



Amman Office
مكتب عمان

United Nations
Educational, Scientific and
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UNESCO Amman Office

Education Unit

Education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development. UNESCO, as the United Nations' specialized agency for education, has been entrusted to lead and coordinate the Education 2030 Agenda along with its partners.

UNESCO Amman office is currently operating throughout Jordan, supporting Jordanian institutions and host communities.



The 2030 Agenda for Sustainable Development

The 2030 Agenda for Sustainable Development recognizes that education is essential to the success of all 17 of its goals. Ambitions for education are primarily captured in SDG 4, which is dedicated to ensuring inclusive and equitable quality education and to promoting lifelong learning opportunities for all. As the United Nations' specialized agency for education, UNESCO has been charged with leading and coordinating the Education 2030 Agenda along with its partners.

The roadmap designed to facilitate the global achievement of the seven targets and the three means of implementation of SDG 4 has been set forth in the 'Education 2030 Framework for Action', which provides guidance to governments and partners on how to turn commitments into action. Education 2030 goes beyond ensuring access to basic education. Building on experiences, the main responsibility for implementing the agenda is shared between the government and UNESCO, with partners providing support through coordinated policy advice, technical assistance, capacity development and monitoring of progress at global, regional and national levels.



SDG 4: Ensure inclusive and quality education for all and promote lifelong learning.

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.B By 2030, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

The Two Pillars

System Strengthening

Education is a basic human right. UNESCO's comparative advantage is found in supporting Ministries through successful collaboration. National capacities are strengthened as UNESCO strives to encourage and facilitate access, quality, relevance and equity in the delivery of educational services to all beneficiaries, including Syrian refugees.

- The MoE developed and began implementation of a new five-year Education Strategic Plan (ESP) 2018-2022 and complementary Strategy for Mainstreaming Gender Equality (GE) in Education, with technical support provided by UNESCO. The ESP and GE Strategy were informed by an institutional assessment and gender-based plus analysis, and include a clear, prioritized, sequenced and costed set of activities required to achieve the outcomes of the Human Resources Development (HRD) Strategy and contribute mainly to Sustainable Development Goals 4, 5 and 10. As part of the Brussels Conference Jordan Partnership Paper 2018, the international community committed to supporting the Government of Jordan in advancing the achievements of the education sector, and appropriately applying education best practices and lessons learnt to other priority sectors.
- With the creation of a multi-partner trust fund (MPTF), UNESCO is ensuring improved availability of high-quality data analysis for decision-making, planning and policy formulation, and leveraging of external financing. UNESCO seeks to facilitate improved analysis and use of disaggregated education data for strategic planning, monitoring, evaluation, reporting, research, educational development, and while working towards improved collection, compilation and management of disaggregated education data to support Jordan's education data analysis requirements.
- Capacity development activities for MoE staff are focusing on improving MoE staff ability to implement and monitor ESP progress and performance. UNESCO's capacity development approach includes providing technical support and expertise as well as convening key stakeholders for specific training activities, such as data management and monitoring, to improve systems.
- UNESCO's support has resulted in particular: in the development of an ESP monitoring tool and indicator data sheets (with numerators, denominators, data sources and responsibilities identified, and a mapping to HRD Strategy and SDG indicators completed); consultations to define the ESP coordination and partnership structure staff training and development of Education Monitoring Information System (EMIS) roadmap and overall workplan to guide MoE staff to use operations to guide MoE staff in using educational information from EMIS in their daily work; staff training to improve the use of the Geographic Information System (GIS) for school mapping, identification of suitable sites for new schools and for school preventive maintenance; and support in the development of the gender equality action plan.





Technical & Vocational Education & Training and Higher Education

UNESCO supports programmes to ensure equal access for all girls, boys, women and men to affordable and quality technical, vocational and tertiary education, including university. In line with national development priorities, UNESCO helps to enhance the relevance of TVET to equip all youth and adults with the skills required for employment, decent work, entrepreneurship and lifelong learning.

UNESCO's work focuses on three key areas outlined in its global Strategy for TVET (2016–2021): fostering youth employment and entrepreneurship, promoting equity and gender equality, and facilitating the transition to green economies and sustainable societies.



- Youth populations are often neglected in instances of crisis and UNESCO is working to provide opportunities for this critical group to continue their education in post-basic and post secondary education streams, including TVET at community colleges and Higher Education Institutes.
- In line with the Jordan Response Plan (JRP), which takes a proactive role in seeking to respond to the impact of the Syria crisis within a resilience framework, UNESCO has supported the provision of alternative learning pathways for out-of-school youth through providing access to TVET. In 2018, over 200 Jordanian and Syrian youth graduated from Business and Technology Education Council (BTEC) Level 2 TVET training programs, an internationally accredited diploma program focusing on six different specialties. In 2019, a further 250 students were enrolled in BTEC Level 2 TVET training as part of this successful skills development program.
- UNESCO is supporting the Ministry of Education (MoE) in planning and conducting regular tracer studies for graduates of secondary vocational education, tourism stream. The tracer study will contribute to a broader understanding of graduates' school-to-work transition and transition to further training, higher education or entrepreneurial activities. The study's findings will also help to enhance policies, curriculum, teaching, and learning approaches, and assess the responsiveness of MoE's vocational programmes to current and future skills needs.
- Based upon recent successes, UNESCO is continuing to focus on the expansion of TVET programming and future areas of intervention. UNESCO is supporting the Vocational Training Corporation (VTC) in their reform process focusing on enhancing HR systems and building the capacity of VTC trainers.

UNESCO's Syria Crisis Response

Over the past 8 years, Jordan has felt the impact of the Syria crisis and currently is hosting 654,192 Syrian refugees registered with UNHCR, as of December 2019. Approximately 84% of Syrian refugees live in host communities across Jordan where the effects of the protracted conflict have affected both Syrian and Jordanian citizens. The UNESCO Amman office is responding to the crisis through the nationally led, resilience-based approach, which provides longer-term support to national institutions.

UNESCO has taken a strategic role in shaping the global agenda for education in emergencies anchored in SDG 4 implementation across the Arab States. UNESCO's 2014-2021 Medium-Term Strategy stipulates that UNESCO will advocate for a sector-wide approach for the rehabilitation of education systems in post-crisis situations and the enhancement of resilience. In the context of the Syria crisis, UNESCO will continue to concentrate on critical areas such as TVET and life-skills development, secondary and higher education and system strengthening.

The prolonged nature of the conflict has overstretched the public sector's ability to sustain quality education. UNESCO Amman office has intensified efforts to support an education response to the Syria crisis, building on its Bridging Learning Gaps for Youth Strategy.



The Way Forward

Strengthening public education systems requires enhanced national education governance and accountability, planning, costing, data collection and teacher professional development. Stronger investment in communities and civil society organizations is essential to sustain schooling, supporting learning and protecting children and youth. Multi-sectoral approaches and partnerships need to be systematized. In addition, the education response needs to be embedded within an inclusive and lifelong learning approach that starts from early learning and continues through tertiary and higher education levels. The scattered efforts at reaching the youth population with education must be reinforced to provide and expand post-basic education opportunities, while addressing school-to-work transition. Looking ahead, challenges remain as education funding continues to require additional support.



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