=1405> (accessed December 2011).

<sup>26</sup>Reporters without Borders, 2011. 'Journalists continue to be harnessed in Different ways throughout the Middle East', 30 March. Available at <http://en.rsf.org/journalists-continue-to-be-30-03-2011,39915.html> (accessed 10 December 2011).

<sup>27</sup>United Nations. 2009. *Jordan: National Profile of the Information Society in Western Asia*. New York, United Nations. Available on: [www.escwa.un.org/wsis/reports/docs/Jordan-09-E.pdf](http://www.escwa.un.org/wsis/reports/docs/Jordan-09-E.pdf) (accessed 9 August 2011).

<sup>28</sup>Aziz, Naheed/United Nations in Jordan. 2011. *Country Assessment Jordan*, September. Amman, p. 71.

<sup>29</sup>Zlatev, Ognian. 2011. 'Recommendations for Improving media law, policy and regulation in Jordan in accordance with UNESCO's Media Development Indicators', UOA background paper, 15 May.

*Commitment to reform:* Shifting priorities and incomplete reforms have led many media activists to question the commitment of the government to the media reforms that it announced.

*Regulation of the media:* Despite protections at the highest levels of the law in Jordan, there are a number of ways in which free speech and the rights of media are undermined in legislation, regulation and practice.

*Gender in the media:* There is a strong gender imbalance among media workers (81% are men), as well as in the portrayal of women in news stories.<sup>30</sup> The representation and stereotyping of women in the media reinforce the negative concepts of females in Jordanian society.

*Quality journalism:* The professionalism of journalists, and journalistic standards and ethics in Jordan, are not consistent with international standards and best practices. Investigative reporting and the reporting of topics of common interest such as the environment, gender equality and human rights are not encouraged.

### **Opportunities**

*Media reform framework:* There is an opportunity for reform of the legislation regulating the press, with a special focus on new media and a review of the Press and Publications Law. This could include the regulation of internet-based media and the introduction of media accountability mechanisms such as a media self-regulation mechanism.

*Public civic engagement:* Populations in the entire region, including Jordan, are increasingly making use of traditional and new media, including social media, to engage in discussions about reform. This is expanding the space for freedom of expression and creating a demand for improved access to information. This expansion is an entry point to improve access for females, as well as engage them in the process of contributing to new media and its dissemination.

*Government support:* The Jordanian Government and King Abdallah II have reconfirmed their intention to reform the media sector and the legislation regulating the media, and welcome international expertise.

*New and social media:* The increased access to the internet and related technologies has brought about a radical change in the way citizens engage in conversations and share information and news with the media and the public in Jordan. Emerging citizen journalism offers new opportunities for engagement for UNESCO.

*Media literacy in education:* Media literacy and participation are key to holding governments accountable. The promotion of media literacy activities in secondary schools could serve as a medium for educating younger audiences about the role of the media and how they function.

*Journalism education and training:* Media training institutions and faculties currently have limited capacities to promote quality journalism education, but this is core in developing good professional and ethical practices in journalism.

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<sup>30</sup>Khoury, Muin .Public Policy Research. Social Marketing – JMI – Journalist Training Needs Assessment. In Aziz, Naheed/ United Nations in Jordan. 2011. Country Assessment Jordan, September. Amman, p. 67.

# Past and present contributions

The UNESCO Office in Amman (UOA) was established in 1986 under a bilateral agreement between UNESCO and the Government of Jordan. It was named a national office in 2000 after previously serving as a cluster office and the regional office for education, sciences and communications.

The Office implements UNESCO core activities in all major programmes in the fields of education, culture, natural sciences, communication and information, with social and human sciences implemented not as a standalone programme but mainstreamed throughout the other sectors.

## Intersectoral approach to programming

A strength of UOA is its ability to work across sectors. Given the regular budget resources of the Office, coupled with a broad mandate, it is essential that resources are used strategically. All sectors have intersectoral projects, with the Communication and Information Sector typically playing a role across the Organization's activity implementation. This includes the design and implementation of awareness-raising, outreach and advocacy tools, and programmes such as public service announcements (PSAs), press releases and media outreach, among other public relations activities.

In the future, the Office will therefore capitalize on the experience acquired in implementing intersectoral projects and programmes such as the joint Education Sector (ED)/Natural Sciences Sector (SC) project that aimed at promoting the safe behaviour of students and teachers in case of earthquakes, floods and flash floods; the joint ED/SC/Communication and Information Sector (CI) project through which the Office organized training for journalists on education for sustainable development and environmental reporting; the joint Culture Sector (CLT)/ED work on enhancing school students' understanding of their cultural heritage; and the joint CI/ED campaign on the rights of persons with disabilities.

## Education Sector

UNESCO's Education Sector focuses on a variety of programme areas ranging from the coordination and implementation of EFA to major educational endeavours. UNESCO's emphasis is on strategic upstream interventions that target institutional capacity development, education policy review and capacity development, with the aim to bring about evolutionary changes in the education system through constructive partnerships with key stakeholders and national institutions. In planning and delivering the education programme, UOA will rely on its five functions: acting as a laboratory of ideas, standard setter, clearing house, capacity development and a catalyst for international cooperation.

### Education Reform for Knowledge Economy (ERfKE)<sup>1</sup>

First launched in July 2003, the objective of the Education Reform for Knowledge Economy is to support the Government of Jordan to transform the education system at the early childhood, basic and secondary levels to produce graduates with the skills needed for the knowledge economy. The first ERfKE was an overarching reform programme that included the development of curricula and school textbooks; improvement of education technology and school environment and facilities; and development of TVET as well as information and communication technology (ICT) in early, primary and secondary education.

#### *ERfKE II 2009–13*

The development objective of the Second ERfKE Project is to provide students enrolled in pre-education institutions in Jordan with increased levels of skills to participate in the knowledge economy. The main areas of intervention focus on school readiness and early childhood education; TVET; ICT and the strengthening of quality in all education programmes through decentralization, training of teachers and education personnel, simplification of current programmes, quality assurance and outcome-oriented programmes with an integrated internal monitoring and evaluation (M&E) system and strengthening of policy and strategic planning capacities. There are five main components: (1) Establishment of a national school-based development system; (2) Monitoring and evaluation and organizational development; (3) Development of teaching and learning; (4) Development of special focus programme; and (5) Improvement of physical learning environments.

#### *Role of UNESCO Office in Amman*

As noted in the latest Jordan MDG Report,<sup>2</sup> 'UNESCO has hailed ERfKE as a model that possess the basic elements of success and quality in the technical aspects.' UOA has secured a formal membership among the partners group responsible for regular reviews of progress and achievements of the ERfKE II project. In this group, UNESCO's essential role is to coordinate and lead the provision of advice to the MoE for the strengthening of the Educational Management Information System (EMIS). In addition UOA has been granted permanent membership in the Monitoring and Evaluation Steering Committee, which coordinates all internal and external M&E activities related to ERfKE II. Through this body, UNESCO is engaged in authoritative professional dialogue among partners and national stakeholders to decide on the usefulness and relevance of the M&E initiatives addressing major policy needs. In connection to the above roles, UOA has been also tasked by the UNESCO Beirut Office to enhance the training capacity of the National Center for Human Resource Development (NCHRD) in the area of education planning and management to ensure sustainable capacity development of policy-makers and planners in Jordan and also for the sub region comprising Iraq, Lebanon, Palestine and Syria.

Sources: (1) [web.worldbank.org/external/projects](http://web.worldbank.org/external/projects).; (2)- MoPIC/UN. 2010. 'Keeping the promise and achieving aspirations: Second

Monitoring the EFA Dakar Goals remains an overarching priority for UNESCO at the country level. This is further enhanced by its participation in the EFA National Committee, which was re-established by the MoE in 2009. The theme of the 2011 EFA Global Monitoring Report (GMR), *The Hidden Crisis: Armed conflict and education*, coincided with the instability that had engulfed much of the Arab region that same year. Though Jordan is not one of the conflict-affected countries by definition, it nonetheless suffers from the conflict in neighbouring countries because it hosts displaced populations. Given this context, Jordan hosted a regional launch of the Arabic edition of the GMR to raise awareness of the devastating consequences of conflict on education generally, and in the Arab region and Jordan specifically. In partnership with other Arab States field offices, a launching ceremony and panel discussion were held under the patronage of Her Majesty Queen Rania and seven ministers and deputy ministers of education from the region. The event successfully served to open a high-level dialogue about this issue and engage policy-makers in speaking candidly about the situation in their countries. It was an opportunity to shed light on the devastating effects that conflict was having on the right to a quality education for many children and young people in the region, and to establish UNESCO as an agency that is working to address this issue.

Revising the national TVET strategy is a top priority of the MoE. The updated strategy document will aim to improve the image of TVET as a viable option for gainful employment with a focus on attracting female students, and to align the curriculum with the needs of the labour market. UNESCO is working with the MoE to enhance TVET staff capacities to develop the strategy.

Teacher professional development in Jordan suffers from the lack of clear and

structured teacher pre- and in-service training programmes, particularly supporting teachers once they are in the classroom. Jordan has invested heavily in the use of ICT to enhance the learning experience, yet many teachers are inadequately prepared to use it effectively in the classroom. Moreover, subject-matter expertise and general pedagogical techniques are not properly cultivated in new teachers. Capacity-development workshops were carried out and teacher resource guides developed during 2011, under the guidance of UOA, to support the professional development of teachers in Jordan, primarily in the Southern governorates. With a focus on classroom management skills and developing lesson plans, the training is an investment in enhancing the quality of education that is delivered to students.



*The regional launch of the Education for All Global Monitoring Report – Arabic edition, May 2011 (© The Royal Hashemite Court)*

Upstream support to the MoE is an important part of UNESCO's interventions in Jordan. This takes the form of working directly with the Department of Planning at the MoE to enhance staff capacities. UNESCO provided support via a number of workshops and training sessions and through

### School Readiness Programme for Vulnerable Jordanian and Iraqi Youth

The first project of its kind for UOA, and one of only a few projects to receive funding through the 2009 CAP II Flash Appeal for support to Iraqis, the School Readiness Programme for Vulnerable Jordanian and Iraqi Youth makes refugee education initiatives a priority for ED. UNESCO and its partners targeted over 850 at-risk Jordanian and Iraqi youth through non-formal education programmes designed to reintegrate them into the formal education system.

The other component of the programmes focused on training of the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards. Two workshops were held for twenty-five MoE officials at the central level and twenty-five school principals. This was followed by a series of workshops for 100 teachers from communities in which the remedial programmes were operating. In addition, an INEE Minimum Standards assessment was conducted at the MoE in line with the capacity-building workshops and Jordan's status as a member state of INEE. This contributed to the integration of the Minimum Standards into the MoE emergency plans.

the hiring of technical consultants to work directly with the staff on data analysis, indicators, projections and strategic planning. International Institute for Educational Planning (IIEP) modules were used as the foundation for training sessions in 2011.

UNESCO supports MoHESR in the reform of higher education (HERfKE II) in Jordan by providing technical support for the establishment of the Policy and Planning Unit at MoHESR for evidence-based programming and planning for policy and decision-makers. UNESCO also provided support for the establishment of the Jordanian Academy for Technical Education and to the Accreditation Commission for Higher Education Institutions in finalizing the self-evaluation manual for

higher education institutes.

The opening of a non-formal education centre in the Petra region on the 2011 International Literacy Day served to emphasize UNESCO's partnership with the government to help vulnerable children and young people receive a quality education. The centre aims to assist drop-outs to return to the formal education system by helping them to acquire reading and numerical skills, in addition to exposing them to TVET.

Although Jordan does not have an inclusive education (IE) policy, UNESCO advocates that IE approaches be mainstreamed throughout its education policies, particularly when it comes to persons with disabilities. Support was also given to the training of teachers and administrators on practical techniques for working with students with hearing impairments. Remedial courses and in-classroom support are areas in which UNESCO provides support to ensure that students with disabilities enter the classroom and receive the support they need. A media awareness project on the rights of persons with disabilities – 'Different abilities' – was expanded into a campaign in schools and a country-wide training of trainers with the primary goal to educate and sensitize teachers throughout Jordan about the rights, capabilities and needs of persons with disabilities and enable them to promote these rights in schools.



*Raising awareness on the rights of persons with disabilities in schools*

Strengthening the Associated Schools Project Network (ASPnet) programme in the region remains a priority for UOA. The main actions focused on building the capacity of regional and country-level teachers and coordinators providing extracurricular education on the ASPnet themes of education for sustainable development (ESD), human rights and heritage education, and disseminating the



*Supporting Jordan in achieving universal primary education, the second Millennium Development Goal*

revised Arabic version of the World Heritage Kit to ASPnet schools throughout the region, as well as maintaining the ASPnet database for the Arab States. The focus is on reorienting national education plans, building networks, developing public awareness and providing training and research opportunities in ESD by organizing awareness workshops implemented under the MDG Achievement Fund for Climate Change project on water management and education at the higher education level.

### **Lessons learned**

- Regular changes at the highest levels of MoE and MoHESR require an adapted approach to implementation. A possible alternative is to partner more closely with other institutions that would benefit the ministries, such as universities.
- Greater attention must be dedicated to screening potential implementing partners to ensure that they have the appropriate technical and management capacities in place.
- It is important to integrate risk factors (e.g. change of government, change of policy) into the timeline of project implementation.

### **Key achievements**

- The MoE Department of Planning is now better able to develop evidence-based policies and plans as a result of a series of targeted training sessions on data analysis, indicators, policy formulation and project design.
- MoE officials and school principals have enhanced capacities to implement emergency education as a result of targeted training on the INEE Minimum Standards for Education in Emergencies, which also contributed to the integration of the Minimum Standards into MoE emergency plans and the establishment of a committee to assess Ministry DRR strategies.
- At-risk vulnerable populations in Jordan benefited from the establishment of non-formal education programmes to prevent drop-out and prepare students to reintegrate into the formal education systems. The programme resulted in a model that can be adapted and utilized by other field offices.
- The status of persons with disabilities improved as a result of several nation-wide awareness-raising campaigns and teachers empowered to work with students with disabilities through targeted training.
- Human rights issues were successfully integrated into the teaching work plans of educators at ASPnet schools in Jordan.
- New teaching strategies were integrated into the yearly teaching plans of targeted teachers participating in a pilot programme focused on enhancing in-service training of teachers

## Natural Sciences Sector

In the natural sciences, UNESCO's main focus is on addressing the adverse impact of climate change, the dramatic water scarcity and protection of ecosystems and biodiversity, and supporting the development of an STI policy. The Sector's gender-responsive interventions are centred on capacity-development, scientific research, technical assistance, policy advocacy, dissemination of best practices and raising awareness.

Developing an STI policy and strategy is a top priority of the government as it strives to build and sustain a knowledge-based economy. The Strategy for 2012–16 will guide the government's, businesses, and public organizations' efforts toward intensive and comprehensive development of STI. UNESCO is supporting the government in building the capacities of the government staff to develop participatory and result-based policies in line with its labour market and economic goals. The draft of the strategy is to be completed and endorsed by 2012.

The effects of climate change are uniquely pronounced in Jordan, a country that is suffering from water scarcity and environmental degradation, both human-made and natural. The Spanish-funded MDG Achievement Fund for Climate Change, a joint UN programme with UNESCO, the UN Development Programme (UNDP), the World Health Organization (WHO) and the Food and Agriculture Organization of the United Nations (FAO), seeks to tackle the issues of environment and climate change with specially allocated funds. UNESCO is developing training and capacity-building programmes in integrated water resources management for the Ministry of Water and Irrigation (MoWI) and NGOs; developing community-based research projects on climate change adaption;



© RSCN - Wadi Mujib, a new UNESCO Man and the Biosphere Reserve, July 2011

designing and implementing research projects related to environment and climate change; improving the national database on integrated water resources management (IWRM) in arid and semi-arid areas; developing water education and awareness programmes; and establishing an international research centre for environmental and water resources for advocacy education and capacity-building at Al Balqa Applied University. UNESCO's International Hydrological Programme (IHP) launched the Water and Development

Information for Arid Lands: A Global Network (G-WADI) initiative to strengthen

### Declaration of Wadi Mujib as a UNESCO Biosphere reserve

Biosphere reserves are sites established by countries and recognized under UNESCO's Man and the Biosphere (MAB) Programme to promote sustainable development based on local community efforts and science. The declaration of biospheres is managed under the oversight of the MAB Programme. UOA revived the Jordan National MAB Committee in 2008 and provided technical training and guidance to the National MAB Committee during the preparation process of the nomination files for Wadi Mujib.

Mujib is part of the Dead Sea basin and Jordan Rift Valley landscape, extending along the eastern shores of the Dead Sea. The spectacular landscape of the area includes the lowest terrestrial point on earth (420 m below sea level). Human activities have played a role in shaping many of the reserve's habitats, including agriculture, fishing, hunting, grazing, quarrying in small areas at the reserve's boundaries, small-scale settlements, wood-cutting for fuel and collection of herbal and medicinal plants.

Biospheres are also important educational sites. The Mujib Biosphere Reserve serves as a learning site for programmes that integrate nature protection with local development and exchange expertise among biosphere reserves around the world.



achievement' within the framework of the UN Spanish MDG Fund. G-WADI and UAO organized a workshop on 'Climate change impact on water resources, risk assessment and management in arid and semi-arid regions' in Amman from 23 to 26 November 2009.

The introduction of practical learning tools to support student-centred learning processes is an important mechanism by which students can learn by doing. UNESCO introduced microscience education kits into primary and secondary schools and trained the teachers in their use. Though the pilot was successful, the project proved unsustainable given the expense of the kits and the logistics for their production. This proved to be a valuable lesson learned and has inspired the idea of seeking private support to scale up the project in the future.

Jordan sits on a transform fault line, with major urban sites particularly vulnerable to the effects of earthquakes. In addition, parts of the country are prone to flooding, and flash flooding can be particularly disastrous. UNESCO is promoting preparedness and safe behaviour by introducing guidebooks, as extracurricular activities, into classrooms for students and teachers. The books were developed by UNESCO in partnership with local organizations and government bodies. They introduce concepts of preparedness and safe behaviour skills, and were successfully piloted in twenty-one schools for students in grades 1–4 and 5–10. UNESCO is now working with its partners in advocating the MoE to scale up use of the guidebooks for implementation in all schools in Jordan and integrate them into the main curriculum. The project also successfully launched a public awareness campaign through PSAs broadcast on Jordan TV.

### ***Lessons learned***

- Limited communication between all stakeholders requires greater investment of time to develop a network of communication that links all partners and ensures efficient transfer of information.
- A multi-party committee is a more effective implementation modality.
- Greater time and resources must be allocated to working with ministries to raise awareness of the importance and provide technical support to the development of strategies.
- It is important to integrate risk factors (e.g. change of government, change of policy) into the timeline of project implementation.

### ***Key achievements***

- Key stakeholders in IWRM, water-policy-related planning methodologies, transboundary water management and groundwater-dependent ecosystems are better able to respond to climate change and water-scarcity-related issues in Jordan.
- Through technical support and advisory services the National Master Water Plan for Jordan was updated.
- The sustainability of research institutions was enhanced and institutions are better able to develop national capacities for the preparation of environmental impact assessments. The International Center for Water and Environmental Research at Al Balqa Applied University developed by UOA is now fully operational and was adopted by MoEnv as the official training centre for environmental impact assessment studies.
- The Mujib Reserve was declared an UNESCO Biosphere Reserve in 2011.
- Basic science concepts were enhanced in least developed schools through the integration of microscience kit concepts.
- Capacities of the Higher Council for Science and Technology were enhanced to develop an STI Policy and Strategy in Jordan for 2012–16.
- DRR concepts were introduced to teachers and students through development of guidebooks that were endorsed by MoE to be incorporated in future teacher training

induction packages. The guidebooks were successfully piloted in highly populated areas in Amman, which are at greater risk.

- A public campaign promoted better preparedness for safe behaviour in the event of earthquakes, floods and flash floods.

## Culture Sector

UNESCO supports Jordan in protecting sites inscribed on the list of WH sites, and assists with improving the management of museums and cultural objects in Jordan and supporting the safeguarding of Jordan's intangible heritage. Dialogue among civilizations, cultures and peoples, based on mutual understanding and respect, is the essential prerequisite for social cohesion and peace among nations, and ensures the necessary conditions for personal and societal development and growth. Cultural diversity is a driving force of development, not only in respect of economic growth, but also as a means of leading a more fulfilling intellectual, emotional, moral and spiritual life. Intangible heritage safeguards a community's traditions and living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, and knowledge of traditional practices concerning our way of life.

Petra, a WH site and one of the major tourist attractions in Jordan, underwent a series of risk assessments to evaluate how the site can best be protected and preserved and to ensure that it is safe for the thousands of tourists who visit each year. A strategic partnership was established with the government and several partner organizations, including national and international universities, to map and document the natural and human-made risks. A preliminary risk assessment was successfully carried out and led to a larger mapping exercise, to identify and prioritize risk at the property. In addition a rapid risk assessment project of the Siq, the main entry and exit to the main Petra site, was undertaken to make this entrance to Petra safe for the visitors and protect its monument. In continuation with this project, recommendations for further intervention and monitoring techniques in the Siq and a project proposal for long-term risk assessment in the Siq have been developed and submitted.



*The ritual of coffee is one aspect of the Cultural Space of the Bedu in Petra and Wadi Rum, which was inscribed on the list of Intangible Cultural Heritage in 2008*

Field monitoring missions to three WH sites were conducted throughout 2010 and 2011. Visits to Petra were carried out to determine compliance with the WH Convention and assess the impact of several proposed projects, such as the building of a solar power station. In addition, several site visits were made to Quseir Amra to prepare interactive educational games to engage young visitors and to encourage greater financial support in the conservation of the site. UNESCO also conducted a monitoring visit to the site of Um er-Rasas to report on the progress of stabilization work being carried out with funding from the World Heritage Fund.

The Museum Directorate of the Department of Antiquities underwent a restructuring to introduce enhanced management practices and museum policies which meet international standards in management, conservation and preservation and exhibition management, merchandising and marketing. UNESCO assisted in this restructuring and also provided the Museum Directorate with equipment to assist in the emergency storage of artefacts after damage from water infiltration and

damp was noticed in a museum in central Amman. An international museum education specialist assessed the current outreach activities in the museums in Jordan and produced a proposal for developing a mobile exhibition in Jordan, which will be used to raise extrabudgetary funds.

### Let's laugh comedy festival

Jordan has become a base for many people who have left their own countries due to political or economic instability, which has led to the capital, Amman, becoming a varied and multicultural city. In addition Jordan has a rich diversity of its own, with communities ranging from Arab Bedouin pastoral tribes to third-generation Circassian, Armenian and Chechen communities. In recent times there has been some disunity among these communities, which is ever growing.

UNESCO recognized that today's challenge is to help the communities overcome their differences and face those problems in a non-threatening environment. Entertainment and comedy are recognized methods for expressing differences and uniting people. Comedy is a way of appreciating and enjoying what makes us different from each other, but also recognizing our similarities, without care for class, race, gender or religion. Comedy is a safe environment, through which we develop a sense of respect for each other, and respect is the foundation of mutual understanding, friendship and learning. Building on these foundations puts us on the road to peace.

In partnership with a private theatrical and film-making company in Amman, UNESCO selected ten people from diverse social and cultural backgrounds, to take part in a ten-week workshop to train them in stand-up comedy techniques. The participants were a very good reflection of the composition of Jordan, coming from Iraq, Lebanon, Palestine, Egypt and of course Jordan itself. The training culminated in a final performance at the Royal Cultural Centre in Amman.

UOA plans to hold this event on a regional level over the coming two years, with participation from the country offices in Beirut, Ramallah and Cairo.

A project to give practical experience to museum studies students from Hashemite University and Yarmouk University began in September 2011. The project, which will simultaneously help to correctly store and document a large collection of textiles that are currently at risk of being damaged because of inadequate storage conditions, began with an initial assessment by an international expert to determine the working methodology of the project and determine the extent of conservation that the textile collection requires. Training of the students to perform inventory and basic procedures will begin in the 2012–2013 biennium.

A mapping of craft producers and designers was carried out to assess the situation of handicraft producers using local natural materials or innovative designs. This was the first time such a mapping exercise has been undertaken for handicrafts, and has served as an opportunity to build a network among

designers and develop a contact database.

To gain a better understanding about how cultural heritage is understood by students, UOA undertook a review of school curricula to map where heritage is mentioned, which heritage sites are being visited by which schools and how they are related to lessons taught, education activities that are currently being offered in Jordan's museums, whether these are outreach activities or in-house, and which students and age groups are the initial targets. The overall goal of the project is to help school students become more connected to their heritage, through better understanding of their past, and to strengthen cultural belonging and identity. In partnership with local educators and regional experts, engaging



*Mapping the boundaries of the UNESCO World Heritage Site of Petra*

resource packs will be developed for students and teachers of different grades relating to specific sites in Jordan.

Jordan is home to many communities, and the Office works to help build mutual understanding between diverse groups. An annual event called 'A night of cultural diversity' was successfully held in 2010 and 2011. The evening is an opportunity for minority communities residing in Jordan to showcase their traditions, including dance, song and music from communities including the

Circassian, Chechen, Armenian, Jordanian, Turkish, Daghestani and Bukhori, as well as Bangladeshi, Kurdish and Druze groups. Other work in these areas includes a symposium entitled 'Approaches to religious education and intercultural studies in the WANA region' during November 2011, to establish a dialogue among regional scholars, administrators and teachers on this subject. The symposium formed the basis of further work on interfaith and intercultural dialogue in the 2012–2013 biennium.

A mapping of cultural institutions was carried out in 2009 and 2010 to understand the field of contemporary cultural practices in Jordan and the needs of artists. The survey primarily targeted



*Annual celebration of cultural diversity in Jordan*

contemporary forms of cultural practices, rather than traditional or craft-based forms, and constitutes an important element for the formulation of a new cultural development policy.

UNESCO is supporting the restoration of the Diaconicon Baptistery mosaic at the Mount Nebo Church of the Prophet Moses. Preliminary work began in 2011 with the cleaning of sand and debris from the surface of the

mosaic floor, followed by an intensive, detailed cleaning of specific areas that had been affected by previous restoration programmes. The site was chosen for restoration because of its cultural and religious importance and the potential of the site to be linked with religious heritage tourism in the future.

The establishment of a centre dedicated to women in the arts, regionally and globally, was initiated in 2011 through funds-in-trust by UNESCO HQ. The International Center for Women Artists (ICWA) will be located in Amman and serve as the first of its kind in the Arab region, housing a permanent collection of works of art by leading women artists from across the world, with a specific focus on women from the Arab region. The ICWA was approved as a Category 2 Centre in 2011 after UNESCO carried out a feasibility study. Before the museum can open a number of major challenges must be overcome, however, including carrying out a needs and risk assessment for the restoration of the building, signing of the agreement by the Government of Jordan, and the raising of additional funds.

### ***Lessons learned***

- There is an apparent need for greater support to assist Jordan in fulfilling its normative obligations, which has contributed to delays in reporting and implementing elements of conventions.
- UNESCO should find a coordination mechanism to ensure regular cooperation between decentralized and main authorities.
- It is desirable to facilitate the accessibility of UNESCO terms in order to better communicate its mandate to government and private stakeholders.
- In order to overcome the overlapping and disparate mandates that exist between government bodies and authorities, UNESCO can often act as a coordination body.
- It is necessary to integrate risk factors (e.g. change of government, change of policy) into the timeline of project implementation.

## Key achievements

- A network of museum professionals in private and public museums has been created, allowing for the sharing of challenges and potential opportunities
- 'A night of cultural diversity' was established as an annual festival celebrating cultural diversity. It is the only event in Jordan that brings together multiple communities to perform during the same event.
- Heritage education is now on the agenda of MoE, MoTA and the Ministry of Culture (MoC). UNESCO was successful in convening public and private stakeholders to help them coordinate activities in this field and to achieve a comprehensive mapping of heritage in the curricula.
- A baseline on contemporary cultural practices in Jordan has been established to serve as a tool for cultural policy development.
- A risk management methodology was developed to provide a solid tool for the assessment of risks and their management at archaeological sites.
- Better collaboration among government partners has been achieved in dealing with issues in WH sites.
- The Petra WH site boundaries mapping has been completed.
- Wadi Rum has been inscribed as a WH site.

## Communication and Information Sector

UNESCO's work in the field of communication and information is the promotion of freedom of expression and access to information. UNESCO supports Member States to strengthen free, independent and pluralistic media, and develop media communication for sustainable development. The Organization fosters universal access to information and knowledge, and the development of infrastructures for information and knowledge.

The use of media and other forms of ICT has powerful potential to give voice to the marginalized, provide access to information and inform decision-making, and contribute to a healthy lifestyle, society and environment. Given recent and ongoing reform measures that focus on transparency and accountability, independence of the media is essential for democratic processes to take root. But for this to take place, the foundation of investigative, dynamic journalism, both traditional and more modern, must be cultivated and supported. By targeting university lecturers with a training course aimed at enhancing journalism curricula and promoting a culture of investigative journalism among media students, UNESCO is contributing to the development of an empowered critical media. University students also benefited from a multidisciplinary workshop that sought to familiarize them with concepts of gender and its representation in media while exploring the ways in which climate change affects gender relations and women.

In 2011, an assessment of the Jordanian media environment was carried out at the request of the government, in line with UNESCO's Media Development Indicators (MDI). The results led to the formulation of recommendations for improving laws, policies and regulations in Jordan, and contributed to the development of a national media strategy. An outcome of the MDI assessment

### World Press Freedom Day

UOA organizes a number of awareness-raising activities on the importance of press freedom. In 2011, in addition to a public cultural event a PSA was produced and broadcast, complemented by a social media campaign. The highlight of the 2011 World Press Freedom Day (WPFDF) activities was a high-level panel debate that addressed the barriers and prospects of freedom of the press and the right for access to information in Jordan. Panellists included the state minister of media affairs and communications, Arab Reporters for Investigative Journalists (ARIJ), media law experts and activists from the Center for Defending Freedom of Journalists (CDFJ), and ARIJ and journalists. For the 2011 WPFDF events, forces were joined with a number of local, regional and international organizations, International Media Support (IMS), IREX/USAID, ARIJ, CDFJ and the independent media outlet '7iber.com'.

was the recommendation to establish an independent self-regulatory media body that regulates issues related to professionalism and ethics of journals in Jordan. During a retreat hosted by UNESCO and moderated by an international media self-regulation expert, the need for a self-regulatory media body in Jordan was discussed by twenty press freedom advocates and media regulation specialists from the government, civil society and media, including high-level government representatives from the Prime Ministry, the Ministry of Political Development and the Ministry of Social Development. The need for an independent media self-regulation mechanism and a number of possible models for a self-regulatory media body in Jordan were elaborated and a roadmap towards enactment formulated.

Media also plays an important role in educating the public and disseminating information that can



Public campaign on freedom of expression

affects people's lives. In Jordan, the media, with support from UNESCO, help to raise awareness about the rights of persons with disabilities (PWD) and about ESD, for instance. In 2011, a workshop titled 'Media as a partner in education for sustainable development' was held to develop the capacities of journalists to better report on sustainable development and environment issues. The Communication and Information Sector also supported the development of media campaigns of the Education and Natural Science Sectors on the rights of

persons with disabilities and on disaster

preparedness and safe behaviour.

Consultations were held with the Royal Film Commission and Jordan TV to develop a strategy for the protection of Jordan's audio-visual materials, and the archiving rooms of Jordan TV were renovated as a basis for a more systemic documentation. UNESCO is now working with several stakeholders to develop a systemic plan for the digitization and archiving of all audio-visual documents available in Jordan according to international standards.

Empowering communities to participate in the generation of media content is the crux of UNESCO's local community radio empowerment project in the Jordan Valley. By supporting the foundations for citizen journalism, and in particular that of women, communities are able to open a dialogue on local communities' issues, and to enhance communities' ability to serve, develop and provide a voice to their members.

### **Lessons learned**

- Carrying out small-scale media training activities that target limited audiences has proved not to be an efficient way to achieve greater media reforms that are needed.
- Strategic media approaches for funds mobilization need to be developed.
- There is a need to diversify partnerships.
- It is important to integrate risk factors (e.g. change of government, change of policy) into the timeline of project implementation.

### **Key achievements**

- UNESCO in Jordan is recognized as an important convening authority on media and press regulation related issues, based on its mandate, expertise and impartiality.

- UNESCO facilitated the awarding of two International Programme for the Development of Communication (IPDC) projects for local media organizations: a capacity-development project for female citizen journalists in Jordan’s rural areas, and media training sessions on the reporting of human rights and gender issues.
- Youth, civil society and decision-makers have a better understanding of the importance of press freedom as a result of the annual press freedom campaigns around World Press Freedom Day (WPFDD), including a high-level panel discussion, a social media campaign and other public events marking the occasion.
- Professional standards of local journalists were improved through capacity-development in the field of investigative journalism and ESD for journalists and media faculties.
- Through the assessment of Jordan’s media environment using UNESCO’s MDI, recommendations for improving media-related legislation, policies and regulations in Jordan were provided to the government, and the establishment of an independent self-regulatory media body regulating professionalism and journalists’ ethics-related issues was initiated.
- Jordan TV’s audio-visual archive facilities benefited from technical improvement.

## Social and Human Sciences Sector

For UOA, activities falling under the Social and Human Sciences Sector are mainstreamed throughout the other four major programmes. Human rights education and civic education are mainstreamed in the Education Sector’s work, while work on bioethics is managed by the Jordan National Commission for UNESCO. Efforts will be made to expand action in these areas in response to the government’s requests.

## UNESCO in the Jordan UNCT

The UNCT in Jordan is made up of fourteen resident<sup>31</sup> and five non-resident<sup>32</sup> UN agencies. UNESCO is an active member of the Jordan UNCT, and in 2011 supported all UNCT activities and common country programming exercises. In 2010 and 2011 UNESCO was part of the UNDAF 2008–2012 Working Groups on Social Development, Governance, and co-chaired the Environment Working Group. UNESCO also sits on the Operations Management Team and the HIV/AIDS Joint Team, and chaired the UN Communications Group (UNCG) until 2012. UNESCO was a member of the UNDAF 2013–2017 Steering Committee, Technical Support Group, and chaired the Environment Group for the UNDAF roll-out process.

### ***UNESCO joint programming***

As one of the four UN agencies, the Office participates in the only MDG-F programme in Jordan, ‘Climate change adaptation: adaptation to climate change to sustain Jordan’s MDG achievement’. Furthermore, UNESCO took the lead on the education component of the joint DRR projects of the United Nations in Jordan. Moreover, pending support from UNESCO HQ, UOA will participate in a Jordan Youth Assessment joint project with three other agencies as a preliminary step to design a proposal to respond to the country’s needs related to young people. UNESCO is also an active member of the UN High Commissioner for Refugees (UNHCR)-led Jordan-Syria Task Force and the Education Working Group.

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<sup>31</sup> UNDP, UNESCO, the UN Population Fund (UNFPA), UNICEF, UNHCR, the UN Industrial Development Organization (UNIDO), the UN Relief and Works Agency (UNRWA), UNOPS, the UN Entity for Gender Equality and the Empowerment of Women (UNWOMEN), the UN Settlements Programme (UNHABITAT), the International Organization for Migration (IOM), FAO, the World Food Programme (WFP) and WHO.

<sup>32</sup> The Economic and Social Commission for Western Asia (ESCWA), the International Fund for Agricultural Development (IFAD), the International Labour Organization (ILO), the UN Environment Programme (UNEP) and the UN Office on Drugs and Crime (UNODC).

### ***UNESCO and the UNCG***

From January 2010 to December 2011, UNESCO chaired the UNCG. The UNCG provides a unified platform for dealing with common communication and media challenges that the United Nations faces in Jordan. The UNCG is linked to the UN Information Centre (UNIC) Beirut, and its twofold objective is first, to promote inter-agency cooperation in the field of communication, and second, to increase awareness, understanding and support for the work of the different UN agencies in Jordan among UN staff and the general public. Under the leadership of UNESCO, the number and impact of UNCG activities grew substantially. The following achievements of the UNCG deserve to be mentioned. Partnership with the media and UN visibility in the media has improved through op-eds, press releases and the marking of international days. The visibility of the United Nations as One United Nations has increased through the production of factsheets, a quarterly e-newsletter, a YouTube channel (UnitedNationsJordan) and the production of a *UN in Jordan* video. Staff lectures provided a platform for UN staff to learn more about cross-cutting themes. Students and the general public have been sensitized to the MDGs through a campaign touring universities. Awareness on violence against women and related UN work was raised through a public campaign that culminated in the production of PSAs screened on television and recommendations to the Parliament. Environmental awareness was raised through a campaign to combat the excessive use of plastic bags in Jordan. And finally, the civic engagement of youth was encouraged through a writing contest and celebrations to mark the International Youth Year.

### **UNESCO visibility and funds mobilization**

The Office has considerably increased UNESCO's visibility in Jordan, as well as the communication on UNESCO's mandate, programmes and activities within the UNCT, to the government, within the donor community, and among the public at large. This was achieved through the office website in English and Arabic, a quarterly e-newsletter, a high output of press releases resulting in improved visibility in local media, the participation and representation of UNESCO in television and radio interviews, the creation of a widely followed @UNESCOJordan Twitter account, and a YouTube Channel (unescoamman) showcasing the Office's video productions. Moreover, three op-eds by the head of office were placed in the local media in 2011, addressing World Water Day, Global Action Week on Women's Empowerment and Human Rights Day.

In the past two years the Office was able to mobilize nearly \$3.5 million from private and bilateral sources: in the field of education, particularly targeting Iraqi refugees (\$1.1 million); in the field of science in relation to climate change, water management and education, STI and natural DRR (more than \$1 million); and in the area of cultural heritage linked to disaster risk management in heritage sites (\$1.2 million).



# Proposed strategic cooperation framework

## Introduction

UOA, like all field offices in the region, must adapt to evolving needs and demands. Based on lessons learned, UNESCO is adapting its strategy to focus on its comparative advantage in Jordan, the changing needs of the country influenced by the overall political instability in the region, and the national reform process taking place in the country. UNESCO will work in partnership with the Government of Jordan as guided by the 2011–2013 Executive Development Programme and the overarching 2006–2015 National Agenda. Both will undergo revision beginning in 2012. In line with the national priorities of the government, UNESCO's efforts are also guided by the MDGs and EFA. UNESCO will also work in all four priority areas of UNDAF 2013–2017: enhancing systemic reform, preserving the environment, social equity and investing in young people.

### Mission of UNESCO

To contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

### Vision of UNESCO Office in Amman

A reliable partner to empower women and men in Jordan with capacities to engage with societal reform, environmental and development challenges.

The Office will utilize all of its resources, especially its valuable expertise in the fields of education, culture, natural sciences and communication, to assist the Government of Jordan in the design and implementation of its national plans aimed at developing a knowledge-based economy, protecting its natural environment and rich cultural heritage, promoting democracy and reform, protecting freedom of the press and access to information, including media reform, and ensuring social justice for all individuals in Jordan.

### UOA long-term development objectives

Improve the Government of Jordan's ability to provide quality and relevant education that meets the demand of the labour market (Education Sector).

Enhance public institutions to address environmental challenges through research; protection of biodiversity and operationalization of STI policies (Natural Sciences Sector).

Improve the Government of Jordan's capacities to better value and protect heritage in Jordan and engage equally with communities in its management (Culture Sector).

Enhance the public's ability to access and make effective use of information in a free and independent local media environment (Communication and Information Sector).

UNESCO will collaborate with partner UN agencies to carry out interventions as identified within the UNDAF framework. Given the broad reach of UNESCO's global mandate, the Organization will also work in areas not captured in the UNDAF, which are nonetheless important to achieving national goals.

By narrowing our focus and drawing on the strengths of our intersectoral approach to programming, the Office can ensure a high implementation rate, and more importantly deliver a high-quality programme. In its implementation, UNESCO will move away from fragmented,

short-term and small-scale activities with the goal of implementing robust programmes that are more sustainable and efficient.

## Jordan – UNESCO strategic framework

	Education	Natural Sciences	Culture	Communication and Information
Strategic objective	Enhancing governance, quality and relevance of the education sector services	Mobilizing STI for sustainable development and addressing environmental challenges	Fostering cultural diversity, intercultural dialogue and a culture of peace	Developing inclusive knowledge societies through information and communication
Sectoral priorities	<ol style="list-style-type: none"> <li>1. Enhanced sector governance and institutional capacity</li> <li>2. Better relevance of capacity-development programmes and greater employability of graduates</li> <li>3. Improved quality of education</li> </ol>	<ol style="list-style-type: none"> <li>1. Enhanced approach to sustainable water resources management</li> <li>2. Improved science systems for management of policies and strategies in the areas of biodiversity and STI</li> <li>3. Enhanced institutional capacities to produce scientific research for decision-making</li> <li>4. Better preparedness to mitigate effects of disasters</li> </ol>	<ol style="list-style-type: none"> <li>1. Enhanced systems that promote and protect cultural and natural heritage</li> <li>2. Enhanced environment for the promotion of intercultural dialogue and cultural diversity</li> <li>3. Strengthened institutionalization of a culture for development</li> </ol>	<ol style="list-style-type: none"> <li>1. Enhanced press freedom and freedom of expression</li> <li>2. Better use of new media technologies and social media platforms</li> <li>3. Improved quality of journalism through better journalist education</li> <li>4. Enhance media and information literacy (MIL) in education</li> </ol>
Areas of inter-sectorality	<p><u>36 c/5 Intersectoral platform for a culture of peace and non-violence</u></p> <ul style="list-style-type: none"> <li>• Education for Peace and Human Rights through Religious leaders (CLT/ED/CI) – proposed</li> <li>• Building bridges between marginalized young people in Jordan through comedy (CLT/ED/CI) – proposed</li> </ul> <p><u>Other intersectoral initiatives</u></p> <ul style="list-style-type: none"> <li>• HIV/AIDS Education/Awareness Project (CI/ED) – funded</li> <li>• Providing essential information and support to vulnerable displaced Syrians in Jordan through a radio platform (CI/ED) – proposed</li> </ul> <p><u>Thematic areas</u></p> <ul style="list-style-type: none"> <li>• Entrepreneurship education and TVET (ED/SC)</li> <li>• Heritage education and museum education (CLT/ED)</li> <li>• Journalism education and MIL (CI/ED)</li> <li>• Scientific research and development (SC/ED)</li> <li>• Science communication and climate change (SC/CI)</li> <li>• ESD (ED/CLT/SC)</li> <li>• HIV/AIDS Education (CI/ED)</li> <li>• Climate change and water management (SC/ED)</li> <li>• DRR (SC/ED/CI)</li> </ul>			

## Implementation of strategy

UNESCO’s interventions in host countries are guided by the strategies of the major programmes at the global level. At the field office level, UNESCO uses the UCPD to outline its strategic approach for a specific country; for Jordan this is elaborated on below for each sector. An intersectoral approach is necessary to maximize programme efficiency and impact. To this end, the Office strategy is to maximize its impact through synergies among sectors as much as possible, which it is certainly one of the comparative advantages of the organization. UNESCO will implement its country-level strategy by creating synergies with local partners and international organizations to improve efficiency and better coordinate the implementation of programmes and activities; effectively monitor and evaluate all activities to understand the short and long-term impact of all capacity-development activities; identify and reflect upon lessons learned from previous interventions to

assist in developing more targeted and robust programmes; and work more closely with other field offices, including the Regional Bureau for Education in the Arab States, to enhance knowledge management and use the in-house capacities of UNESCO more strategically.

### ***The comparative advantages of UOA***

- The ability to work in an intersectoral manner throughout all sectors, thereby creating effective synergies through the cross-fertilization and mobilization of expertise and implementation capacities.
- Neutrality, impartiality, broad-based partnerships across sectors, and the ability to convene diverse stakeholders.
- The ability to leverage global expertise and provide impartial policy advice. UNESCO can offer best practices and share lessons learned from other countries.
- UNESCO is the only UN agency with a mandate in higher education, the mandate to defend press freedom, and the only UN agency specifically mandated with the responsibility for promoting creativity and safeguarding the world's diverse cultural heritage.
- Privileged networking and capacity-development abilities through a number of UNESCO institutes dealing with water management and climate change-related issues.
- Privileged access to data management and analysis capacities in the field of education through the UNESCO Institute of Statistics (UIS).
- Advocating and promoting global norms and standards, inclusive and participatory development, human rights instruments, the Millennium Declaration, the MDGs and UNESCO conventions and programmes, especially in the fields of education and culture.
- UNESCO is the only UN agency to have a global network of national cooperating bodies in the host country government. The Jordan National Commission for UNESCO is housed under the auspices of the Ministry of Education.

## **Education Sector strategy in Jordan**

Although Jordan has made significant progress in the region and is on track for a majority of the EFA goals, some gaps remain which are impeding the achievement of EFA in the country. UOA's support to the Jordan education sector will focus on closing these gaps. To assist Jordan in fulfilling the right for all children to benefit from a quality education, UNESCO will ensure sweeping improvements in the overall governance of the sector by building its capacity for greater access to and use of evidence at all levels to enable early detection of structural factors hindering the achievement of a good-quality and relevant EFA. UNESCO's intervention principles will be human rights based, gender responsive and inclusive for all children, in particular those who are most vulnerable because of their family's socio-economic status, displacement from their home country, participation in the labour market at a young age, or marginalization because of their ethnicity or gender.

The focus of UOA will be on upstream support to the Ministries of Education and Higher Education, and to other ministries such as the Ministries of Labour and of Defence, which also provide training opportunities to the Jordanian citizens in the following priority areas:

- **Enhanced sector governance and institutional capacity:** In coordination with UNESCO headquarters and with UIS, UOA will provide support in developing capacities to use EMIS effectively and promote evidence-based policy and decision-making, planning and management, at all levels. To address gaps in knowledge on a number of key issues, UNESCO will help the sector to institutionalize best practices such as the establishment of regular policy briefs, the conduct of topical in-depth studies or researches to support policy decisions and targeted interventions (such as the magnitude and root causes of out-of-school and drop-out phenomena, and the impact of ICT use in classrooms). To ensure sustainability of capacity-

development in the area of strategic planning, costing and policy simulations where staff attrition remains a threat to the sector better governance, UOA in coordination with the Beirut Office will strengthen the capacities of NCHRD in order that it can serve as a field-based training facility for Jordan and the sub region. Given that Jordan is a major asylum country for refugees, a sector-wide and self-sustainable training of trainers initiative will be launched to ensure the sector's readiness to cope with emergency education challenges. (UNDAF Outcome 1.6)

- **Better relevance of capacity-development programmes and greater employability of graduates:** Jordanian learners' educational achievements remain below what is needed to prepare them for accessing decent employment in the labour market and for their full participation in the knowledge economy, an issue that confronts men and women alike. UOA, in coordination with the TVET section at headquarters and with the International Centre for TVET (UNEVOC), among others including the ILO, will support the TVET subsector in a thorough revision of the national TVET policy and strategy, with a particular focus on increasing the participation of females, as well as in its costing and operationalization. Efforts will be made to ensure the new policy is coherent and anchored within the National Employment Strategy. At the higher education level, programmes will be further devised to foster integration of entrepreneurship education in the curricula of the traditionally non-business-oriented faculties, in particular those in STI, in coordination with the Natural Sciences Sector at HQ and UOA. At the implementation stage of the new TVET policy and strategy, UNESCO's support will focus on improving the national classification and qualification framework to create greater alignment with knowledge economy expectations, where ICTs should be considered of vital importance.(UNDAF Outcomes 3.1 and 4.4)
- **Improved quality of education:** To support the improvement of the quality of the education system in Jordan, UNESCO will support the revision of the pre- and in-service teacher training system. With the support of the Teacher Education Section at headquarters, other UNESCO institutes and partners, UOA will provide technical assistance. The Office will also make available to Jordan a clearinghouse of good practices for the strategic review of the teacher training policy framework, of teachers' minimum qualification standards, the cost-effectiveness of teachers' deployment practices, their career development schemes and so on. Also at the upstream level, the Office will contribute to build the capacity of the newly created Education Training Center(ETC), which has the mandate to oversee, set and monitor standards, as well as quality-assure and coordinate the implementation of a new teacher training policy in Jordan. At a more operational level, collaboration will be strengthened with local and national training institutions in order to serve as laboratories for piloting via model schools (e.g. ASPnet) and further upscaling innovative pedagogical practices in areas such as inclusive education, ICT-enhanced pedagogy in collaboration with the UNESCO Institute for Information Technology (IITE-Moscow), ESD, heritage education (HE), HIV-AIDS education, entrepreneurship education, participatory teaching and learning methods, and school-based management. Implementation in these thematic areas, including ESD and HE, will be coordinated with the Natural Sciences and Culture Sectors of the Office. UNESCO's efforts to improve the quality of higher education will be focused on technical assistance for setting standards, on capacity-development for evidence-based monitoring of the subsector, and on setting up a quality assurance framework for accrediting higher education programmes. To the extent possible, UNESCO chairs and the University Twinning and Networking Scheme (UNITWIN) networks' strengths will be used to catalyse change in the higher education subsector, TVET and teacher training. (UNDAF Outcomes 3.2, 4.4 and 5.2)

#### ***UOA's comparative advantages in the field of education in Jordan***

- Core competences in the field of quality, TVET, higher education and scientific research, ESD,WH education and human rights education.

- Technical assistance and capacity-development in education policy-making, planning and management, with a focus on secondary and higher education and sector-wide approaches to address cross-cutting issues.
- Global outreach capacities and networks including the UNESCO network of TVET and ASPnet schools and UNESCO chairs in higher education in Jordan.
- Setting international standards and monitoring; EFA Global Monitoring Report, Education data (UIS).
- Higher education and quality assurance in education, scientific research and development.

## Natural Sciences Sector strategy in Jordan

Jordan has made considerable progress in tackling some of its most critical environmental issues, but the existing challenges will tax Jordan's financial resources and governance systems well into the future. UNESCO Amman stands committed to assisting the Government of Jordan in addressing the most crucial development issues that are related to water and the natural environment. As the only UN agency with a specific mandate to promote scientific research and education, UNESCO is uniquely positioned to contribute to the multiple sub-disciplines of the natural sciences in Jordan. UOA will foster the generation and exchange of knowledge, including scientific knowledge, through international cooperation, capacity-building and technical assistance. Opportunities for UNESCO programmes can also be found in the link between entrepreneurship education and the need for the development of science and technology jobs and the reform of the TVET sector. Efforts will focus on where UNESCO can realize the broader goals of 'science for peace' – SESAME is an example of this – and these will be supported in line with Jordan's national priorities and development objectives. The empowerment of women in science and technology, as well as in areas of water and resources management, will be an important focus in all programming to ensure that those who are the most affected at the community level are in a position to influence decisions at the national level. UOA will support Jordan in the following priority areas:

- **Enhanced approach to sustainable water resources management:** Jordan's adaptation to climate change, and in particular its management of scarce water resources, requires a multisector approach that incorporates gender-sensitive national and local components. Moreover, challenges become increasingly important and sensitive to address in transboundary contexts where competition for water increases with global changes. In partnership with UNESCO HQ, the UNESCOIHP and the World Water Assessment Programme (WWAP), UOA will develop the capacities of key government stakeholders in the fields of IWRM, adaptation to climate change and protection of groundwater-dependent ecosystems. Within the framework of IHP'S G-WADI programme, UNESCO will undertake focused activities aiming at enhancing the capacity of water professionals and networks, develop mutual understanding of the challenges facing arid and semi-arid lands, and utilize scientific advances in hydrologic monitoring and modelling and in water resources management to contribute to sustainable development in Jordan under increasing climate variability and climate change. The strategy also includes complementing and building on case studies being developed through UNESCO's on-going interventions to assist Member States suffering water scarcity. Through IHP's and WWAP's associated programme From Potential Conflict to Cooperation Potential (PCCP), the Office will work towards enhancing human and institutional capacities for conflict-resolution and cooperation-building around the sustainable management of shared water resources. Effective water management will also be enhanced in collaboration with the Education Sector, through an improved knowledge base and scientific research and education capacities for water management for schools, children and youth. Awareness on environmental challenges including climate change and water scarcity will be improved in cooperation with the Communication and Information Sector through improving the scientific literacy of media professionals, facilitating easier access to scientific information and knowledge, and improving the quality and quantity of

science reporting. Capacities to conduct evidence-based research in the areas of water resources management will be enhanced at the university level to inform decision-making and policy formulation. Work in these areas will also be supported through UNESCO's partnerships with UNDP, FAO and WHO, under the Spanish-funded MDG Achievement Fund for Climate Change. (UNDAF Outcome 5.1)

- **Improved science systems for management of policies and strategies in the areas of biodiversity and STI:** The Natural Science Sector, in partnership with the Education and Cultural Sectors of UOA, will provide technical support in the field of protection of biodiversity, groundwater-dependent ecosystems and geological heritage of the country within the framework of MAB, UNESCO chairs and the Global Geopark Network. Biosphere reserves will serve as important tools for research and learning platforms for raising awareness of biodiversity and ecosystems, and UNESCO will continue to provide support for the nomination of potential UNESCO biosphere reserves. Improving the access of scientists, in particular women, to research and innovation opportunities, including SESAME, and promoting science education in schools will be priorities for the Office. UNESCO will better focus activities in relation to the mobilization of broad-based participation in STI, and development of an STI policy agenda with civil society, including women and young people. (UNDAF Outcome 5.2)
- **Enhanced institutional capacities to produce scientific research for decision-making:** Investments in research and science education will be utilized to inform decision-making at the policy level and all individuals in Jordan. UOA will foster research in the fields of water resources management, climate change adaptation, and fields within biospheres and ecosystems and STI. New research priorities in renewable energies, energy efficiency and green technologies will be supported, with a focus on sustainable development, by assisting in advance training and research and scientific networking. Through its large network of scientific institutions, including the International Centre for Theoretical Physics (ICTP) and IHP, UOA will build the capacities of young scientists in R&D, innovation, and technology, particularly fostering the role of women in basic sciences through the participation of women in ICTP training sessions. With assistance from the Education Sector, UNESCO will support efforts to build up science and technology education so that the curriculum and teachers are better able to develop students with the skills needed in the labour market. The links between the development of technology, investment in innovation and the demands of the growing job market offer an opportune entry point for UNESCO to assist the government in these fields. This will be further enhanced in Jordan because of the clustering of scientific institutions at the El Hassan Science City in Amman. (UNDAF Outcome 4.4)
- **Better preparedness to mitigate effects of disasters:** UNESCO is closely involved in raising public awareness and improving education about natural disasters. UOA will continue to contribute to disaster preparedness and mitigation by providing technical support to government and local partners and raising awareness among the general public, in partnership with other UN agencies such as UNDP. School DRR education programmes will play an important role in protecting children and society by instilling knowledge of risk reduction and safe behaviour. UNESCO will promote safe behaviour and preparedness concepts in schools for both genders. UOA will advocate that the MoE fully adopt and integrate the curriculum on DRR principles. (UNDAF Outcome 5.3)

#### ***UOA's comparative advantage in the field of natural sciences in Jordan***

- Capacities in science policy frameworks, the formulation and integration of sustainable principles into national science policies, and strategic planning.
- Access to the global scientific community, scientific institutes, the UNESCO network and expertise in IWRM and climate change research, and a strong knowledge base in water research through WWAP.

- Environmental standard-setting and registration of nature and bio reserves and capacity development for such sites (through MAB).
- Disaster preparedness and prevention education, and establishment of warning systems for national hazards.
- Authority on environmental education and water education for sustainable development.
- A leading agency in developing STI strategies at the national level.

## Culture Sector strategy in Jordan

UOA will pursue a gender-sensitive multidisciplinary strategy that will utilize the core competencies of UNESCO to strengthen cultural development as a policy, enhance the protection of heritage sites and support dialogue between communities. UNESCO will use its position as a convening authority to ensure smooth coordination between governing bodies. Its actions will address existing gaps that remain in the capacities of government and stakeholder staff through targeted capacity-development. Gaps in evidence-based decision-making will be an area of improvement in which UNESCO will support the government, in addition to advocating the integration of sustainable practices into legislative reforms. The various processes of the 1972 WH Convention will continue to be integrated into a comprehensive information and knowledge management system for greater efficiency and effectiveness in the implementation of the Convention. The collection, analysis and dissemination of best practices is part of UNESCO's standard-setting and clearing-house function, and will remain a main area of action. UNESCO will capitalize on the results of its advocacy work undertaken at the international level during 2010–2011 to gain acknowledgement of the importance of culture to the achievement of the MDGs and development more generally. UNESCO will empower girls, women and minority groups in the country through support for cultural development initiatives and heritage preservation interventions that protect and promote diversity, as well as engender income generation. UOA will support Jordan in the following priority areas:

- **Enhanced systems that promote and protect the cultural and natural heritage:** Action to promote under-represented regions and categories of heritage will be pursued. This includes cooperation between state parties in the preparation of transnational nominations, as a direct contribution to dialogue, as well as by helping state parties to build institutional and individual capacities. With a view to increasing awareness about heritage protection and conservation, the sharing of information and knowledge with the public, particularly girls and women, and civil society partners will be enhanced through targeted publications. UOA will concentrate its work on the implementation of the 1972WH Convention, continuing to build the capacity of local governments to manage their sites, as well as working with governmental, local and international partners to institute better practices in WH sites. UOA functions as a coordinator between the Jordanian Government and the World Heritage Centre, provides advice to the State Party on its obligations under the Convention, and assists the World Heritage Centre in monitoring activities on the ground. UOA will provide support to the management of WH sites and to government agencies to better improve capacities to respond to ratified UNESCO cultural conventions. Museums foster an integrated approach to cultural heritage as well as continuity between creation and heritage. They also enable various publics, notably local communities and disadvantaged groups, to rediscover their roots and approach other cultures. Nevertheless, many museum staff in Jordan lack technical knowledge that meets international professional standards, and many museums are severely understaffed. UOA will provide technology support to the government to match the number of museums with qualified and trained professionals by targeting academic programmes at the local universities. (UNDAF Outcome 5.2)
- **Enhanced environment for the promotion of intercultural dialogue and cultural diversity:** Engaging diverse communities in Jordan and encouraging mutual exchange and dialogue will continue to be a core activity of the Office. UOA will pay particular focus on building capacities in Jordan in order to strengthen implementation of the Intangible Heritage Convention at the

national level, with particular regard to the identification of intangible cultural heritage and to legislative and administrative safeguarding frameworks. UOA will also concentrate on the protection of a unique collection of regional textiles, which illustrate the cultural expressions of the Levant region, as well as continuing in the annual celebration of a festival of cultural diversity. UOA will target young people in the promotion of intercultural dialogue and cultural diversity, facilitating discussions through events such as youth forums. Women have a particularly important role in the preservation of cultural identity, and will be a major target group for all interventions.(UNDAF Outcome 7.1)

- **Strengthened institutionalization of culture for development:** UNESCO will focus on identifying challenges and new trends in priority areas, and outreach efforts will be scaled up to better communicate the cultural dimension of development. UNESCO will continue to work to create an environment conducive to the emergence of cultural and creative industries and their impact on the economic development of developing countries in cultural and artistic fields in which UNESCO's expertise has been acknowledged. In Jordan, this field is not solely limited to women: men play an important role in the creative industries. Therefore UNESCO will carry out all interventions using a gender-responsive approach. UNESCO will promote and strengthen the role of museums as social, educational and economic actors, and promote different facets of cultural resources management as opportunities for employment and income generation. (UNDAF Outcome 2.3)

#### ***UOA's comparative advantages in the field of culture in Jordan***

- Standard-setting on protection and preservation of tangible and intangible heritage and access to specialized international expertise.
- Convening peace, dialogue and reconciliation initiatives such as promoting intercultural and interreligious dialogue for social cohesion and conflict resolution.
- Fostering the development of cultural and creative industries and cultural development.
- Best positioned to identify and address capacity-development needs in the fields of museums and cultural resources management.

## **Communications and Information Sector strategy in Jordan**

Although Jordan is home to a quite diverse media landscape and has witnessed over the last decade a significant progress in the field of ICT, there still exist some problems in the way free speech and the rights of media are reflected in legislation, and regarding regulation and practice, quality of journalism and media training, the representation and stereotyping of women in the media, and journalistic standards and ethics. UOA's support will focus on promoting press freedom and freedom of expression in Jordan. Building on its standard-setting role and the recognition of UNESCO as a neutral party, it will continue to serve as an intermediary and convener of key stakeholders to encourage and implement reform in all areas related to media regulation and the promotion of freedom of expression and freedom of the press in line with international standards and best practices. In order to improve access to information and the quality of journalism in Jordan, UNESCO will convene conferences and seminars, and facilitate capacity-development activities with and for media faculties, media organizations and journalists. UNESCO is committed to supporting the modernization of curricula in journalism and media-related studies and teaching at university as well as at the level of secondary education. The Sector, in collaboration with the Education and Cultural Sectors, will continue to promote the free flow of ideas and access to information, as well as the expression of pluralism and cultural diversity, respect for human rights, gender equity and the environment, in the media and all information networks. This will encompass not only traditional media but also the rapidly developing new media and social media. UNESCO will continue to provide support to the safeguarding and preservation of historic archives such as audio-visual, photos and



documents. UOA will also readily respond to requests from the government to support capacity-development in media-related fields such as reporting on elections.

The focus of UOA will be on upstream support to key ministries engaged in reforming the regulation of media, such as the minister of political development and parliamentary affairs and the minister of state for media affairs and communications. Downstream support will be provided to media organizations, NGOs and media faculties in the following priority areas:

- **Enhanced press freedom and freedom of expression:** In coordination with UNESCO headquarters, UOA will promote freedom of expression and freedom of the press as a basic human right, through providing advisory services on media legislation and sensitizing the government and NGOs on international standards and best practices in the field of media regulation and journalism ethics. UNESCO will provide expertise and convene key stakeholders to engage in a constructive and open dialogue aimed at building consensus on reforming the legislation regulating the press, with a special focus on including the regulation of the internet and internet-based media. UOA will also provide policy recommendations to foster an environment conducive to freedom of expression on the internet, and independent media accountability through media self-regulation mechanisms. To ensure broad ownership of envisaged reforms, civic engagement and local advocacy for press freedom and holding the government accountable, the Office will continue to mark WPFJ in coordination with existing organizations in Jordan. (UNDAF Outcome 1.1)
- **Better use of new media technologies and social media platforms:** The increased access to the internet and related technologies has brought about a radical change in the way citizens, both women and men, engage in conversations and share information and news with the media and the public in Jordan. Emerging citizen journalism and new community media tools offer additional opportunities for engagement for UNESCO. In coordination with UNESCO headquarters, the IPDC programme and local organizations working in the field, UOA will support initiatives promoting citizen journalism, with a particular focus on women, through training on the use of new media formats and social media platforms. Such activities will also target the most vulnerable, such as displaced populations in Jordan and young people, who are often without a voice but have many stories to tell.
- **Improved quality of journalism through better journalist education:** Media training institutions and faculties have limited capacities to promote quality journalism education, which is essential for more a professional, accountable and ethical practice of journalism. UOA, with technical assistance provided by the Education Sector, will support faculties in their efforts towards reforming and enriching their curricula through international expertise and capacity-development with a focus on investigative journalism and new media. Attention will also be given towards sensitizing faculties, media training institutions and journalists on better reporting on issues related to human rights, gender equality, environment and sustainable development.
- **Enhance MIL in education:** The proliferation of mass media and new technologies has brought decisive changes in the way communication processes and behaviour are being shaped in Jordan. At the same time the image of the profession of the journalist and of media is undermined by negative societal prejudices, the limited independence of the media and citizens' lack of competencies to engage with the media. To address these limitations in Jordan, UOA will promote media literacy initiatives aiming at the empowerment of citizens by providing them with the competencies (knowledge, skills and attitude) necessary to engage with traditional media and new technologies. In coordination with headquarters and the Education Sector, UOA will explore modalities to pilot the model MIL Curriculum for Teachers in Jordan, with particular focuses on training teachers to sensitize them to the importance of MIL in the education process, enabling them to integrate MIL into their teaching, and providing them with appropriate pedagogical methods, curricula and resources.

### ***UOA's comparative advantages in the field of communication and information in Jordan***

- UNESCO is the sole UN agency mandated to promote freedom of expression and freedom of the press.
- An ability to convene diverse stakeholders to discuss press freedom and media regulation issues based on UNESCO's standard-setting tools such as MDIs and its recognized neutrality and impartiality.
- The Government of Jordan has approached UOA with a request to support its efforts to reform the media sector.
- A global advocacy role and in-house expertise for the right to freedom of expression, freedom of the press, safety of journalists, professional journalistic standards and a code of ethics.
- Capacity and access to media development programmes in the fields of communication for sustainable development, community media, journalism education and training, and media literacy.

### **Social and Human Sciences Sector strategy in Jordan**

UOA will continue to carry out activities that promote human rights education and civic education, as well as those addressing youth issues. The holders of the UNESCO chair in human rights and democracy and the soon to be established chair in bioethics will be potential partners in these areas. A national platform for bioethics will soon be established by the Jordan National Commission. UNESCO will provide support to the platform's activities through technical advice and awareness-raising opportunities. National institutions will be supported by UNESCO to design and implement anti-doping awareness programmes. It is to be noted, however, that UOA interventions in this sector must remain limited since at present staff capacities to ensure sustainable implementation are lacking, and funding is not adequate for UOA to have a comparative advantage in this field.

(UNDAF Outcome 4.3)

### **UN joint programming opportunities**

In line with the move towards greater efficiency in programming and use of resources, UOA will pursue joint programming in several key areas. Based on its expertise, the Office will engage in joint programming with sister agencies to avoid overlapping and enhance complementarity according to the comparative advantages of each agency. These programmes will be closely monitored through the 2013–2017 UNDAF for Jordan monitoring framework.

- *Out-of-school children*: In partnership with UNICEF, UNESCO will contribute, through the provision of technical expertise, to exploring the issues that push children to drop out of school, and to accurately assessing the number of children who fall in this category. (UNDAF Outcomes 1.6 and 3.1)
- *MDG Achievement Fund for Climate Change and follow-up activities*: UNESCO will continue to enhance Jordan's capacity to adapt to climate change in partnership with UNDP, FAO and WHO, with the aim of accelerating progress towards achieving the MDGs. (UNDAF Outcome 5.2)
- *DRR*: In partnership with UNDP and UNICEF, UNESCO will continue to raise awareness of the importance of adopting safe behaviour and preparedness concepts, particularly in schools. (UNDAF Outcome 5.3)
- *Ecotourism*: In partnership with UNEP and UNDP, UNESCO will encourage the diversification of tourism, and promote biosphere reserves and other natural heritage sites as forms of

sustainable tourism that both serve as educational tools and create employment-generation opportunities. (UNDAF Outcome 5.4)

- *Environmental protection through community empowerment:* Municipal solid waste management in Jordan is a significant problem, and at present there are few interventions aimed at solid waste management or recycling at the community level. UNESCO and UNHABITAT have identified the need to improve environmental protection through a holistic solid waste management project addressing local communities and recycling systems for municipal areas. (UNDAF Outcome 5.4)
- *Civic education:* UNESCO has a number of regional resources that promote civic education, particularly for young people, that can be adapted to a country-specific context and used to supplement teacher aids and extracurricular activities. Civic education has been identified as a need by MoE, and possible partnerships with UNFPA and UNICEF could be formed. (UNDAF Outcomes 4.1 and 4.2)
- *Responding to the Syrian crisis:* Unrest in the Syrian Arab Republic has been ongoing since March 2011 and is continuing to affect civilians, particularly in the most vulnerable segments of the population. According to UNHCR, as of March 2012 around 40,000 people had fled from the Syrian Arab Republic to the neighbouring countries of Lebanon, Turkey, Iraq and Jordan. Given the situation in Syria it may be assumed that further influxes to Jordan will occur for quite some time, as long as the security situation inside the country remains uncertain. UNESCO is part of the Jordan-Syria Task Force of the United Nations in Jordan, and contributed to the joint UN Syria Regional Response Plan, which aims to ensure a coherent response to humanitarian needs resulting from the crisis in Syria. In coordination with other partners and UN agencies, UNESCO is supporting the host Government of Jordan to respond to the immediate needs caused by this displacement. In the field of education, UOA is planning to support the Government of Jordan in developing capacities of the MoE to ensure the provision of INEE minimum standards and educational support programmes to displaced young people. The Communication and Information Sector is planning to deliver an information and education platform to provide access to essential information and educational and cultural contents to displaced Syrians in Jordan. However, since the development of the situation is not predictable and responses have to be based on constantly changing needs, the level of involvement of UOA in the Syria response might change. (UNDAF Outcome 1.2)

## **An enabling environment in Jordan**

The environment for UNESCO to successfully carry out its interventions is subject to conditions that influence its programming. Some of these are within the control of the Organization; others are not. Managing the complexities of working on the ground requires the clear identification of challenges and risks, while also making calculated assumptions from which to direct the work of the Office. For UOA, since Jordan is a middle-income country (MIC), this also includes understanding how to mobilize resources in a country surrounded by conflict, and to partner with other UN agencies to increase impact while reducing overall costs. All of the above is conditional on adequate monitoring and evaluation systems being in place to inform decision-making.

### **Jordan National Commission for UNESCO**

UNESCO is the only UN Agency to have a global network of national cooperating bodies known as national commissions for UNESCO. National commissions make part of the overall constitutional architecture of the Organization. Set up by their respective governments, the national commissions operate, on a permanent basis, for the purpose of associating governmental and non-governmental bodies in education, sciences, culture and communication with the work of the Organization. The Jordan National Commission is chaired by the minister of education.

The 2011 UNESCO Internal Oversight Service evaluation carried out for Jordan noted that UOA has a strong relationship with the national commission, particularly in the field of education, though coordination could be strengthened among other sectors. Trimestral meetings will be held to monitor collaboration using the Jordan UCPD as a point of reference to increase coordination among all sectors.

### UNESCO challenges in Jordan

A number of external challenges influence how UNESCO operates within Jordan.

- *Regular turnover of government:* In 2011, three governments were appointed. Such high turnover represents a great challenge for the sustainability of the programmes delivered by the international actors in the country, including UNESCO.
- *Resource mobilization:* Two main factors make it difficult to mobilize extrabudgetary funds in Jordan. First, Jordan is classified as an upper middle-income country and therefore donor aid is more limited here than in neighbouring countries and/or is earmarked for very specific interventions. Second, conflict zones attracting large donor attention surround Jordan. Much of the international aid allocated to the United Nations in Jordan is reserved for humanitarian purposes.
- *Different planning cycles:* In the context of Jordan, national, international and UNESCO planning cycles begin and expire at different periods. For example, this UCPD launches in 2012 and expires in 2015, the same year as the Jordan National Agenda and the MDGs, yet the UNDAF for Jordan will go into effect at the beginning of 2013. In terms of UNESCO planning, the UCPD will cover two biennia, but overlaps with the introduction of the next C/4 medium-term strategy. Rolling out a strategy and forward-looking agenda that aligns with Organization, host government and international planning cycles can be difficult.

### Monitoring and evaluation

Assessing UOA's activities and interventions to ensure stated objectives are achieved and implementation efficiencies are maintained will be an ongoing priority for all sector staff, in line with the principles of the results-based management (RBM) approach. For UNESCO to maintain its high level of delivery and legitimacy in relation to its partners, particularly the government, it must be able to demonstrate results that stand against international standards. Fiscal responsibility is more important now than ever, and actively monitoring activities will ensure that the contributions of Member States and donors are used efficiently. As part of the UNCT and the UNDAF in Jordan, UNESCO will participate in yearly and mid-term assessments of its activities in line with the UNDAF.

### Resource mobilization and partnership strategy

In addition to the contributions of Member States, the mobilization of additional resources allows UNESCO to have greater impact, supplement regular budget activities and contribute to joint programming or other development areas that are not receiving adequate attention by the international community, all within the core competencies of the Organization's major programmes.

Given Jordan's status as an MIC that is surrounded by conflict countries, funding can be limited. However, UOA can attract funding towards alleviating the impact of those conflicts that affect Jordan, and meeting the needs of Jordanians and those that have sought refuge within its borders.

UOA engages with a wide number of partners to carry out its work. Upstream support is coordinated in partnership with the Jordan National Commission for UNESCO. The minister of education is chairperson of the National Commission and is very closely involved with the work that UNESCO carries out with other ministries and government partners. The Office pursues other partnerships with UN agencies, NGOs, civil society organizations (CSOs) and royal organizations to implement its programming. In line with the 2013–2017 UNDAF and the Delivering as One (DaO) recommendation for greater cooperation and joint programming, UNESCO will partner with other UN agencies to

complement its comparative advantages in Jordan, as outlined above in the joint programming section. UOA will also focus on developing partnerships and greater synergies with the private sector in the country and abroad.

#### **Strategy elements:**

- Build stronger partnerships with UN agencies, based on where comparative advantages can be matched and in line with UNDAF elements.  
**Target:** Starting 2013, begin implementation of joint programming identified in the UNDAF by designing a common work plan and cost-sharing agreements to carry out specific programmes
- Conduct a mapping exercise of potential donors, both in the country and regional, such as the Global Environment Fund. This has been already been started for the Education and Culture Sectors.  
**Target:** By the end of 2012, complete mapping exercise. Update on an annual basis
- Develop a portfolio of concept notes (CAP, and other) in line with programme priorities, Office strategic priorities, and donor requirements, in particular targeting local and regional donors.  
**Target:** Complete portfolios by the end of 2012

#### **Risks and assumptions**

As UOA looks to the future, there are a number of risks and assumptions in the planning process that must be carefully considered to ensure effective implementation in the face of challenges and unforeseen incidents.

#### **Risks**

- The mobilization of funds for development-related activities in Jordan might be reduced because of the global financial crisis and reallocation of funds for humanitarian responses to the instability and crisis on its borders.
- The political situation in Jordan might deteriorate into an uprising, resulting in an insecure environment within which the capacity to operate effectively could be significantly limited.
- Reform in Jordan might not produce the expected result of creating an environment in which the United Nations can operate and perform.

#### **Assumptions**

- UOA will remain at its current size as a national office within the overall field restructuring, and potentially will be reinforced.
- Mobilization of extrabudgetary funds will remain at current levels.
- UOA will be able to employ more fixed-term professional staff.
- Political reform will be implemented.
- The political situation will remain stable.
- The Syrian crisis will have a small to medium effect on Jordan.

## Annex 1 - Current partners

### National partners

- Ministries of Planning and International Cooperation; Education; Higher Education and Scientific Research; Culture; Tourism and Antiquities; Water and Irrigation; Environment; Information and Communications Technology; Social Development; Political Development; State Minister for Media Affairs and Communication
- Jordan National Commission for UNESCO; Higher Council for the Affairs of Persons with Disabilities; Higher Council for Youth; National Center for Human Rights; National AIDS Programme; National Center for Human Resources Development; Jordan Red Crescent; Civil Defense; Higher Council for Science and Technology; Petra Development and Tourism Regional Authority; ASEZA
- Children's Museum; Jordan River Foundation; Royal Institute for Interfaith Studies; Jordan Hashemite Fund for Human Development; Royal Society for the Conservation of Nature; Royal Film Commission; Royal Scientific Society

### International partners

- UN agencies; Australian Government; INEE (Interagency Network for Education in Emergencies); Canadian International Development Agency; AECID - Spanish Technical Cooperation; French Embassy; Institut Francais du Proche Orient; Italian Embassy; Spanish Archaeological Mission; International Centre for Theoretical Physics Abdus Salam; Custody of the Holy Land;

### Non-governmental partners (international and domestic)

- ANERA; Caritas; Relief International; Life-link Sweden; Shams Jordanie; Questscope; IREX; Petra National Trust; Jordan Museum; International Union for Conservation of Nature; ACOR; Institute for Environmental Protection and Research; Arab Reporters for Investigative Journalism; Center for Defending Freedom of Journalists; Community Media Network; Arab Thought Forum; Jordan Caucasian Cultural Society; Cultech

### Academic partners

- Jordan University; Al Hussein Bin Talal University; Al-Bayt University; Yarmouk University; Mutah University; Princess Sumaya University; El Hassan Science City; Raymond Lemaire International Centre for Conservation (RLICC), Katholieke Universiteit, Leuven, Belgium; Hashemite University; Jordan -German University; Balqa University; Isre University

### Private sector partners

- The Annenberg Foundation; Pioneer Productions Company; Amandla Group; Al Housh

## Annex 2 – UCPD results matrix

UCPD results matrix – outcomes/results included in the 2013–2017 UNDAF for Jordan				
UNDAF Outcome	Expected result of UNESCO activity (UNDAF Output)	Performance indicators and benchmarks	Available resources in US\$ (core or regular)	Mobilization target in US\$ (other or extrabudgetary)
<p><b>Outcome 1</b>– Jordan has undertaken political and institutional reforms at national and subnational levels in a participatory, transparent and accountable manner</p>	<p><b>Output 1.1:</b>Media and civil society are better able to participate in national and local-level democratic processes</p>	<p><b>Indicator:</b> # of media related laws and regulations reviewed/redrafted in respect of free access to information</p> <p><b>Benchmark:</b> 5 (2011)</p> <p><b>Target:</b>8</p>	US\$ 340, 000	US\$ 400,000
		<p><b>Indicator:</b> Existence of media self-regulating mechanism</p> <p><b>Benchmark:</b> No (2011)</p> <p><b>Target:</b> Yes</p>		
		<p><b>Indicator:</b> Strength of press freedom coalition</p> <p><b>Benchmark:</b> Currently weak (2011)</p> <p><b>Target:</b> Significantly strengthened</p>		
		<p><b>Indicator:</b> # of media-led national dialogues conducted on issues on national interest (with focus on youth participation)</p> <p><b>Benchmark:</b> 0 (2011)</p> <p><b>Target:</b>6</p>		

**UCPD results matrix – outcomes/results included in the 2013–2017 UNDAF for Jordan**

UNDAF Outcome	Expected result of UNESCO activity (UNDAF Output)	Performance indicators and benchmarks	Available resources in US\$ (core or regular)	Mobilization target in US\$ (other or extrabudgetary)
	<p><b>Output 1.6:</b> Targeted national institutions have the necessary capacities for evidence-based decision-making based on sex-disaggregated data</p>	<p><b>Indicator:</b> # of new participatory and evidence-based knowledge products (including research studies, methodologies, surveys, analytical reports and evaluations) produced based on sex-disaggregated data</p> <p><b>Benchmark:</b> A existing number of knowledge products</p> <p><b>Target:</b> Knowledge products listed below</p>	US\$ 100,000	US\$ 200,000
	<p><b>Output 1.7:</b> National institutions are better able to incorporate ratified treaty obligations on human rights and international labour standards into institutional strategies and policies</p>	<p><b>Indicator:</b> # of annual events that allow for communities to showcase their diverse culture and heritage</p> <p><b>Benchmark:</b> 2 (2011)</p> <p><b>Target:</b> TBD</p> <hr/> <p><b>Indicator:</b> # of governorate and media staff trained on international conventions related to human rights and gender</p> <p><b>Benchmark:</b> TBD (2011)</p> <p><b>Target:</b> TBD</p>	US\$ 200,000	US\$ 300,000
<p><b>Outcome 2</b> – Jordan has institutionalized improved social protection and a poverty alleviation mechanism for vulnerable people at national and subnational levels</p>	<p><b>Output 2.2:</b> Local communities are better equipped to engage in processes to improve their livelihoods</p>	<p><b>Indicator:</b> % of women and youth in targeted communities provided with knowledge and training to access financial and other resources to improve their livelihoods.</p> <p><b>Benchmark:</b> No assessment of the community needs (TBD in 2012)</p> <p><b>Target:</b> 30% of women and youth / targeted community</p>	US\$ 100,000	US\$ 100,000



**UCPD results matrix – outcomes/results included in the 2013–2017 UNDAF for Jordan**

UNDAF Outcome	Expected result of UNESCO activity (UNDAF Output)	Performance indicators and benchmarks	Available resources in US\$ (core or regular)	Mobilization target in US\$ (other or extrabudgetary)
	<p><b>Output 2.3:</b> National institutions are able to support SMEs to improve their competitiveness &amp; strengthen their entrepreneurship in poor areas for income/employment generation</p>	<p><b>Indicator:</b> # of cultural centres delivering gender-sensitive cultural resources management and creative industries training</p> <p><b>Benchmark:</b> TBD in the course of 2012</p> <p><b>Target:</b> Two centres offering ten activities</p>	US\$ 200,000	US\$ 500,000
<p><b>Outcome 3</b>– Jordan is providing equitable delivery of quality social services for all people</p>	<p><b>Output 3.1:</b> National institutions have improved the regulatory framework for early childhood education and care and are able to provide quality expanded services</p>	<p><b>Indicator:</b> National monitoring system for school readiness to inform policy decision on child disparities established</p> <p><b>Benchmark:</b> No</p> <p><b>Target:</b> Yes</p>	n/a	n/a
	<p><b>Output 3.2:</b> National teacher training institutions are better able to provide more adequate curricula with adapted teaching methods that enhance inclusive quality education</p>	<p><b>Indicator:</b> National policy standards and coordination mechanism for teacher training and career development in place</p> <p><b>Benchmark:</b> No – current policy unclear</p> <p><b>Target:</b> Yes</p> <hr/> <p><b>Indicator:</b> Curricula and new teaching methods that enhance inclusive quality education are drafted and submitted for MoE endorsement</p> <p><b>Benchmark:</b> Reformed curricula and new teaching methods sporadically employed</p> <p><b>Target:</b> Reformed curricula and new teaching methods</p>	US\$ 340,000	US\$ 300,000

**UCPD results matrix – outcomes/results included in the 2013–2017 UNDAF for Jordan**

UNDAF Outcome	Expected result of UNESCO activity (UNDAF Output)	Performance indicators and benchmarks	Available resources in US\$ (core or regular)	Mobilization target in US\$ (other or extrabudgetary)
		available for endorsement		
<p><b>Outcome 4</b> – Jordan has institutionalized necessary policies and mechanisms for effective and inclusive participation of young people in social, cultural, economic and political life</p>	<p><b>Output 4.3:</b> National organizations are better equipped to institutionalize healthy lifestyles programmes including reproductive health for young people including most at risk groups</p>	<p><b>Indicator:</b> # of national institutions trained to design and implement anti-doping awareness programmes</p> <p><b>Benchmark:</b> 0</p> <p><b>Target:</b> 4</p>	US\$ 50,000	US\$ 0
	<p><b>Output 4.4:</b> National institutions are better able to design and implement inclusive programmes for decent work employment opportunities</p>	<p><b>Indicator:</b> Availability of a vocational education strategy</p> <p><b>Benchmark:</b> Draft strategy existent</p> <p><b>Target:</b> Improved strategy available</p>	US\$ 200,000	US\$ 300,000
		<p><b>Indicator:</b> Number of university faculties for STI supported to integrate an entrepreneurship programme in their curricula</p> <p><b>Benchmark:</b> TBD in the course of 2012</p> <p><b>Target:</b> TBD in the course of 2012</p>		
	<p><b>Indicator:</b> Number of institutions providing comprehensive entrepreneurship education, training and support services to young male and female entrepreneurs</p> <p><b>Benchmark:</b> 0</p> <p><b>Target:</b> 4</p>			

**UCPD results matrix – outcomes/results included in the 2013–2017 UNDAF for Jordan**

UNDAF Outcome	Expected result of UNESCO activity (UNDAF Output)	Performance indicators and benchmarks	Available resources in US\$ (core or regular)	Mobilization target in US\$ (other or extrabudgetary)
		<p><b>Indicator:</b> # of science and technology centres providing innovative research facilities</p> <p><b>Benchmark:</b> 2 total S&amp;T centres</p> <p><b>Target:</b> 3 total S&amp;T centres</p>		
<p><b>Outcome 5</b> – Government and national institutions have operationalized mechanisms to develop and implement strategies and plans targeting key cultural, environmental and DRR issues (including a transition to a green economy) at national and subnational levels</p>	<p><b>Output 5.1:</b> Key stakeholders working in the water sector are able to implement IWRM</p>	<p><b>Indicator:</b> # of communities and businesses sensitized on sustainable approaches to water management</p> <p><b>Benchmark:</b> 0 communities; 0 businesses</p> <p><b>Target:</b> At least 20 communities; At least 50 businesses</p>	US\$ 100,000	US\$ 200,000
	<p><b>Output 5.2:</b> National institutions are better able to manage integrated ecosystems, cultural and natural heritage in a sustainable and participatory manner</p>	<p><b>Indicator:</b> % of girls and boys in schools who have been sensitized on environmental and cultural protection concepts and needs</p> <p><b>Benchmark:</b> 5% of girls in schools; 15% of boys in schools</p> <p><b>Target:</b> 15% of girls in schools; 15% of boys in schools</p>	US\$ 100,000	US\$ 1,000,000
		<p><b>Indicator:</b> # of environmental and cultural research studies by public institutions</p> <p><b>Benchmark:</b> # of environmental research studies (to be established in 2012); # of cultural research studies (to be established in 2012)</p> <p><b>Target:</b> At least 3 more environmental research studies; At least 3 more cultural research studies</p>		

UCPD results matrix – outcomes/results included in the 2013–2017 UNDAF for Jordan

UNDAF Outcome	Expected result of UNESCO activity (UNDAF Output)	Performance indicators and benchmarks	Available resources in US\$ (core or regular)	Mobilization target in US\$ (other or extrabudgetary)
		<p><b>Indicator:</b> # of natural, WH, archaeological and cultural sites with management plans and guidelines in accordance with international practices in place</p> <p><b>Benchmark:</b> 0 Plans and guidelines in place; 4 WH sites in Jordan</p> <p><b>Target:</b> At least 2 heritage sites with plans and guidelines in place; Plans endorsed for 2 additional WH sites, giving a total of 6 in the country</p>		
	<p><b>Output 5.3:</b> Government and key actors are able to integrate DRR and climate change adaptation(CCA) into strategies and operational plans at national and local levels</p>	<p><b>Indicator:</b> # of CCA pilots, such as in biodiversity and desertification, implemented by communities and subnational institutions</p> <p><b>Benchmark:</b> # of pilot projects in desertification; # of pilot projects in biodiversity</p> <p><b>Target:</b> At least 2 new pilot projects in desertification; at least 2 new pilot projects in biodiversity</p>	US\$ 100,000	US\$ 500,000
	<p><b>Output 5.4:</b> Government is able to operationalize a national green economy action plan in a gender-sensitive and inclusive manner</p>	<p><b>Indicator:</b> # of communities that have jointly generated and managed ecotourism activities by institutions and local communities</p> <p><b>Benchmark:</b> Ecotourism in selected RSCN and World HH sites only</p> <p><b>Target:</b> Eco-tourism activities are taking place in at least 3 communities</p>	US\$ 100,000	US\$ 300,000

UCPD results matrix – outcomes/results not included in the 2013-2017 UNDAF for Jordan			
Expect result of UNESCO activity (UNDAF Output)	Performance indicators and benchmarks	Available resources in US\$ (Core or Regular)	Mobilization target in US\$ (Other or Extrabudgetary)
Users' community in the host country trained; partnerships between SESAME and national institutions developed;	<p><b>Indicator:</b> % of women in the user community in the host country trained</p> <p><b>Benchmark:</b> 0%</p> <p><b>Target:</b> 10%</p> <p><b>Indicator:</b> # of partnership agreements developed between SESAME and national institutions</p> <p><b>Benchmark:</b> 0</p> <p><b>Target:</b> 1</p>		US\$ 100,000
National authorities are better able to empower local communities in safeguarding their intangible heritage and accessing UNESCO and Ministry of Culture funding mechanisms.	<p><b>Indicator:</b> % increase of community-based programming initiated by national authorities that empower women to safeguard intangible heritage</p> <p><b>Benchmark:</b> 10% total</p> <p><b>Target:</b> 25%</p> <p><b>Indicator:</b> Access rate to UNESCO and MoC funding mechanisms increased</p> <p><b>Benchmark:</b></p> <p>UNESCO: #%</p> <p>MoC: #%</p> <p><b>Target:</b></p> <p><b>UNESCO:</b> #%</p> <p><b>MoC:</b> #%</p>		US\$ 170,000

### Annex 3 – UNESCO Conventions ratified by Jordan

Convention	Date	Status
Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention. The Hague, 14 May 1954	02/10/1957	Ratification
Protocol to the Convention for the Protection of Cultural Property in the Event of Armed Conflict. The Hague, 14 May 1954	02/10/1957	Ratification
Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to E and Protocol annexed. Florence, 17 June 1950	31/12/1958	Accession
Agreement for Facilitating the International Circulation of Visual and Auditory Materials of an Educational, Scientific and Cultural character with Protocol of Signature and model form of certificate provided for in Article IV of the above-mentioned Agreement. Beirut, 10 December 1948	07/07/1972	Accession
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Paris, 14 November 1970	15/03/1974	Ratification
Convention concerning the Protection of the World Cultural and Natural Heritage. Paris, 16 November 1972	05/05/1975	Ratification
Convention against Discrimination in Education. Paris, 14 December 1960	06/04/1976	Acceptance
Convention on Wetlands of International Importance especially as Waterfowl Habitat. Ramsar, 2 February 1971	31/03/1982	Accession
Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States. Paris, 22 December 1978	31/03/1982	Ratification
Protocol to amend the Convention on Wetlands of International Importance especially as Waterfowl Habitat. Paris, 3 December 1982	15/03/1984	Signature without reservation as to ratification
Convention on Technical and Vocational Education. Paris, 10 November 1989	03/09/1992	Accession
Protocol to amend articles 6 and 7 of the Convention on Wetlands of International Importance especially as Waterfowl Habitat. Regina, Canada, 28 May 1987	27/08/1993	Ratification
Protocol Instituting a Conciliation and Good Offices Commission to be Responsible for Seeking the Settlement of any Disputes which may Arise between State Parties to the Convention against Discrimination in Education. Paris, 10 December 1962	18/12/1995	Acceptance
Convention for the Safeguarding of the Intangible Cultural Heritage. Paris, 17 October 2003	24/03/2006	Ratification
Convention of the Protection and Promotion of the Diversity of Cultural Expressions. Paris, 20 October 2005	16/02/2007	Ratification
International Convention against Doping in Sport. Paris, 19 October 2005	20/01/2009	Ratification
Second Protocol on the Hague Convention of 1954 for the Protection of Cultural Property in the Event of Armed Conflict. The Hague, 26 March 1999	05/05/2009	Accession
Convention on the Protection of the Underwater Cultural Heritage. Paris, 2 November 2001	02/12/2009	Ratification

## **Annex 4 – The UNESCO chairs\UNITWIN Programme in Jordan**

UNITWIN/UNESCO chairs deal with training and research activities, and cover all major fields of knowledge within UNESCO's competence such as education, human rights, cultural development, environment, basic and engineering sciences, and communication. The principal beneficiaries of this programme are institutions of higher learning in developing countries and countries in transition.

UNITWIN is the abbreviation for the UNIVERSITY TWINNING and networking scheme. The UNITWIN/UNESCO Chairs Programme was conceived as a way to advance research, training and programme development in higher education by building university networks and encouraging inter-university cooperation through transfer of knowledge across borders. Since it was set up in 1992 the program has aroused great interest among Member States.

The main participants are universities and research institutions, in partnership with many important higher education NGOs, foundations, and public and private sector organizations. UNITWIN opens avenues for the higher education community to join forces with UNESCO to achieve the objectives of the global agenda.

### UNESCO Chair in Bioethics is being established at Hashemite University (2012)

#### UNESCO Chair on Technical and Vocational Training (2011)

Host institution: Al-Balqa University

Fields/disciplines: Technical and vocation education and training

#### UNESCO Chair in Heritage and Sustainable Tourism (2010)

Host institution: Al-Hussein Bin Talal University

Fields/disciplines: Tangible and intangible cultural heritage, sustainable tourism

#### UNESCO Chair for the Teaching of Intellectual Property Rights: Copyright and Neighbouring Rights (2000)

Host institution: University of Jordan

Fields/disciplines: Teaching of intellectual property rights

#### UNESCO/EOLSS Chair in Wadi Hydrology (1999)

Host institution: University of Jordan

Fields/disciplines: Hydrology

#### UNESCO Chair in Desert Studies and Desertification Control (1994)

Host institution: Yarmouk University, Irbid

Fields/disciplines: Geosciences; hydrology, sociology.

#### UNESCO Chair on Human Rights and Democracy (1994)

Host institution: Al-Bayt University

Fields/disciplines: Disciplines related to human rights and democracy





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