



Jordan

Minimum Standards for Education in Emergencies



*Contextualized from the
INEE Minimum Standards for Education:
Preparedness, Response, Recovery*



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The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

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For more information on the INEE Minimum Standards, visit www.ineesite.org/minimum-standards.

For resources on education in emergencies, visit the INEE Toolkit at www.ineesite.org/Toolkit.

This document has been developed by and for the local authorities of Jordan and NGO and UN representatives in a process facilitated by the Jordan Education Sector Working Group and INEE.

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Acknowledgements

This document was developed by and for representatives of the Jordanian Ministry of Education (MoE) and members of the Education Sector Working Group (ESWG), as well as UN, NGO and civil society representatives working in Jordan on education in emergencies and child protection. The MoE, the ESWG and INEE facilitated the contextualization process with a wide range of partners. We thank the following people for their time and for their commitment to making this document a useful tool in providing education opportunities for children and youth affected by emergencies in Jordan:

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Introduction

INEE Minimum Standards for Education

The Inter-Agency Network for Education in Emergencies (INEE) developed the Minimum Standards for Education: Preparedness, Response, Recovery (INEE MS) — the only global tool that articulates the minimum level of educational quality and access in emergencies through to recovery. The aims of the INEE Minimum Standards are to:

- enhance the quality of educational preparedness, response, and recovery;
- increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and
- ensure accountability and strong coordination in the provision of education in emergencies through to recovery.

The INEE Minimum Standards Handbook was developed in 2004 and updated in 2010 through a consultative process that engaged over 3,500 individuals from over 52 countries including national authorities, practitioners, academics and other educationalists. The Handbook is designed for use in all phases of emergency response from prevention and preparedness to response, recovery and development. The standards are applicable to a range of situations, including disasters caused by natural hazards and conflicts, slow- and rapid-onset situations, and emergencies in rural and urban environments.

The Context of Jordan

Jordan is a peaceful and stable country, albeit suffering from poor growth and significantly challenged over the last many years by the continuous influx of refugees from countries caught in war or instability on its borders, most significantly from Palestine, Iraq (in 2003) and Syria (since 2011), as well as from Somalia, Yemen and others. Similarly, Jordan is also faced with a small range of potential natural hazards and risks, especially earthquakes, drought and desertification.

All of these emergencies have real and potential impacts on people's right to education and to the safety and security that education provides, for refugees and Jordanian citizens alike. Over the last years, the Jordanian Ministry of Education (MoE), and the Jordanian government in general, has worked with both international and national organizations to safeguard this right to education in emergencies.

According to Jordanian legal frameworks, everyone has the right to education. This right does not disappear in times of emergencies; on the contrary it becomes more important due to sudden and sustained inability for rights-holders to access normal education, the many life-saving aspects that education

provides for the learners and the community, and the important links to other emergency sectors such as health, shelter, protection, and food. Hence, the Jordanian government is bound by its national and international commitments to ensure education for all refugees or displaced persons within its borders. Most notably, these obligations are expressed in the Convention on the Rights of the Child (CRC) and the customary law set down by the Convention Relating to the Status of Refugees (“the 1951 Refugee Convention”).

Jordan is a party to the CRC and thus bound to provide education to not only children in normal or development situations (Article 28 and 29), but also to care for refugee children (Article 22), orphaned children (Article 9 and 20), children in emergencies (Article 38 and 39), and children subject to violence (Article 19) and discrimination (Article 2 and 30).

Jordan is neither a signatory to the 1951 Convention on the Status of Refugees nor to its 1967 Protocol. There is no national legislation for the protection of asylum-seekers and refugees. In the absence of any specific legislation, the Law on the Residence of Foreigners remains applicable to asylum-seekers and refugees. A Memorandum of Understanding (MOU) formalized in 1998 establishes the parameters for cooperation between UNHCR and the Government of Jordan on the issue of refugees and asylum-seekers. The MOU outlines the major principles of international protection, including the definition of a refugee and the principle of non-refoulement. Amendments to the MoU in 2014 were limited to the length of validity of the UNHCR Asylum Seeker Certificate and refugee status determination for asylum-seekers in detention

The major ongoing emergency in Jordan is the presence of almost 650,000 Syrian refugees in both camps and host communities (January 2015. Source: UNHCR). This enormous and ongoing human tragedy will continue for many years to come, regardless of when peace may come to the region. Hence, it is the prospects and well-being of an entire generation of school-seeking children that are at stake. In addition to responding to current needs, education practitioners and policymakers must be addressing issues related to preparedness and recovery to ensure education continuity even in adversity and to move the sector towards stable longer-term solutions. Providing education in such an emergency must be a holistic and continuous undertaking, demanding the highest possible dedication and support by Jordan and the outside world.

In view of the challenges faced in Jordan, Disaster Risk Reduction (DRR) and preparedness must play a prominent role in education sector planning and this is reflected in this present document. Efforts led by the MoE must be directed to building the resilience of Jordanian schools and Jordanian education responders in order to meet the education rights of both Jordanian and refugee children. Thus, there is a need to assist the MoE in areas such as mapping absorption capacity of host community schools, in maintaining education

material stocks, keeping contingency plans and coordination units ready and updated, maintaining rosters of qualified teachers who can quickly be mobilized as needed, and supporting specialized training for teachers and other education personnel. DRR efforts must continue to contain elements that address both natural disasters as well as refugee influx due to political instability in the region.

It is into this setting, and in consideration of the strength and opportunities in Jordan, as well as of the hazards and risks that Jordan faces, that the INEE Minimum Standards have been contextualized and made more relevant and applicable to Jordan. This document, which represents the outcome of a widely collaborative and consultative process involving many partners, aims to support preparedness, response, and recovery in the service of all children and youth within Jordan's borders.

Contextualization of the Minimum Standards for Education in Emergencies in Jordan

In 2014, the Jordan Education Sector Working Group initiated the contextualization of the INEE Minimum Standards to education in Jordan with the purpose to guide the planning, implementing, monitoring and evaluation of education interventions. In so doing, the contextualization serves to strengthen the network of educational actors by providing staff with access to resources, knowledge, shared learning, and awareness of basic universal standards for the education sector. The aim of the contextualization is to serve in both the response to the ongoing Syrian refugee crisis and as essential preparation for any future crisis and subsequent early recovery, assisting the sector in avoiding gaps in the quality of service provision.

Two pre-contextualization trainings were organized by the ESWG in September 2014 for around 50 participants from the MoE and the ESWG partner organizations. In October 2014, a 4-day contextualization workshop followed these trainings, involving 30 people drawn from the MoE and the ESWG. This workshop produced a first draft of the contextualized 19 standards. The drafting process drew inspiration from (amongst other) both the recent contextualised INEE Minimum Standards for the occupied Palestinian territories (oPt) (2013) and Lebanon (2014). This draft was subsequently reviewed by participants as well as by thematic focal points representing diverse expertise: Early Childhood Development, Child Protection, Youth, Inclusive education, human rights, Disaster Risk Reduction, Psychosocial Support, and Gender.

Subsequent draft versions have been revised and reviewed over a 3-month period by all relevant departments at the Ministry of Education, by the INEE Secretariat as well as by a wide range of education actors, also beyond the membership of the ESWG. This present document represents the outcome of this long consultative process. Significant commitment and engagement by the Ministry of Education, UN agencies, international and local Non-Governmental

Organizations (NGOs), and other civil society actors has made this process possible. For a complete list of people who contributed to the contextualized standards document, please see the 'Acknowledgement' section of this publication.

For more information on contextualization of the INEE Minimum Standards for Education visit: <http://www.ineesite.org/minimum-standards/contextualization>.

How to Read This Document

This document follows the organization of the INEE Minimum Standards: the five domains and their correlating standards (see the map on the next page). The section for each standard includes the text of the original INEE Minimum Standards, and then contextualized guidance on how to interpret the global standard in the Jordanian context.

For each standard there are also specific boxes on Challenges, Good Practices, Suggested Practices, and/or Syrian Refugee Crisis.

Users are encouraged to refer to the English or Arabic editions of the INEE Minimum Standards for further details and guidance.

This document is not meant to be a comprehensive education in emergencies manual, but rather a reference guide to minimum standards of quality and access, specific to the context of Jordan. Comprehensive resources on training and implementation related to education in emergencies (including information on teacher compensation, safer school construction, inclusive education, conflict sensitive education, etc.) can be found on the INEE website: www.ineesite.org.

This document will be periodically reviewed and updated to ensure it remains relevant to the Jordanian context. Please send any comments, feedback or suggestions for improvement to: mstraining@ineesite.org and eswgamman@gmail.com

Further Resources

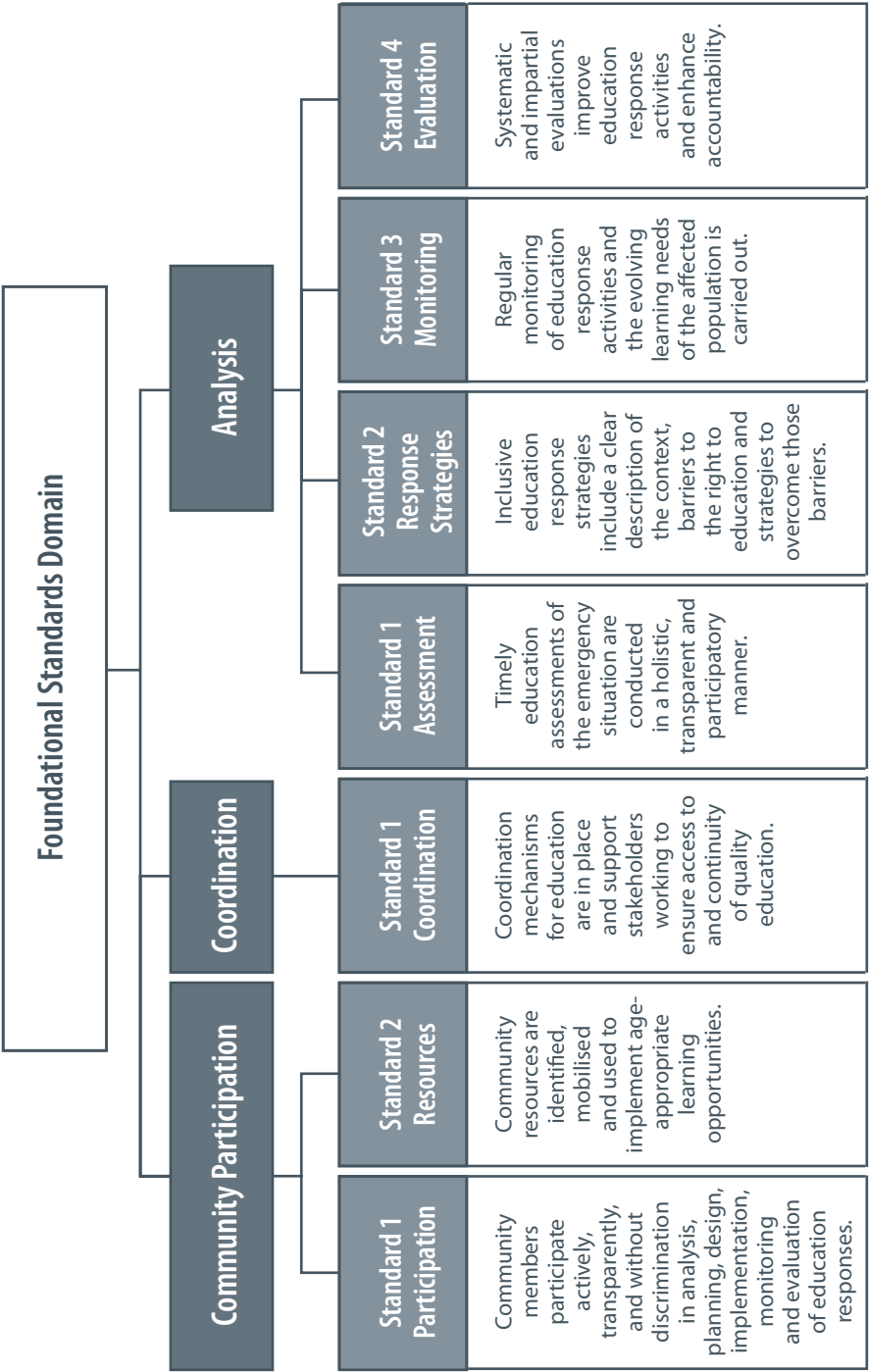
For additional global tools and resources, visit: www.ineesite.org/Toolkit

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Foundational Standards Community Participation Standards: Participation and Resources — Coordination Standard: Coordination — Analysis Standards: Assessment, Response Strategies, Monitoring and Evaluation						
Access and Learning Environment		Teaching and Learning		Teachers and Other Education Personnel	Education Policy	
Standard 1: Equal Access — All individuals have access to quality and relevant education opportunities.		Standard 1: Curricula — Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.		Standard 1: Recruitment and Selection — A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.	Standard 1: Law and Policy Formulation — Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.	
Standard 2: Protection and Well-being — Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.		Standard 2: Training, Professional Development and Support — Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.		Standard 2: Conditions of Work — Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.		Standard 2: Planning and Implementation — Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.
Standard 3: Facilities and Services — Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.		Standard 3: Instruction and Learning Processes — Instruction and learning processes are learner-centred, participatory and inclusive.		Standard 3: Support and Supervision — Support and supervision mechanisms for teachers and other education personnel function effectively.		
		Standard 4: Assessment of Learning Outcomes — Appropriate methods are used to evaluate and validate learning outcomes.				
Key Thematic Issues: Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth						

For the full version of the INEE Minimum Standards for Education: Preparedness, Response, Recovery, please visit www.ineesite.org/standards

Domain 1: Foundational Standards



Community Participation

Standard 1: Participation

Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

In Jordan, **community members** who participate in education responses include at various times: Government, UN agencies, national and international organizations, local communities, host communities and affected population.

Jordanian government:

- Various directorates of the Ministry of Education (MoE):
 - Directorate of Education; Directorate of Educational Activities; Directorate of General Education; Directorate of Vocational Education; Directorate of Curricula & Textbooks; Directorate of Information & Communication Technology; Directorate of Queen Rania Center for Education Technology; Directorate of Educational Training Center; Directorate of Examinations & Tests; Directorate of Media & Public Relations; Directorate of Human Resources; Directorate of Supply & Procurement; Directorate of Planning & Educational Research; Directorate of Financial Affairs; Directorate of Legal Affairs; Directorate of Building & Projects; Directorate of Cultural & International Relations; Directorate of Mentoring & Inspection; Education Council Secretariat & Planning Committee; Development Coordination Unit.
 - Jordanian National Commission for UNESCO.
 - Education directorates at governorate level, which are the liaison between the MoE and schools, the directorates also monitor the schools for the MoE.
 - Other ministries & governmental bodies directly linked to education responses: National Council for Family Affairs; Ministry of Health; Ministry of Social Development and its units of family protection and the early detection; Ministry of Planning and International Development Higher Council for Persons with Disabilities; Higher Council for Youth.

Civil society actors and local community:

- In and around schools: Parents-Teacher Associations (PTAs), or Educational Development Board with school faculty members, local community members, and parents who should meet on regular basis; student parliament and councils that work towards increasing a sense of responsibility among students as well as enhancing a sense of democracy and participation; teacher committees in the

schools which may release the examination schedules and verify academic results; student advocacy committees on violence and discipline in schools; inclusive education committee; Child Municipal Councils that are supported by the Greater Amman Municipality, and other bodies created ad hoc and involved in educational activities.

- Community leaders, both formal (mayor or similar) and informal (elders); religious communities; civil society activists.
- Teachers and teacher unions; principals and other education personnel.
- Parents, guardians and families.
- Private sector.

International and national agencies:

- UN agencies; international and regional NGOs; donor agencies; various coordination bodies; and national NGOs and civil society.

In Jordan, **non-discrimination and inclusion** is achieved through the possibility of active and transparent participation of community members, but special measures (including new policies and laws) must be applied, where necessary, to ensure that:

- Information and awareness of organisational and individual opportunities to participate is readily available, through active encouragement, campaigns and libraries; through newspapers, radio, social media such as Facebook and twitter; and through response to expressions of interest, requests for proposals or other mechanisms as determined by funding agencies including the Government of Jordan.
- There are opportunities to engage during all relevant stages of planning, implementation, analysis, monitoring and evaluation.
- All social groups are represented and included, regardless of age, gender, socioeconomic status, political affiliation, religious designation, citizenship, language, and disability status.
- Representation includes community members from all affected geographic regions and minorities.

In Jordan, all community members should be involved and help pay particular attention to the **analysis, planning, design, implementation, monitoring and evaluation**:

- **Analysis:** Community members should participate in data collection and needs assessment.
- **Special attention** should be paid to addressing community reservations to providing information. Results should be disseminated among stakeholders (See Analysis Standard 1).
- **Design and Planning:** Interventions should be prioritized in consultation with the community, and should take into account the rights, social values, and needs of different target groups.
- **Implementation and Monitoring:** Community members should help identify gaps, monitor program effectiveness, and they should participate in supervision and follow-up.

- Evaluation: Community members should help develop accountability mechanisms and indicators. Evaluation should be systematic and regular, and results be shared with communities (See Analysis Standard 3 and 4).

EMIS – Education Management Information System

In alignment with the framework of the Government of Jordan's Education Reform for Knowledge Economy (ERfKE II), the Ministry of Education (MoE) has requested assistance to enhance accessibility and use of The Education Management Information System (EMIS) for evidence based planning and decision making. In 2013, a three-year project was funded by the European Union and being implemented by UNESCO Amman office along with support of other partners, such as UNICEF, to strengthening national capacities in the area of use of EMIS in education strategic planning and management.

As per MoE request, UNESCO is adapting the EMIS system to monitor and capture the information related to Syrian refugees' schooling in Jordan by supporting the MoE in the development and operation of this additional component. Currently, OpenEMIS (Open Source Education Management Information System) software is being used for information management. This tool will also be used to systematically monitor enrollment and attendance of Syrian refugee students in public schools with UNICEF's support for the OpenEMIS deployment in the refugee camps.

Inclusive education challenge

On all levels (family, community, school), there are negative perceptions towards persons with disabilities. This translates into a lack of understanding regarding how to deal with children with disabilities (CWD) and their rights in relation to public education. Some families are still hiding their children with disabilities and do not disclose their presence or information as a result of an enduring "culture of shame". This must also be seen in the light that there is often not enough help provided, even when parents go through proper channels and ask for help. Schools often do not accept CWDs and teachers do not know how to deal with them.

Good practice

During the Syrian crisis, an inclusive education project funded by UNICEF has placed emphasis on community participation through involving parents of CWDs in awareness sessions and in attending regular meetings to follow up on the progress of their children.

Early Childhood Development (ECD) challenge

Not limited to the Syrian crisis, the Jordanian government is not yet able to provide universal access to preschool education. Therefore parents need to pay high fees to private schools for both KG1 and KG2. The MoE indicates that the net enrolment rate is 59 per cent in pre-primary level (KG2), leaving 41.0 per cent of KG 2 age children out of school (Source: EMIS 2012). The implication of this on Syrian refugee children has been that they have had limited opportunities to benefit from government provided preschool services.

Good Practice

During the Syrian crisis, Save the Children International adopted the PCC approach (Parent-Child Center), which is an alternative for preschool education for parents and children aged 4-5 years. This approach is conducted in the urban areas through three cycles; each cycle lasts intensively for four months and is accredited by the MoE.

In Za'atari camp, an alternative KG curriculum was implemented in four shifts per week through three cycles a year, in order to benefit the highest number of children as possible. This approach in the camp is considered efficient in terms of cost and space. In these alternatives, parents were key actors and were prepared to be their children's teachers.

Good practice

Ma'An Campaign

Since 2009, UNICEF and the MoE has led a national campaign to reduce violence against children in all schools in Jordan, including those in Syrian refugee camps. The Ma'An (together) campaign is based on a strategy for mobilising children, teachers, families and communities: school-based activities to promote new, non-violent and positive methods of discipline; community engagement to promote zero-tolerance on violence in schools; and media coverage. The campaign has changed the country's educational approach to promote democracy, participatory classroom approaches and safe schools. It has also led to the Civil Servants Disciplinary Guidelines (2009) bringing harsher penalties on teachers who use corporal punishment.

One of the key features of the campaign is children's participation in the development of Codes of Conduct, age-appropriate classroom rules, and monthly surveys on violence in school. By detecting and reporting violence, children exercise their rights to freedom from violence. The results after one year showed an impressive average decline in physical violence (28%) and verbal violence (15%), this tendency has continued year after year.

The data from all schools are collected and consolidated online, and used by the Ministry and advocacy groups – comprising students, teachers, counsellors and administrative staff. Over 16,000 advocacy group members in 2,000 schools are receiving trainings in the north and central regions, where there is a higher concentration of Syrian refugees.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 22-27, on key actions and guidance notes for **Community Participation**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.

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For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Participation



Standard 2: Resources

Community resources are identified, mobilized and used to implement age-appropriate learning opportunities.

In Jordan, when **identifying community resources** for education in emergencies, the following considerations should be made:

- Human resources at community level may be reinforced by a diverse array of community members: unemployed teachers; young people; parents, grandparents and guardians; scouting teams, student councils and student parliaments, community service clubs; psychosocial, recreational, and sports specialists; medical professionals; municipalities; and volunteers in general.
- Community members contribute with diverse knowledge and skills, such as: knowledge of the community; effective teaching, learning, and classroom management strategies; technology skills; psychosocial support; language, translation, and interpretation skills; research skills; effective management, monitoring, and evaluation; health and nutrition-related knowledge; promotion of inclusive education and the rights of children with disabilities (CWD) (See Community Participation Standard 1).
- Material resources include: educational facilities, such as schools and community centres (also private schools where possible), offices, and spaces for play and community meetings; instructional materials and books; equipment; clothes, safe transportation means; and access to electricity and clean drinking water.
- Financial resources include governmental budget, external funding, and legally sanctioned school fees, to cover all aspects of education. In kind contributions made by parent or student organizations and others to support special programmes should be discouraged if possible, since every child in Jordan has the right to receive a free basic education and some parents may be economically stretched and so they should not be expected to pay or be told that if they don't then access or quality cannot be sustained.

In Jordan, the **mobilisation of community resources** must take place through the involvement, initiative, and support of key community members and through well-defined processes and accountability mechanisms including:

- Private and public institutions.
- Community-based organizations (clubs, associations).
- Local authorities (municipal council, mayors, community leaders).
- Camp management (where applicable).
- Representatives of vulnerable populations and target communities.

- News media, including TV, radio, newspapers, magazines, and online media networks, email lists, mobile chat groups, etc.
- Community bulletin boards and other available traditional community channels.
- Notices distributed through schools.

It is important to counter any real and suspected cases of corruption and favouritism by building strong systems of accountability and monitoring (See Standard 3: Monitoring). In Jordan community resources must be used to **implement** education in emergency activities in accordance with:

- Needs identified through rapid- and joint needs assessments and the priorities set by the key responsible duty-bearers (See Education Policy: Standard 3) and implementing partners, especially the MoE and the international community. Parallel and redundant initiatives should be avoided.
- Action plans developed jointly with community members.

In Jordan implementing **age-appropriate learning opportunities** in emergencies require the following considerations:

- In schools, where necessary, classes might be merged to accommodate learners in accordance with the number of educators and available space, or schools might be serving double-shifts (for temporary and emergency situations).
- Gender issues are taken into consideration to ensure access and participation in learning opportunities for all boys and girls (children, adolescents and youth).
- Issues around how to promote social cohesion are taken into consideration to ensure tolerance and understanding of each other.
- Individual differences are taken into account to ensure access and participation in learning opportunities for vulnerable populations and all boys and girls (children, adolescents and youth) with special needs and/or disabilities (in reference to the Jordanian Law of Rights of Persons with Disabilities of 2007. Article 4).

Suggested practice

In general, it is important that the provision of education and learning, even in emergencies, does not become dependent upon community and volunteer contributions because this may take away the responsibility of the MoE, whose duty and mandate is to provide education. It may also lead to diverse forms of corruption and clientelism at all levels of local government and school administration and teaching, undermining the trust and the performance of the education system. Systems of accountability are therefore extremely important for monitoring local and community contributions.

Suggested practice

Drawing on the expertise of specialized national and international organizations, which support educators in making accommodations for students with physical impairments and other special needs, can help to ensure use of appropriate inclusive methods and instructional materials.

Good practice

Coordinate with **child protection** committees/Imams/street leaders/other NGO staff to discuss the issues related to protection in schools and learning centres and to raise awareness on various child protection concerns and the availability of referral systems. Select active girls and boys from the community to become peer-to-peer educators and equip them with basic life skills, communication skills, and design a plan to raise awareness for education in the camp. These peer-to-peer educators then support outreach activities, conducting sessions in different NGO locations. They also conduct plays targeting protection issues in the camp such as early marriage, child labour and walking distance to school.

However, a challenge is that community (children, adolescents, youth and adults) are seldom involved in the design and development of protection rules and regulations, and may therefore be unaware of them.

In Za'atari camp Syrian volunteers have been trained on **inclusive education**, methods and techniques on dealing with CWDs and are working as shadow teachers to support CWDs in the educational environment. Teachers and parents of CWDs in Za'atari camp and host community have been trained on using low cost materials to produce educational tools.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 28-30, on key actions and guidance notes for **Resources**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Resources

Coordination

Standard 1: Coordination

Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

In Jordan **coordination mechanisms must be kept at an optimal and context-relevant size to ensure efficiency in access and continuity of quality education** (see Community Participation Standard 1):

- At the national level they are led by the MoE and relevant government partners (depending on the nature of the emergency). In addition, the MoE has formed a higher committee of directors of the concerned directorates from the ministry that collaborates with the Ministry of Planning and International Cooperation and UNICEF in order to coordinate the Syrian students' programmes and other refugees.
- At the level of the Education Sector Working Group (ESWG), as co-led by the MoE and UNICEF, and supported by other national and international education partners, mandated UN and other agencies. The ESWG works at both national and sub-national level and is the only official coordination mechanism that brings together all education actors.

The **coordination mechanisms** must:

- Set common frameworks for action (preparedness, response and recovery) on education in emergencies that are in line with national and international standards on the right to education and humanitarian response.
- Assign roles and responsibilities to ensure that there are no conflicts or gaps in covering all levels and types of education, including early childhood, primary, secondary, tertiary, technical, and vocational adult education, as well as formal, informal and non-formal.
- Be responsible for activities including developing contingency plans, emergency response, advocacy, and educational support campaigns. Coordination should occur for all phases of project development from needs assessment, planning, through to project implementation, monitoring, evaluation and follow up.
- Use and continuously update the common education Arabic glossary on terminology relevant for education in emergencies. This glossary has been developed and championed by the ESWG and must be aligned with the latest translation of the INEE MS Handbook and other networking tools in Arabic.

- Host regular and emergency meetings for the coordination committee, and document and disseminate knowledge, lessons learned, decisions, and procedures.
- Ensure follow-up, evaluation, and accountability in their work, and expect this of their partners as well.

The ESWG and other coordination ad-hoc mechanisms, such as the EWG in Za'atari camp, are equipped with clearly articulated Terms of Reference (ToR) that describe mandate, membership, objectives, and procedures, as well as an operating budget (where applicable).

Coordination mechanisms should involve major disability organisations such as MoE, HCD (Higher Council for Affairs of Persons with Disabilities), MoSD (Ministry of Social Development), MoPIC (Ministry of Planning and International Cooperation), and all relevant NGOs at national level.

In Jordan, coordination through the ESWG and other ad-hoc mechanisms are and must continuously strive to be **inclusive, participatory and represent all groups**, while also being effective and efficient therefore sometimes requiring the establishment of smaller and focused task forces.

Those involved (the **'stakeholders'**) in coordination may variously be those listed under Jordanian Government in Community Participation Standard 1 as well as:

- International, regional, and national UN and civil society organizations and advocacy groups.
- Local community (municipalities, mayors, community leaders, popular committees, clubs, neighbourhood committees, etc.).
- Private schools.
- Teachers and other education personnel, as well as the official Jordan Teacher Association (unions).
- PTAs, student clubs and councils, boards of education and schools (public and private).
- Youth networks and youth committees, peer volunteers, etc.

All must be involved in identifying needs and goals, and coordination should be non-partisan.

Education Sector Working Group (ESWG)

The ESWG's mandate is to coordinate the education interventions in times of emergency, ensuring a link between the humanitarian response and the regular development education programming in Jordan, through the support to Jordan Response Platform for the Syria Crisis (JRPSC) formerly known as Host Community Support Platform (HCSP).

The main objectives of the ESWG are:

- To provide a **coordination forum** in which all the appropriate organisations and institutions collaborate with the aim to support the Jordanian education system in current and future emergencies.
- To plan and implement a **response strategy**: applying norms and standards, developing capacity, responding to needs, monitoring and evaluation, and conducting advocacy.
- To ensure **continued access to quality education** in a safe and protective environment for all vulnerable children. In doing so, the ESWG has a particular responsibility to ensure that programmes are accessible and adapted to the needs of all children.

To obtain these objectives, the ESWG members agree to collaborate on fulfilling the following core functions:

- Provide a platform to ensure that service delivery is driven by agreed strategic priorities.
- Develop mechanisms to eliminate duplication of service delivery.
- Conduct needs assessments and gap analyses which inform prioritisation.
- Develop sectoral plans in support of the realisation of the humanitarian priorities in the country.
- Application and adherence to standards and guidelines.
- Funding.
- Advocacy.
- Monitoring and reporting of the Working Group strategy.
- Contingency planning and preparedness.

The ESWG is chaired by UNICEF and co-chaired by selected INGOs/NGOs in collaboration with the MoE. Membership is free and open to all international and national organisations involved in education, including UN agencies, international NGOs, national NGOs, the ICRC, the Red Crescent, local authorities and donors.

Suggested practice

Coordination and communication within and between different ministries in Jordan must be a top priority in order to respond adequately and timely to emergencies and in order to ensure greater accountability and transparency. It must be a priority of planning and preparedness, to create governance structures and lines of communication within and between ministries, as well as between government and the wider community, in anticipation of emergencies.

Similarly, anticipated coordination mechanisms and working groups between UN agencies, and between these agencies and the government and the civil society, must be strong, consistent, in place before any emergency and be flexible to changing needs. However, though the MoE and UN Agencies are using working groups for coordination, the inability of some NGOs to provide long-term human resource commitment remains a concern.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 31-34, on key actions and guidance notes for **Coordination**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Coordination



Analysis

Standard 1: Assessment

Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

In Jordan, **education assessment** in emergencies means that there are methodologies readily available before and during an emergency to collect data related to the education sector, in order to assist the Jordanian responders (Government, UN Agencies, NGOs, Community) in identifying needs, challenges and gaps, as well as in measuring the impact of existing interventions and learn from achievements and failures. Such methodologies must address both quantitative and qualitative data in line with agreed upon indicators. It must be disaggregated according to gender and pay particular attention to issues of inclusion and disability, which remain under assessed and under reported.

In Jordan, the Ministry of Education and the various governmental departments for statistics are primarily responsible for national data collection, assisted by various UN agencies and other organisations:

- Data related to the education sector, in order to assist the Jordanian responders (Government, UN Agencies, NGOs, Community) in identifying needs, challenges and gaps, as well as in measuring the impact of existing interventions and learn from achievements and failures. Such methodologies must address both quantitative and qualitative data in line with agreed upon indicators. It must be disaggregated according to gender and pay particular attention to issues of inclusion and disability, which remain under assessed and under reported.
- In Jordan, the Ministry of Education and the various governmental departments for statistics are primarily responsible for national data collection, assisted by various UN agencies and other organisations:
- Data collection involves new and existing data, from schools, national and local surveys and questionnaires, door-to-door visits, utilizing community leaders, adolescents and youth, local stakeholders, focus group discussions, interviews (in person or phone), and it involves using latest technologies and mobile devices where possible.
- Roles and responsibilities for data collection and assessment are clearly assigned in advance by the MoE and the ESWG. Personnel collecting data should be assigned, trained, and prepared in advance. Early warning systems should also be in place, building on lessons learned, to predict the degree of risk.
- Data collected for education must cover students and learners affected by

emergency, both amongst the refugees and the host community populations, along with children with disabilities; teachers and other education personnel; infrastructure; teaching and learning materials.

- Data on individuals must be disaggregated along lines of geographic displacement and vulnerability; age and gender; place of origin and language; grade; disability and inclusive education needs; experiences, specialties, and training (for teachers).
- Data on infrastructure and resources must include assessment of facilities affected by the emergency: their current condition, safety and availability; the availability of books and other learning material, of curricula, of formal and informal psycho-social support, and of child protection policies.
- Data collection must be scientific and consistent, respect privacy and confidentiality, and be timely managed. Data must be measurable, available and able to be shared, it must be reliable and representative.
- Data collection methods and related trainings must be gender and conflict sensitive and take into account the potential vulnerability of participants (for guidance on conflict sensitive analysis strategies, please see the INEE Guidance Notes on Conflict Sensitive Education).

In Jordan, **timely assessment** entails a continuous process to be performed throughout the educational response cycle:

- Preparedness: prior mapping of community capacities and needs, according to past experiences and projected scenarios, in order to have pre-emergency data available and to formulate preparedness plans.
- Rapid assessment at onset of emergency: to take place as soon as the emergency occurs to assess the emergency situation and all education relevant initial needs and gaps.
- During the emergency: in-depth assessment and data collection, as well as monitoring on the basis of regular updates and review of the initial assessment, to consolidate, learn and respond more efficiently according to changing needs.
- During later stages of emergency and early recovery: to respond to changing needs on the ground; to evaluate impact and utility of early response plan and to change accordingly.

In Jordan, the education emergency assessment must be **holistic, transparent and participatory** and include data and linkages to other key humanitarian sectors such as food security, health, WASH, protection (especially child protection), shelter, NFIs, camp management where applicable, and cross cutting issues like gender, youth and disability:

- Assessment must be recognized as impartial at all stages and include all stakeholders, and especially ensure the participation of the affected population and communities (See also Community Participation Standard 1 and 2).
- The results of the evaluation shall be circulated to all educational stakeholders involved and made available to local community and affected populations where possible.
- Coordination and collaboration between all parties involved in the educational environment under the umbrella of MoE must be ensured. This also includes the

participation of learners, children with disabilities, teachers, education personnel, parent councils, local community members, etc.

- Inclusion of members of the affected populations must be continuously assured, where appropriate and regardless of age, gender, language, religion, ethnicity, national origin, political affiliation, citizenship status, disability, or other designations.

Suggested practice

In 2014, the ESWG initiated a Joint Education Needs Assessment (JENA), with funding from UNICEF and technical support from REACH Initiative, to examine education for Syrians in Za'atari camp and the host community. Two separate assessments were conducted in camp and host community. For Za'atari the joint needs assessment was designed by the ESWG in close collaboration with the MoE, a JENA taskforce and REACH to identify immediate education sector response priorities. This was achieved through an analysis of the needs, motivations, activities, perceptions and priorities of Syrian refugee children aged 3 to 18 and their parents, as well as other relevant actors.

A key objective was to identify progress following the previous JENA, which took place in 2013 in Za'atari camp. Of special focus was an analysis of the barriers, which continue to hinder education access, particularly for children who are out-of-school. The involvement of teachers, parents and other stakeholders was also explored, to understand the scope for their engagement and participation, and to understand their view on how the quality of formal schooling had progressed since the previous JENA. The overall objective was to better inform education partners and relevant actors in their programmatic decisions in and around Za'atari, thus ensuring the effective targeting of resources to support children's education rights.

Syrian refugee crisis

To ensure information sharing between all stakeholders, UNHCR hosts an online portal where information on the Syrian refugee crisis is presented. Assessments, studies, dashboards, factsheets, guidance, maps, availability of funds and many other related tools and issues are published and disaggregated according to geographical areas and humanitarian sectors such as education, WASH, NFIs, shelter. The results of the Joint Education Needs Assessment (JENA) where many of the members of the ESWG take part is also available here:

<http://data.unhcr.org/syrianrefugees/country.php?id=107>, please follow the link and find the page of the Education Working Group.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 35-40, on key actions and guidance notes for **Assessment**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Assessment

Standard 2: Response Strategies

Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

In Jordan, **response strategies** and mechanisms should be based on a clear understanding of rights and needs, on assessments that are updated regularly and consistently throughout the response period, and on the basis of a coordinated effort and understanding of existing resources (See Community Participation Standard 2 and Coordination Standard 1).

Responses should be consistent with MoE education policies and carried out in the context of available facilities and resources, including those of UN agencies, local community and civil society. A portion of MoE education budgets should be clearly earmarked to cover the emergency response.

The response strategy must aim to:

- Ensure access to schools and educational activities for the targeted number of affected population.
- Ensure highest possible education quality in line with children's and learner's right to education.
- Provide adequate inclusive learning and child friendly spaces for protection and psychosocial support.

The response strategy shall be prepared and implemented to reflect the results of the conducted assessment (See Analysis Standard 5). This strategy shall include:

- The main objectives, targets, methodologies and activities.
- Clear understanding of assigned human resources, roles and responsibilities.
- A mapping of the ability to conduct capacity building for education in emergency responder before and during the emergency, such as psycho-social support, disaster risk reduction, child protection, crisis management, special education techniques etc.
- A clear (initial and estimated) time frame of the response that describes time periods for planned implementation actions.

For the MoE, any response must aim to:

- Target the highest number of affected population at schools.
- Ensure adequate education quality in a safe protected space.
- Provide adequate inclusive learning and activities.
- Ensure resilient education environments.

In Jordan, **barriers to the right to education in emergencies** may include:

- Crowded schools with limited capacity.
- Slow response by duty-bearers and lack of funding by donors and others.
- Bullying and violence, tensions and conflict between students that may reflect grievances in and between affected populations and host communities.
- Lack of resources such as qualified teachers and other education personnel, infrastructure, data etc.
- Differences in curricula and education structure between affected populations and host communities.
- Barriers on the road, a long journey or other physical barrier on the way to and from school.
- Lack of physical accessibility by learners with disability.
- In case of crowded classes, the principal should inform the MoE to find a place for new arrivals in the other schools in the area. These are MoE regulations, but may not always be available to, followed or understood by principals.
- Boys leaving school to support the family with an income from work or other economic reasons.
- Girls leaving school due to enforced early marriage, economic or traditional reasons, or due to lack of clean separate sanitation facilities.
- Some parents from traditional or religious communities may be hesitant about sending their children to school due to uncertainty of the 'appropriateness' of the learning received.

In Jordan, **inclusive response strategies** to overcome these barriers may include:

- Resource mobilization and advocacy with government agencies and departments, international partners, donors, UN agencies and NGOs.
- The online 4W (Who, Where, When, What) system for sharing information between all UN and NGOs to avoid duplication in responses and efforts.
- Implementation of integration projects and social cohesion awareness activities to avoid or reduce bullying, tensions and violence.
- Capacity development and trainings provided to teachers and other education personnel, this include provide training on special education techniques as well, temporary recruitment for teachers from both the affected populations and the host communities.
- Work for the elimination of all forms of physical violence, verbal abuse, and corporal punishment at school and other learning sites.
- Provide secure access to schools and other learning sites.
- Ensure that schools and learning sites are located near learners, and otherwise ensure that free transport is available or provided.
- Provide language supports and interpretation to learners and teachers.

- Provide infrastructure support learners with physical disabilities and other special needs.
- Provide awareness programs for learners and parents for raising awareness on educational rights, especially for minorities and CWD, social services (health etc), and regulations.
- Remove possible barriers due to lack of documentation, such as no identity papers or no documentation of previous schooling, placement or grades.
- Make use of information and communication technologies to enhance learning and to help reach as many as possible, for example through the use of internet, radio and mobile phones.
- Ensure schools and educational programmes are welcoming to various groups, regardless of age, gender, socioeconomic status, religion, nationality, political affiliation, disability, citizenship status, or other designation.
- Advocate on behalf of socially excluded and discriminated groups with school and community leaders and their constituents to ensure inclusion and continued education.

Syrian refugee crisis

With the huge influx of students from Syria hoping to attend school in either camps or host communities, and a shortage in capacity to absorb this influx, the number of students in each classroom has reached 80 or more. This has placed a large strain on infrastructure and on the existing formal education system with many students not learning adequately. In addition, teachers are under a lot of strain, even with the help of temporary assistants, causing loss of learning and loss of individual attention, and loss of social and psychosocial support in classrooms.

In order to overcome these enormous challenges, the MoE has adopted a two-shift approach in some schools where students from the host community attend the morning shift while Syrian students attend the afternoon shift - or vice-versa according to number of students in each group. In order to overcome the lack of suitable learning spaces, pre-fabricated buildings are used as classrooms in or next to existing schools or in camps.

In order to overcome specific strains on infrastructure, several ESWG member organizations have led projects for rehabilitating sanitation facilities (for boys and girls) and for establishing clean and safe drinking water, in or around schools. These projects ensure links to other sectors (WASH) and are amongst some of the factors that may encourage drop-out students to return to school, especially girls.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 41-44, on key actions and guidance notes for **Response Strategies**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.

For guidance to ensure response strategies promote social cohesion and are conflict sensitive, please refer to the INEE Guidance Note on Conflict Sensitive Education, available at www.toolkit.ineesite.org/toolkit

For guidance to ensure response strategies are inclusive of all learners, please refer to the INEE Pocket Guide on Inclusive Education, available at www.toolkit.ineesite.org/toolkit



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Response

Standard 3: Monitoring

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

In Jordan, **monitoring** will measure if programmes are meeting the changing educational needs of the population and how they are responding to the evolving context. This means:

- Ensuring that interventions are relevant and responsive.
- Identifying possibilities for improvement.
- Contributing to conflict mitigation.

Monitoring follows the response life cycle, starting from the first stage through to design, implementation and final evaluation. It may start once a baseline is set and tools are drafted on an agreed periodic basis and in the context of the emergency, though a baseline is not always used.

All education response activities should be monitored by the implementing partners to ensure that these activities are in line with MoE policies and guidelines. For each educational response project, qualified team members shall be recruited. The MoE and donors will often also monitor the projects.

In Jordan, **learning needs and educational response activities** to be regularly monitored may include:

- Student registration, enrollments and attendance.
- Teaching methods and learning outcomes.
- Project activities and outcomes.
- Psycho-social support.
- Recreational activities.
- Special needs and inclusive education support.
- Teacher attendance and teacher training.
- Textbooks and materials (curricula).
- Facilities and infrastructure.
- Reported child protection cases.

In Jordan, the **affected populations**, disaggregated by gender, age and educational needs, may include:

- Those directly affected by the emergency, such as children and students (especially vulnerable children, adolescents and youth, and those groups who may be 'invisible' in emergencies or especially difficult to reach), teachers and other education personnel, parents and families.
- Those more indirectly affected such as host communities, teachers at schools in neighboring areas and universities.
- Internally displaced people, refugees, asylum-seekers, guests and returnees.

Good practice

The Ministry of Education advised all schools enrolling Syrian students to keep essential records for the students and to up-date them periodically. In addition, the schools should provide the MoE with the placement results as Syrian students are enrolled and follow-up on the attendance and retention of these students through the periodic updating of records.

The MoE will coordinate to follow up on school violence cases or domestic violence with the counsellors and school administration, in order to address such violations.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 45-47, on key actions and guidance notes for **Monitoring**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Monitoring

Standard 4: Evaluation

Systematic and impartial evaluations improve education response activities and enhance accountability.

In Jordan, **evaluation of the education in emergency response** must measure its effectiveness by comparing achievements with planned objectives.

Evaluation is the responsibility of:

- Ministry of Education (MoE).
- Education Sector Working Group (ESWG) and other coordination bodies (See Coordination Standard 1).
- UN Agencies, international and national agencies and civil society involved in education in emergency response and accountable to affected populations and to donors.
- Donors.
- Communities and members of the affected population, both refugees and host communities (See community Participation Standard 1 and 2).
- Independent state offices (e.g. Ombudsperson) and independent civil society bodies.

The process of evaluation must be closely tied to the scope, methodology and results of initial, rapid and ongoing needs assessment.

In Jordan, **impartial evaluations** entail:

- Clear identification of those interventions which are going well, as well as any gaps or issues that need to be addressed.
- Objective and non-biased with regards to gender, ethnicity, socioeconomic status, language, religion or sect, political affiliation, nationality or citizenship status, ability designation, or type of organization (e.g. for profit, faith-based etc.).

In order to improve education **response activities** it means that:

- Evaluations are used to take concrete steps to modify the educational plan, address gaps or problematic issues, and promote capacity development.
- Results of evaluations are necessary sources of information to be used for purposes of accountability, donor-reporting, and as lesson learnt in preparedness for future and recurrent emergencies.

In Jordan, evaluations must serve to enhance **accountability and transparency**, meaning that:

- All participating parties have access to the outcome of evaluations. This requires consideration of language and method of dissemination.
- The principle of transparency shall guide all stages of the evaluation. Results of the evaluation shall be circulated to all concerned parties. By conducting an inclusive evaluation with stakeholders and areas of response, one helps to ensure the participation and voice of the affected population.

Suggested practice

For each educational project, a systematic evaluation should be conducted periodically, looking at results and goals, tracking implementation progress against pre-established indicators. Each implementing partner should then conduct further periodic evaluations during the project life cycle targeting learners, teachers and other education personnel, and tracking both financial resources, infrastructure and learning outcomes. For each project, success stories, lessons learnt, and the results of evaluation studies may be identified and used in new projects, in shaping new policy and thereby in improving the education response.

Child protection challenge

There are currently no comprehensive protection assessments conducted in schools, only education assessments. Monitoring and evaluation, assessments and response strategies for protection in schools are the responsibility of MoE and UNICEF.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 48-50, on key actions and guidance notes for **Evaluation**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.

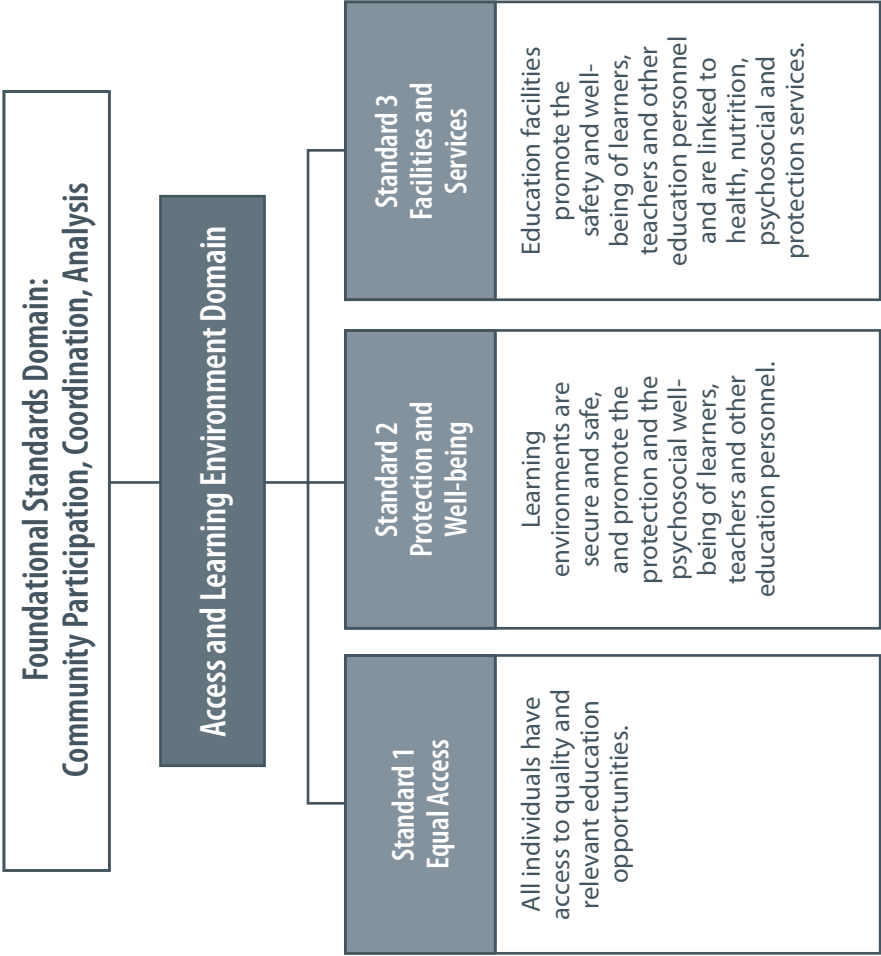


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- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Foundational Tools
 - ↳ Evaluation

Domain 2: Access and Learning Environment



Access and Learning Environment

Standard 1: Equal Access

All individuals have access to quality and relevant education opportunities.

In Jordan, **all children have the right to access education** in emergencies:

- The Education Law nr. 3 of 1994 affirm that everyone has the right to education without discrimination on the basis of gender, race, religion, ethnicity or language. This is further supported in the Jordanian Law on the Rights of Persons with Disabilities of 2007 (Article 4), as well as other laws pertaining to minorities and non-discrimination. Therefore, efforts should be made to ensure the inclusion of all students to access quality education without any obstacles. This is the legal standard for emergencies as well for longer term recovery, development and normality. (See Education Policy Standard 1 and 2).
- In Jordan, **everyone** means:
 - Nationality: Jordanian citizens, asylum seekers and individuals with ‘guest’ or refugee status regardless of country of origin.
 - Age: any ages including children (0-18), adolescents (10-18), youths (19-24) and adults. In Jordan compulsory basic education is from the age of 6 to 16. Children under 5, youth, and adults have some learning opportunities inside the camps and in the host communities.
 - Gender: boys and girls, men and women have equal access.
 - Ability: People with disabilities and special needs have a right to receive education that is relevant and adaptable.
- Jordan is a Party to the UN Convention on the Rights of the Child (CRC) of 1989, which obliges the government to provide education to not only children in normal or development situations (Article 28 and 29), but also to refugee children (Article 22), to orphaned children (Article 9 and 20), to children in emergencies (Article 38 and 39), and to children subject to violence (Article 19) and discrimination (Article 2 and 30).
- Jordan is also bound by many other international normative instruments, each outlining the education and protection rights specific to a certain group or situation (for better use and advocacy please see Annex 2 for a more extensive list of these and the relevant articles).
- Various INGOs and NGOs are providing formal education services such as

remedial education to children, adolescents and youth in support of the government schooling system. Inclusive education programmes are slowly being introduced by some NGOs and CBOs into the formal education system, though much remains. Adolescent and youth programming is present in both camps and host communities.

In Jordan, access to participate in education services **without barriers** should mean:

- The education systems and enrolment must be flexible, with less regulation around enrollment and a greater understanding of problems related to documentation that many refugees or emergency affected learners have (loss of papers and certificates, different systems in country of origin, lack of an easy way to translate grades and formal qualifications, different language of papers and certificates). This is however not always the case and a lot of work is still needed to ensure enrolment for that refugees without papers and documentation, such as the security ID, which is issued by the Ministry of Interior and is required for school registration have access to free public education.
- Education should be free for the learner, with no school fees or associated costs, e.g. learning materials, examination fees. Materials, clothes etc., may be provided by agencies and government implementing partners during emergencies, both in camps and in host communities.
- Education facilities should have the capacity to accommodate the number of learners, though often this will be in double shifts.
- An inclusive education system should allow children with special needs, with disabilities, and high achievers to be integrated into schools, and for school buildings and environments to be adapted to accommodate them.
- The education response must be adaptable, and hence the MoE ensures the continued availability of the Education Management Information System (EMIS) to monitor and improve access and adapt to changing needs and circumstances.

In Jordan, **quality education in emergencies** means:

- A continuous effort to reduce class sizes and teacher:student ratio. Ideally, there should be 25-30 students per class, though in emergency situations in Jordan, such as the Syrian refugee crisis, this ratio is difficult to maintain, with MoE schools having up to 50-55 students, and classes in camps up to 70-100 students.
- Adequate numbers of trained and specialized teachers in schools, including teachers trained in special education.
- Availability of education facilities such as labs, libraries and sports facilities; as well as functional WASH facilities (please refer to SPHERE minimum WASH standards).
- Sufficient learning materials, such as textbooks, stationary and other necessary educational equipment.
- Appropriate curriculum and teaching methods.
- An inclusive and learner-friendly environment, free from discrimination, physical violence, verbal abuse, and corporal punishment where learners develop competence and social skills through developmentally appropriate, learner-centered, and active learning opportunities in a language that they understand.

- Consideration of individual differences in the learning and teaching process, including people with special needs and disabilities.
- Schooling that is culturally and socially commensurate with the needs, norms and beliefs of the society, while also challenging traditional discrimination, especially discrimination against girls and women in society and in school.

In Jordan, **relevant education in emergencies** means:

- Education should be responsive to the needs of various learners (e.g. responding to different ages and abilities of students).
- Activities to be more responsive to the emergency contexts in terms of addressing the specific cultural and social background of refugees or host communities.
- A relevant education is understood as providing an adapted curriculum and activities which strive for social cohesion and are developmentally appropriate in terms of contents, pedagogy, and skills; taught, in order to support all learners, especially from minorities and children with disability, during emergencies.
- Learning opportunities include academic development in Arabic, or another language that students understand.
- Learning opportunities include life-saving messages and skills development relevant to the nature of the emergency.
- Learning opportunities include psychosocial support and recreational activities for affected students.
- Learning opportunities include special programs for affected populations, including accelerated learning programs, language learning, and various forms of non-formal education relevant to the situation.
- Learning opportunities include promoting a culture of social cohesion through joint civic engagement projects.

Syrian refugee crisis

Jordan has allowed Syrian refugee children to be enrolled in the public schools. This increase in access for children, both boys and girls, has led to issues of crowding in the existing public schools. Responses have included double-shifts in 98 government schools in the host communities, providing temporary additional learning spaces (prefabricated classrooms), and establishing MoE schools in the refugee camps. INGOs are also working on increasing access by creating permanent additional structures and classrooms to absorb the students. Inclusive education is being promoted within the Syrian response in both camps and host communities, and the number of CWDs enrolled in public schools has significantly increased.

Challenges

Double-shift schools designated for Syrian refugees may be far from their temporary homes and shelters and so may hinder safe, easy access for some children to school. Despite double-shift schools having contributed to temporarily solving the issue of over-crowdedness, they have negatively affected the quality of education in terms of reducing time allocated for each shift and thus number of minutes allocated to each subject/class. The teacher: student ratio is often very high in these schools and the teachers may have been quickly recruited without sufficient formal training and support. Moreover, in some double-shift schools Syrian refugee students attend separate shifts from children from the host communities, which may be an advantage in that it allows them to actually enrol, though at the same time it may lead to limited social cohesion stemming from less interaction and understanding of others.

Discrimination at school level manifests itself in rejected school registration and intolerance shown to children with disabilities inside the classroom. As a result, some parents may decide not to send their children with disabilities to school because they don't see it as a safe space for their vulnerable children. Furthermore, the lack of parental financial ability to cover indirect schooling costs such as transportation will also be a major barrier to inclusion.

Good practice

At the beginning of the Syrian crisis, the MoE immediately responded by developing new regulations to meet the need for accepting non-Jordanian students. Syrian students were accepted at schools without being asked for the work permission of the head of household or without being in possession of identification documents. In addition, the MoE developed a number of special regulations for the Syrian students in the Jordanian public schools in the school years (2012, 2013, and 2014). These regulations are very flexible compared to those applicable to the existing educational system – Syrian children and youth are not required to submit previous school and birth certificates for enrolment in schools.

Challenges:

- Overcrowding in public schools.
- Distance to school and safety concerns on the road to and from school, which may especially hinder girls from attending.
- Traditions or social norms such as enforced early marriage for girls that almost always hinder continued access to education.
- Lack of proper livelihood opportunities for families, forcing children and youth (especially boys and men) to work instead of accessing education.
- Strict regulations concerning registration of refugees in the host community may lead to delay in access to education for those without proper documents (security ID) or where there are different systems of certification, in different languages etc. There are placement tests that address some of these issues.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 55-60, on key actions and guidance notes for **Equal Access**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.

For guidance to ensure that access also promotes social cohesion please refer to the INEE Guidance Note on Conflict Sensitive Education, available at www.toolkit.ineesite.org/toolkit

For guidance to ensure access is non-discriminatory and inclusive to all learners, please refer to the INEE Pocket Guide on Inclusive Education, available at www.toolkit.ineesite.org/toolkit



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Access and Learning Environment
 - ↳ Equal Access



Standard 2: Protection and Well-Being

Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

In Jordan, it is the responsibility of the government and other mandated education providers in situations of emergency to provide protective, **safe and secure learning environments**, free from physical, psychological, and social harm:

- Protection for the students from abuse by teachers and other education personnel is ensured by the Civil Service Bureau Law nr. 82 of 2013 (Articles 68/0 and 142/B) through admonition, fines and termination, this applies for permanent as well as contract and part-time teachers.
- Learning environments shall promote protection through involving local community (including but not limited to municipalities, mayors, community leaders) in providing and ensuring safe schools that take into account MoE standards for the safety of learners, teachers and other education personnel.
- Capacity and awareness must be built among municipalities, mayors, community leaders etc on how to respond in situation of emergencies through activities coordinated with relevant ministries, departments, schools administrations, civil defense and medical teams.
- School and local community awareness and training in child protection must ensure the protection of learners, especially children from minorities and CWD, from verbal humiliation and physical violence, discrimination, sexual and economic exploitation.
- Accountability mechanisms and complaint procedures must promote the MoE policy to prohibit all forms of violence in schools, including corporal punishment.
- Local community (municipalities, mayors, community leader etc.) must be involved in providing and ensuring safe schools that take into account government standards for the safety of learners, teachers and other education personnel.
- Schools must remain safe and neutral spaces. It is the government's responsibility to ensure that no school has any direct or indirect involvement in conflicts. School buildings must not be used as shelters or bases for militias, military, police forces or any other active armed or political group. The government of Jordan must ensure compliance with the Lucens Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict (2013) and raise awareness of these guidelines amongst its armed and security forces.
- Guards are needed at schools, and it is essential that schools are gated and fenced to prevent possible intrusion by outsiders.
- Other safety measures may include: safe walkways, speed bumps on streets leading to schools, and signs that indicate the presence of a school close by.

- Implementing key DRR plans for proposed activities during the academic years such as, conducting regular school evacuation drills, first aid and firefighting exercises, forming and capacity building preparedness, response, recovery teams.

In Jordan, **mitigating psychosocial impact of emergencies** means:

- Teachers and other education personnel must be trained and constantly updated on issues such as child protection, children's rights, health and hygiene, psychosocial support and code of conduct for teachers and other education personnel.
- An environment that is free from bullying must be encouraged, with no abuse and no violence (verbal or physical) between students, between teachers, and between teachers and students. Student councils and Parents Teachers Associations (PTAs) are often good fora for promoting protective and safe school environments.

In Jordan, **school facilities, infrastructure and maintenance** means:

- When building new education facilities or when rebuilding or retro-fitting existing facilities, it is important to adopt international standards for disaster risk reduction (DRR) and anti-seismic measures. These standards must continuously be applied and contextualized to specific risks and emergencies.
- The specifications and standards of school buildings by the MoE stipulate that the ideal space for each student in primary school is 1.25 m², and 1.5m² for each student in the secondary school. Schools, learning sites and structures must be safe and accessible for all learners, teachers and other education personnel.
- Classrooms shall have at least one easily accessible entry/exit to ensure safe evacuation.
- Construction of schools should take into consideration public safety in emergencies (including outbreaks of violence, fires, earthquakes, floods, and tsunamis).
- School buildings and facilities require constant maintenance, especially in double-shifted schools where school facilities and furniture have short life span due to heavy use. This is a significant factor in ensuring children's safety. Schools must as far as possible not be located in very remote, industrial or highly polluted area.
- WASH facilities should be gender separated and easily within reach of school buildings, and with an attendant where possible.
- New school construction must be easily accessible to learners with disability and special needs.
- Schools should ensure the availability of first aid kits, fire extinguishers, evacuation plans, and regular emergency drills in all schools and educational spaces, and frequent training for students, teachers, and other education personnel in health and hygiene, first aid, fire safety, use of fire extinguishers and safe evacuation procedures.
- Accessibility of schools to civil defense and medical teams in case of emergency must be ensured.

Challenges:

- Bullying either because of war trauma or because of difficulties in integration and lack of social cohesion is an issue amongst both Syrian refugees and Jordanian children, just like it is in many other places in the world. Many cases of bullying can be observed in and around the double-shift schools. Bullying is also not gender blind and especially the bullying of girls (and of female teachers) must be addressed.
- Many children are left unattended outside school premises while waiting to be picked up. Many such schools do not have guards by the school gates thus contributing to the relative lack of safety of students.
- Most public schools lack the financial resources and qualified personnel to conduct training sessions in topics related to conflict resolutions, social cohesion and peaceful coexistence.
- Children from minorities and children with disabilities are especially vulnerable for such discrimination and bullying.

Good practice

Transportation has been provided to Syrian students in the reception areas in Ramtha, to take them to double-shift schools. These buses are provided with teachers to ease students' access to school and for their safety.

Suggested needs:

- More ongoing training on psychosocial care and on the mechanisms of dealing with children in crisis is needed at all public schools.
- More counselors are needed to cover all schools, especially in refugee camps and double-shift schools. These counselors must be trained on issues around early marriage and other gender-related discriminatory practices, as well as in issues arising from child labor.
- More child friendly spaces (CFS) are needed and more coordination with local community based organisations that offer such spaces.
- More recreational and extra-curricular activities that engage learners and improve learning are needed.
- More classrooms are needed to reduce crowdedness in schools. In Jordan, overcrowding is leading to protection issues that may be overlooked due to the large number of learners in one space.

Child protection good practice:

- Psychosocial activities conducted by Save the Children Jordan case managers focusing on basic life skills, child rights, problem solving and leadership.
- The use of corporal punishment by staff and teachers is prohibited in schools according to the Civil Service regulation nr. 82 and Child Protection minimum Standard 20 for Jordan (See Annex 3).

Child protection challenges:

- Despite government commitment to prohibiting all forms of violence in schools, the practice of corporal punishment and verbal humiliation does persist and is likely to be one of the reasons for student drop-out.
- Majority of MoE teachers are fresh graduates and do not have experience in dealing with children in emergencies.
- Poor follow-up of laws and regulations regarding protection and the ban of corporal punishment in schools.

Disaster risk reduction (DRR) good practice:

UNICEF and the MoE have developed DRR school plans, which contributed to the preparedness of schools for emergencies and natural disasters. This included planning to implement key DRR activities during the coming academic year such as conducting regular school evacuation drills, forming teams (for preparedness, response, and recovery), and continuously build the capacities of these teams. These plans contribute to ensure the sustainability of DRR activities in schools. Similarly, UNICEF and other partners have been providing technical assistance on conducting evacuation drills, firefighting, first aid and research and rescue training to the school community with the help of civil defense members.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 61-67, on Key actions and Guidance notes for **Protection and Well-Being**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.

For guidance to ensure that education programmes meet the needs of boys, girls, women and men alike, see the INEE Pocket Guide to Gender at www.toolkit.ineesite.org/toolkit

For information on planning and constructing safe learning environments, see the INEE Guidance Note on Safer School Construction at www.toolkit.ineesite.org/toolkit



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Access and Learning Environment
 - ↳ Protection and Well-being

Standard 3: Facilities and Services

Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

In Jordan, **education facilities** must:

- Continue to reduce class sizes and teacher: student ratios during emergencies. Ideally, there should be around 25-30 students per class, though in emergency situations in Jordan, such as the Syrian refugee crisis, this ratio is difficult to keep, with MoE schools having up to 50-55 students, and classes in camps up to 70-100 students.
- Have safe, clearly marked exits and shelters.
- Consider the needs of students with disabilities and special needs, and building must be built in accordance with disabled construction codes.
- Have sanitary facilities and equipment, especially considering specific gender needs.
- Provide shade to protect students from the sun in the summer and insulation to protect from cold in the winter.

In an emergency situation in Jordan, learning spaces include MoE schools in the host communities that serve as double-shift schools and that may be provided with additional prefabricated classrooms, while schools in the camps are often made up of temporary prefabricated classrooms. Other facilities may be: informal education centres and other child-friendly spaces provided by community based organisations or NGOs; youth centres; women's centres; kindergartens/pre-school facilities (public, private, and community); centres for people with disabilities: universities, colleges, vocational training centres; sports facilities and cultural centres.

In Jordan, best practices **to promote the safety and well-being of learners, teachers and other education personnel** may include:

- Regular maintenance of all education facilities to ensure they meet minimum standards.
- Ensure easy access to education services by learners with disabilities including ramps and resource rooms.
- Ensure the appropriate and specialized programmes for children with disabilities including Braille, sign language, and other relevant assistance.
- Provide evacuation routes and safe havens in case of emergencies.
- Raise awareness among teachers and learners on the proper use of the maintained facilities and how to avoid vandalism.

- Raise awareness on how to monitor and protect the existing facilities.
- Provide facilities that are clean, hygienic and safe.
- Provide recreational spaces for art, play, sport, reading etc.
- Maintain facilities used by teachers, such as common rooms and meeting rooms.
- Separate WASH facilities for female and male students and teachers.

In Jordan, **linking to health and nutrition services** means:

- MoE, MoH, UN agencies, INGOs and NGOs work together to promote public health in and around schools, through campaigns, especially on female and reproductive health issues.
- At least one person with formal nursing skills and training is available in schools or in camps at all times, to deal with health issues and to provide health instructions.
- Safe and clean drinking water is provided in accordance with the standards set by the MoH and the MoE.
- Learners are included in services and programmes provided by MoH and WHO, including on vaccinations. This also includes awareness raising campaigns on primary health education to prevent disease and bad sanitation.
- In the camps in Jordan WFP provides schools and informal education services with nutritious snacks (e.g. date bars) distributed to students during the school day.
- Awareness programmes about nutrition are provided by some INGOs/NGOs.
- In Jordan, Education Regulation nr. 5/2001, in accordance with MoH regulations, identify foods that are permissible to sell to students in school canteens.

In Jordan **linking to psychosocial and protection services** means:

- Timely identification of children exposed to gender-based violence or facing trauma, stress, and specific learning disabilities.
- Training of teachers to identify symptoms of psycho-social stress and to know who to contact in cases where referral is needed.
- Facilities or a safe space to be available in the school for counsellors or other psychosocial support.
- Active collaboration with human rights organizations, national and international, and other relevant civil society institutions.
- The concept of child protection should be mainstreamed into the education system.
- The participation of members of the child protection network should be strengthened in order to enable intervention.

Suggested practice:

- Ensure that there are nurses and medically trained care givers in schools, especially in camp schools, to improve health services.
- Increase use of health and environment awareness programmes for teachers and learners.
- Promote nutritious school meals to all students, to improve learning and to attract out-of-school children.
- Support canteens in schools and monitor that they meet the quality standards set by MoE/MoH.

Child protection good practice

Services offered through inter-agency referral pathways: Save the Children Jordan is one of the agencies working directly with child protection and referral systems, they are based in the camps, in and near schools, with child protection officers who refer cases to other service providers, such as Mercy Corps who provides inclusive education for CWDs. The types of referral cases often concern health, children with disabilities, early marriage, separated and/or unaccompanied children, domestic violence, psycho-social violence, informal education, the presence or conduct of armed or security forces. The number of referred cases from September to November 2014 was 516 (Za'atari: 211; EJC: 80; Azraq: 225).

Child protection challenges

Lack of resource rooms and suitable infrastructure/classrooms that would enhance accessibility and quality of education.

Disaster risk reduction (DRR) good practice

UNDP has led on drafting building codes for resilient buildings to be used in all the new school buildings. Similarly, UNDP Jordan led on training provided to a group of engineers to undertake retrofitting designs to existing buildings so as to make them more resilient. The trained engineers worked on the retrofitting design for six school buildings across the country with a focus on vulnerable geographic areas. Lastly, an early warning system in some schools has been introduced, raising awareness amongst students on how to protect and safeguard their schools and communities.

Suggested practices for psychosocial interventions:

- Use of existing referral pathways, especially regarding mental health issues, psychiatric medicine and treatment, and professional evaluation of mental health of learners.
- Psychosocial support training provided countrywide to teachers and other education personnel, especially to those working in emergency response.
- Establishment of a small team for psychosocial support including counselors, psychologists, and social workers in MoE schools affected by emergencies or involved in emergency response.

Further guidance:

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 68-72, on key actions and guidance notes for **Facilities and Services**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.



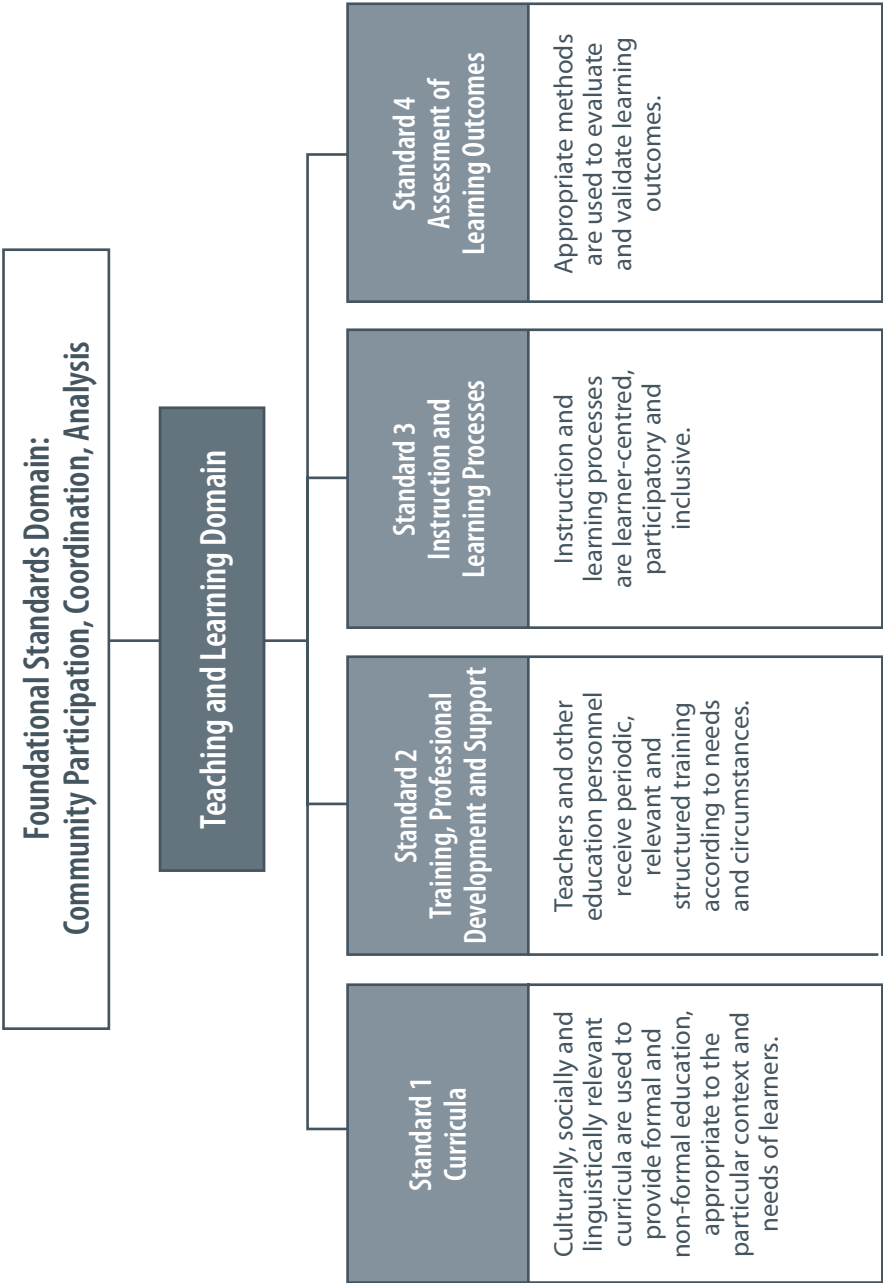
For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Access and Learning Environment
 - ↳ Facilities and Services



Domain 3: Teaching and Learning



Teaching and Learning

Standard 1: Curricula

Culturally, socially and linguistically relevant curricula are used to provide formal, informal and non-formal education, appropriate to the particular context and needs of learners.

In Jordan, **formal education** is accredited and attested educational services and programs, from pre-school (KG2) to grade 12, provided by government, private, UNRWA and military schools. There are other programmes (under the umbrella of the MoE and referred to as **non-formal education**) that are not conducted in school but fall within some of the formal educational curricula: these may include drop-out education, home schooling, evening studies, summer studies, and adult education and literacy programmes.

Informal educational services may vary from recreational activities to lessons for teaching additional reading and writing, arithmetic and life skills. These teaching activities are not accredited by the MoE and they are not exclusive for a certain age or specific group. They may focus on learning basic skills, skills, post-basic skills and/or recreational activities.

In Jordan, **culturally relevant curricula** refer to curricula aiming to promote the principles of freedom, democracy, justice, human rights, equality, human values and principles that protect the dignity of the individual and encourage learning, working and openness to others, preserve Arab and Islamic morals, customs and traditions – while also challenging or entering into a critical dialogue with those traditions that are discriminatory towards women and girls - protect cultural and historic origins and protect the religious, ethnic and cultural diversity of the Jordanian society.

In Jordan, **socially relevant curricula** refer to curricula that take into account the social realities and challenges in society and enables learners and students to study and to learn in accordance with his or her ambitions, entitlements, rights and duties as humans and citizens. The learning environment must promote the values of dialogue and discussion, build active, interactive and cooperative learning strategies, focus on the principles of justice, equality, respect of opinion and acceptance of others (See also Access and Learning Environment Standard 1, 2 and 3).

In Jordan, **linguistically relevant curricula** means the affirmation that Arabic is the official language used for teaching in all subjects and grades. Within the compulsory school system English is taught as a second language from first grade until the end of high school.

All curricula must be both sensitive and non-discriminatory, and must be adaptable to the special needs of minorities and children with special needs and disabilities.

Challenges

Vocational and livelihoods training can serve as a cornerstone to enhancing access to relevant curricula that meet the needs of out of school youth in refugee camps or in host communities. In Jordan, various education stakeholders involved in emergency education responses, such as NGOs and UN agencies, may provide holistic vocational models in times of emergency and crisis that include instruction in technical areas alongside language, literacy, numeracy, life skills and sports. Linking such efforts with internship opportunities and jobs inside camps or with businesses in the local host communities can further enhance the relevance of the teaching and learning process, as well as offer opportunities for psycho-social healing. The challenge is however that these various education stakeholders may not be allowed to use the livelihoods lexicon (vocational or skills training in relation to programming for refugees).

Disaster risk reduction (DRR) good practice

Through a consultative process with the MoE, there has been a review of the existing curricula and a recommendation paper has been produced with proposed DRR activities and its incorporation within the MoE curricula. Furthermore, UNICEF, UNESCO and the MoE have produced two manuals entitled Student Guide Book for the Preparation for the Risks of Earthquakes and Floods to help students prepare for the risks of earthquake and floods. The first manual is for grade 1-4 and the second is for grade 5-10. These manuals are used as the basis for training courses in schools in Jordan. The MoE and UNICEF also prepared two posters with comic-instructive drawings for use in classrooms: one for grade 1-4 and one for grade 5-12. The purpose of these posters is to raise awareness and guide students in case of natural disasters and emergencies (earthquake, flash flood and fire).

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 77-82, on key actions and guidance notes for **Curricula**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.

Curricula to advance greater social cohesion may be inspired by the INEE Guidance Note on Conflict Sensitive Education available at www.toolkit.ineesite.org/toolkit

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For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Teaching and Learning
 - ↳ Curricula

Standard 2: Training, Professional Development and Support

Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

In Jordan, **periodic, relevant and structured training** means planned multi-purpose training programmes that are accredited by the Ministry of Education in line with education policies and laws:

- The MoE and its local and international partners provide training programmes for specific teacher groups and emergency education responders.
- Adequate teaching materials and tools are developed to support and implement the training programmes.
- Training packages are created by specialists in education in emergency, and the MoE carries out direct supervision, monitoring, implementation and assessment processes.
- Training programmes should be frequently provided to meet the professional and recurrent development needs of teachers and other education personnel.
- Teaching strategies should strive to include cooperative learning, creative thinking, critical thinking, problem solving, learning by projects, learning through play etc.
- Examples of such training may include:
 - Psychosocial support programmes.
 - Child rights and protection programmes.
 - Disaster risk reduction (DRR) programmes.
 - Programmes for the inclusion of children with disabilities and children with special needs.
 - Programmes to build a safe, inclusive and supportive school environments and child friendly spaces.
 - Academic and behavioral adjustment programmes.
 - Child centered active and interactive learning programmes.
 - Remedial intervention programmes.
 - Classroom management.
 - Educational evaluation strategies and tools.

In Jordan, **periodic, relevant, and structured training** is understood as:

- Training that is conducted within a specific timeframe and according to an annual work plan or training schedule, which takes into consideration (1) the needs of teachers, principals, counsellors, administrators, and other education personnel and their ongoing professional development; (2) specific circumstances and needs arising

from a crisis situation; and (3) priority plans set out by the MoE and community partners.

- Organized and planned efforts aimed at bringing about a change or upgrade in the knowledge and capabilities of teachers, principals, counsellors, etc., to further their professionalization and their ability to respond in emergency situations.

In Jordan, **training relevant to needs and circumstances** means that in order to conduct periodic, relevant, and structured training according to the needs and circumstances of teachers, administrators, and other education personnel, the following considerations should be made:

- The MoE's Education Training Center carries out training sessions consistent with current and emergent needs, risks and circumstances.
- Periodic training is differentiated according to educational level and subject matter, where relevant.
- Periodic training includes sessions relevant to education in emergencies, including emergency preparedness, contingency planning, and disaster risk reduction. This should include (1) orientation about the roles and coordination mechanisms of different community actors and institutions at the international, national, regional, and municipal levels, both governmental and civil society; (2) identification and protection of vulnerable groups, especially those who have been exposed to gender-based violence, rape or other forms of war crimes; and (3) strategies for outreach and communication.
- Training materials are made available to educators and school counsellors to support the provision of psychosocial support to teachers and students during crises.
- Periodic training schedules include opportunities for trainees to plan how to use the new information and subsequent reflection or feedback sessions.
- Teachers and other education personnel have the opportunity to join training programmes according to their needs based on assessment conducted by educational districts.
- In the context of emergencies, a rapid needs assessment helps to identify training priorities (see Analysis Standard 1: Assessment).
- Adequate material and human resources are mobilized to meet professional development needs.
- Training includes accommodations for trainees with disabilities in order to ensure active, inclusive, and transparent participation, without discrimination (see Community Participation Standard 1: Participation).

Good training practice

Save the Children Jordan has trained a core team of MoE staff on the code of conduct (CoC) to be trained to the teachers in camp schools. The plan is to roll it out at national level. Similarly, the MoE and UNESCO are training new teachers on psycho-social support and on dealing with traumatized students and on new pedagogy to be applied in overcrowded classes.. Over 2000 teachers and 400 supervisors and counselors across Jordan have been thus been trained. In schools where an inclusive education programme is implemented, teachers have received training on special education, behavioural modification, vocational education tools, and Montessori methods, facilitated by Mercy Corps.

Disaster risk reduction (DRR) good practice

The MoE and UNICEF have together conducted DRR awareness training for 49 DRR committees in schools at risk across Jordan. These committees consist of students, teachers, principals and host community members. The training gave the participants a comprehensive understanding of DRR including the key steps to address preparedness, response and recovery. A training of trainers (ToT) course has also been given to MoE officials, school principals and teachers, linking it with wider capacity building of the MoE Disaster Risk Reduction Unit.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 83-86, on key actions and guidance notes for **Training Professional Development and Support**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Teaching and Learning
 - ↳ Training, Professional Development and Support

Standard 3: Instruction and Learning Processes

Instruction and learning processes are learner centred, participatory and inclusive.

In Jordan, instruction and learning processes must be **learner centred** with education being a structured and planned activity and a process of stimulating the intellectual, physical and social abilities of the learners.

In Jordan, learning must be **participatory** and invite learners to be active participants in the teaching process through effective shared activities and practices that use creative and critical thinking and encourage learning through exploration.

In Jordan, learning and teaching activities must be **inclusive** and ensure all students participate regardless of their religion, gender or race, and regardless of special needs, in addition to the provision of psychological and social support that may take in to account individual differences among learners.

In Jordan, **instruction is learner centred** when it:

- Encourages critical thinking on the part of learners.
- Focuses on the physical, psychological, developmental, and cognitive development of the learners.
- Leads to positive and relevant changes in both abilities and behaviours.
- Is based on modern educational theories on the student-centred educational process.
- Is based on the students' needs, interests, abilities and preparations through individualized instruction.
- Gives equal opportunities to all students in the learning processes.

In Jordan, **instruction is participatory** when it:

- Promotes participation from relevant community bodies, such as educational and community institutions, parents, teachers and learners, potential employers in determining the learning needs within formal and non-formal education.
- Relies on the continuous follow-up of development training courses to improve the development of students.
- Involves all aspects of education in the learning processes and place the learner at the centre of the education process.

In Jordan, **instruction is inclusive** when it:

- Guarantees easy access to education for all learners, through employing curriculum content and teaching methods without discrimination.
- Considers learners with special needs, disabilities and high achievers, especially during times of emergency, when these are often neglected.

Suggested practice:

- The Ministry of Education in Jordan must embrace modern visions of teaching strategies and student-centered interactive learning, whether in formal, non-formal or informal education programmes.
- MoE curricula must be designed to meet the needs of learners based on the strategies of active and interactive learning.
- Teachers and other education personnel are trained in using active and interactive learning, cooperative learning, critical and creative thinking, learning through exploration, learning through play, project-based learning, problem solving strategies, etc.
- All organizations in the education sector must focus on active learner centered and participatory learning and other modern teaching strategies.
- The Ministry of Education and partner organizations that provide educational services for refugees must focus on the concepts and principles of environmental education and support recycling activities by creating adequate teaching aids using simple methods and materials available in the camps and host communities.
- Often few or no breaks between lessons – there should be at least 5 to 7 minutes to take a rest, to re-group and to prepare for a new lesson.

Challenges:

- Extremely crowded classrooms, which are prohibitive to the implementation of interactive and participatory learning strategies.
- Lack of electricity at schools in camps, which hinders the use of technology, computers and science labs that are essential to modern education.
- Schools that provide double-shifts are often understaffed and suffer from shortage in science and computer lab technicians as well as teachers and other education personnel.
- Lack of technical training for some education staff in emergencies to provide psychosocial support for learners, especially with disabilities and a lack of comprehensive code of conduct for staff working with children in emergencies, as well as a lack of child protection programmes.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 87-88, on key actions and guidance notes for **Instruction and Learning Processes**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.

For further guidance on Teaching and Learning please consult the INEE Guidance Notes on Teaching and Learning at www.toolkit.ineesite.org/toolkit



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Teaching and Learning
 - ↳ Instruction and Learning Process



Standard 4: Assessment of Learning Outcomes

Appropriate methods are used to evaluate and validate learning outcomes.

In Jordan, **appropriate methods of assessment** are used to measure the learning outcomes of students. This may be achieved through several strategies and tools, including diagnostic, formative, summative and performance-based assessment:

- Classroom assessment focuses on the student learning outcomes as well as on learning levels around educational, psycho-social and skills aspects.
- Formative assessments are conducted regularly and include oral and written tests, homework, varied performance tasks, achievement files, dialogue and discussion activities, and self-assessment, which provide teachers with feedback about their students' progress in achieving the learning outcomes and determine if they need additional support.
- Official ministerial examinations such as the General Secondary Examinations (Tawjihi) are supervised by the Administration of School Tests and Examinations at the MoE.
- Classroom examinations: first term finals are conducted in the beginning of January and second term finals are conducted in the beginning of June. Students who fail to fulfill the requirements of the academic year sit for supplemental (repeats) exams.
- Achievement tests: aim to determine the students' achievement levels pertaining to learning outcomes at the end of the programme or academic year. These are usually written tests that take into consideration other forms of assessment to pass or fail learners. Support is provided for learners who fail the test and they are assessed again.
- Accredited school assessment: school assessments which are developed adequately and conducted on the school, class or individual level in order to determine the achievement of learning outcomes. The results of such assessments are reliable and attested.
- Diagnostic tests: used to determine strengths and weakness and to assess a priori and desired skills to classify students and assign them to the adequate educational levels in order to develop remedial plans and design teaching programmes and activities that support the teaching and learning process in a clear and specific educational manner.
- Examinations must be conducted in a safe school environment.
- Examinations must be conducted in an objective, transparent and fair way. All processes and stages, exam preparation, paper correction and results

announcement are free of charge, corruption, nepotism and favouritism.

- Examination halls must be accessible to learners with disabilities and the MoE or local school authorities should provide helpers for children with disabilities during Tawjihi, if necessary.

In Jordan, education aims to achieve the goals of **sustainable development** by preparing students to become good citizens in order to build a sound, active society and a sustainable environment through:

- The ability to acquire, build, assess and apply knowledge.
- The ability to think soundly and act independently and creatively.
- The ability to effectively achieve the desired outcomes from the teaching and learning process in cognitive, psycho-motor and spiritual areas.

In the context of emergencies, **special measures** should be taken to ensure that

- Examinations are carried out under safe and secure conditions. Flexibility is granted to students who are unable to report for examinations because of issues arising from the crisis. Opportunities to re-take examinations in such a case are provided.
- Examinations and other forms of assessment address the needs of refugees and displaced populations who are registered in Jordanian schools. This may require special protocols and procedures to accommodate affected learners and learners from minorities or with disabilities.
- The MoE guides decisions regarding official examinations and other assessment tools, by identifying the time, place, and nature of assessments.
- School attestations or official certificates are provided to learners, showing the results of evaluations in accordance with the Jordanian standards, as well as those of the country of origin, when applicable and possible.

Syrian refugee crisis:

- Refugees who join school late in the academic year may join catch-up classes or compensatory programmes in the summer in order to pass and move to the next grade with the beginning of the next year without missing a year.
- Examinations are conducted in a safe environment taking into consideration refugee circumstances by changing the time for or postponing exams.
- As for official achievement tests and placement tests, the MoE takes into consideration the minimum standards of education in emergencies with regard to place, time and nature of tests in accordance with their circumstances.
- Examination halls are accessible to learners with disabilities.
- The MoE allows 12+ year old refugees who did not join school in their country to sit for placement tests and join the non-formal education system through the Homeschooling Study Programme for those living outside camps. Also, 18+ year old refugees who have a 6th grade certificate may sit for a placement test (placed no higher than 9th grade) and continue their formal education through the Homeschooling Study Programme for those living outside camps.

Good practice

The MoE conducts placement test for refugee students in the age group eligible for enrolment in formal education and who lack documentation of latest grades in their country of origin. This placement test is used to identify the education level of each student and to place that student at the same level as his or her Jordanian peers. The test consists of basic materials and curricula that each student should master at the different stages of education.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 89-90, on key actions and guidance notes for **Assessment of Learning Outcomes**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.

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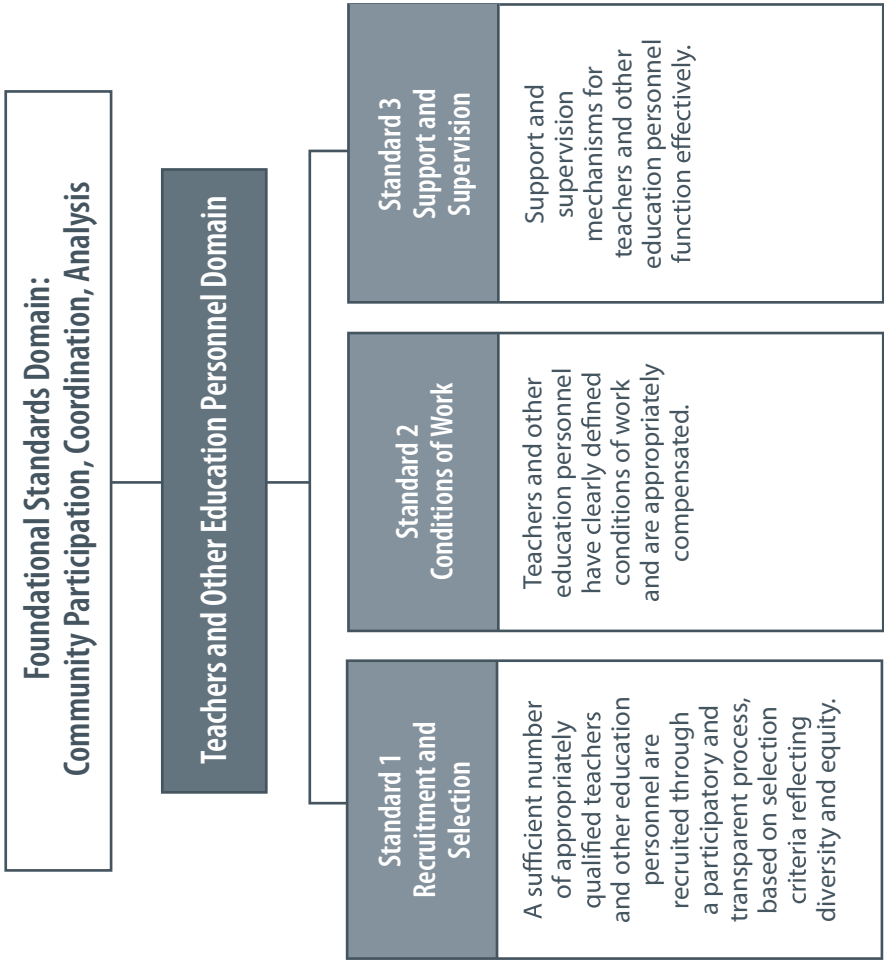
For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Teaching and Learning
 - ↳ Assessment of Learning Outcomes



Domain 4: Teachers and Other Education Personnel



Teachers and Other Education Personnel

Standard 1: Recruitment and Selection

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

In Jordan, the Civil Service Bureau is the official agency responsible for nominating the candidates for civil service vacancies in Jordan (for all ministries), though substitute teachers can be hired directly by directorates in the MoE. Through this Bureau, the MoE carries out its **general policy for recruitment** of sufficient qualified teachers to meet the needs of the population:

- According to MoE standards there should be around 25-30 students per class, though in emergency situations in Jordan, such as the Syrian refugee crisis, this ratio is difficult to keep, with MoE schools having up to 50-55 students, and classes in camps up to 70-100 students.
- In primary school, each teacher gives 24-26 lessons (each lesson 45 minutes) and in the secondary school each teacher gives 18-22 hours (each hour is 55 minutes).
- Number of teachers in each class is determined by the number of lessons given by each teacher not by the number of students.

In Jordan, **teachers and other education personnel are appropriately specialized and trained** (See also Access and Learning Environment Standard 2) means that:

- A Bachelor's degree is the minimum for all teachers. In addition, he or she needs to pass a test in the field of educational competencies. Primary school teachers may at times teach subjects outside or close to their specialty. At secondary level all teachers are required to teach their specialty only.
- After the selection and recruitment for education in emergency, both experienced and new teachers alike are trained for their continuous professional development.

In Jordan, **teachers are appropriately deployed to schools in emergency where they are needed**, thus:

- Teachers, both male and female, may be hired in emergencies on temporary contracts and according to the need in the geographical area that is affected by

the emergency situation. Teachers are hired according to the available vacancies for a specific period and the contract comes to an end when the situation ends. All teachers enjoy the benefits of the social security.

- Candidates must submit a request to the education directorate of the area in which they live. Teachers are nominated by the education directorate according to a competitive rating, including university degree, field of expertise and seniority in graduation.

In Jordan, a **participatory and transparent recruitment process** means that the MoE establishes a **hiring committee** for selection and recruitment of teachers and education personnel in emergency. It does the following:

- Issue a decision to select and recruit education personnel in emergency.
- Establish sub-committees for selection and recruitment, members should represent a diverse range of candidates, have a good field experience and be familiar with the INEE Minimum Standards and the Jordan Minimum Standards for Education in Emergencies.
- The hiring committee assigned by the MoE approves the selection submitted by the sub-committees concerned with selection and recruitment. That should be fair and transparent according to agreed standards and procedures.

The **sub-committees** have the following responsibilities

- Ensure open announcement of vacancies through media and other channels including the MoE website, targeting the geographic areas of intervention, to fill vacancies with teachers and education personnel from affected areas, if possible, who have been displaced, or live close to the school.
- Ensure announcement has clear terms of reference and are based on the principles of equity, equality and non-discrimination. The offer must also clearly outline possible re-habilitation and psycho-social support during and after emergency related employment.
- Review candidates and also manage a roster of qualified candidates, as additional basis for the selection, giving opportunities for experienced older teachers to be short-term seconded to emergencies.

Challenges:

- There is no specialized department at the MoE to deal with education in emergencies
- Media is rarely used effectively to announce job vacancies in emergencies.
- Educational personnel are not trained effectively to take on alternative roles and responsibilities within the school community.
- Many teachers working in emergencies do not have the experience or qualifications to teach during emergencies and receive no pre- or in-service training.
- There is a very high turnover of teachers due to the hardship of work environment.
- There is very little specialized training and support for teachers working with CWDs on inclusive education and special education techniques.
- Lack of support service providers in schools (special education teachers).
- No presence of other support services providers (physical, occupational, speech therapists).
- There is a significant need for specialised training for teachers on psychosocial issues, social cohesion and appropriate teaching methods to address issues of trauma and loss.

Syrian refugee crisis:

- In the Syrian refugee camps, Syrian teachers are hired to work in MoE schools as assistant teachers alongside Jordanian teachers. Hiring Syrian teachers will help the a(especially horani and homsi Syrian dialects) that some Jordanian teachers may struggle with.
- Priority is given to teachers who worked in the same domain in their area or country of origin.
- A serious challenge is that assistant teachers can only be hired in the camps. In host communities, there are no regulations to allow for assistant teachers in MoE schools; non-Jordanian teachers are not allowed to work, which is a challenge for recruiting teachers and assistants and for delivering quality education, especially in dialects, for Syrians and non-Jordanian populations.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 95-97, on key actions and guidance notes for **Recruitment and Selection**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.

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For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Teaching and Other Education Personnel
 - ↳ Recruitment and Selection

Standard 2: Conditions of Work

Teachers and other Education personnel have clearly defined conditions of work and are appropriately compensated.

In Jordan, **conditions of work** must be clearly defined as:

- Contracts that provide a clear description of job responsibilities and expectations; attendance requirement, work hours and days; pre- and in-service training and support; benefits and appropriate wage.
- Contracts should clearly state the duration of the contract and possibilities for renewal.
- A transparent system of appropriate wages, benefits and possibilities for advancement (where applicable) - equal for men and women.
- Clearly stated freedom to join and be represented by labor and trade unions.
- A clearly laid out code of conduct based on national and international standards for protection, transparency, accountability and the rights of the child.
- A safe, accessible, fair and comfortable work environment, free from discrimination, especially gender-based harassment on the way to work and at work.
- A transparent system of annual evaluation of both performance and work conditions.
- Pre- and in-service training in education in emergencies.
- Clear mechanisms and guidance for identifying symptoms of trauma and stress amongst learners, teachers and other education personnel, with easy referral systems in place.

In Jordan, an **appropriate wage** should be understood as:

- Wages appropriate to the cost of living, ensuring the well-being of teachers and other education personnel and placing a tangible value on their work.
- Wages in accordance with a transparent and standardized wage scale that takes into account qualifications and years of service.
- Wages paid in a timely manner and in accordance with an established payment schedule.
- Wages appropriate to the number of hours of service.
- Wages issued within a clearly defined system of promotion that recognizes teacher performance, conduct, and demonstrated commitment to student learning.
- Wages bound by the terms and conditions of conduct and that avoid conflicts of interest, such as teacher salaries paid from two sources.

Suggested practice:

- Development of a tool to measure the cost of living in order to set wages.
- Involvement of representatives from the Jordan Teacher Association (unions).

Challenges:

- Though employment does include social security, wages often do not include health insurance for the duration of the contract, especially for teachers on a temporary contract.
- Wages are sometimes not appropriate to the number of hours of service, which is especially an issue for assistant teachers and new recruits, and thus also limiting the further recruitment of new talent and increasing teacher turnover.
- There is no specialized training for teacher to deal with stress and experiences from working in emergency circumstances.
- Apart from an additional stipend, on top of the base salary, of 130JD per month, there are few additional financial incentives (to cover costly or double-housing, transportation etc.) for teachers in camps.
- Physical environment, especially in camps, is difficult, stressful and not appropriate.
- Lack of teaching related resources and aids.
- Lack of assessment of training needs of new and existing teachers, and no national plan for pre- and in-service training during emergencies.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 98-100, on key actions and guidance notes for **Conditions of Work**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.

The INEE Guidance Notes on Teacher Compensation provide helpful considerations for education in emergencies and is available at www.toolkit.ineesite.org/toolkit



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Teaching and Other Education Personnel
 - ↳ Conditions of Work



Standard 3: Support and Supervision

Support and supervision mechanisms for teachers and other education personnel function effectively.

In Jordan, **support mechanism** for teachers and other education personnel should include:

- Ongoing professional development training, for permanent as well as short-term and contract teachers, in areas such as pedagogy, skills development, psychosocial support, protection and education in emergencies. Such training should be scheduled at an appropriate time and location, taking into consideration other work responsibilities and needs, and providing time for teachers and staff to reflect on and integrate learning into future practice, and so not to diminish time and attention given to students.
- An effective communication system for education personnel to exchange information and best practices. The MoE, UN agencies and non-governmental organizations to provide logistics, training and financial support, in accordance with legal requirements and duties.
- Cooperation and coordination between recognized institutions offering training services, by involving other education personnel, students and PTAs in identifying training needs and exchange experiences among education staff.

In Jordan, **supervision mechanisms** for teachers and other education personnel should include:

- Classroom observations conducted by senior education personnel, supervisors and peers, particularly in the first years of teaching. Observations should be transparent and fair, highlighting strengths and areas for improvement, and should be written up in a report that is agreed upon by the observer and observed.
- Experienced supervisors are selected and trained to facilitate an exchange of information and experiences, both internally and externally.
- Verbal and written feedback provided by administration, subject coordinators, parents and guardians, local community, as well as the Directorate of Education (Directorate of General Education, Directorate of Guidance and Counseling, educational inspection authority, and educational governorates).
- Head teachers should be trained in leadership and management skills, supervision, and coaching and should have the capacity to provide and organize in-service training and personal development plans for individual teachers. The MoE should support and supervise head teachers to ensure quality and timeliness of supervision.

(See also Teaching and Learning Standard 2).

Suggested practice

To establish a trained and qualified emergency response and coordination leadership team within the MoE, with clear leadership, coordination and administration skills, that is capable of supporting new or newly deployed teachers, as well as other emergency affected education personnel.

Challenges:

- Financial support and incentives for teachers during emergencies and a timely compensation for planned work, overtime, and transportation costs is a challenge.
- There can be an absence of trained and specialized supervision for teachers and other education personnel who work in education in emergencies. It may be further exacerbated by geographic distances, rural-urban divide, and a lack of means of communication.
- Parent Teacher Associations (PTA) are not always available in camps and in the host communities, in response of UNICEF advocacy, MoE is planning to activate them in all schools with refugees and with double shift.
- Though there is a specialized unit for supervision, training and development at the MoE the number of supervisors is not sufficient to assess the exact needs in the field during emergencies.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 101-103, on key actions and guidance notes for **Support and Supervision**.

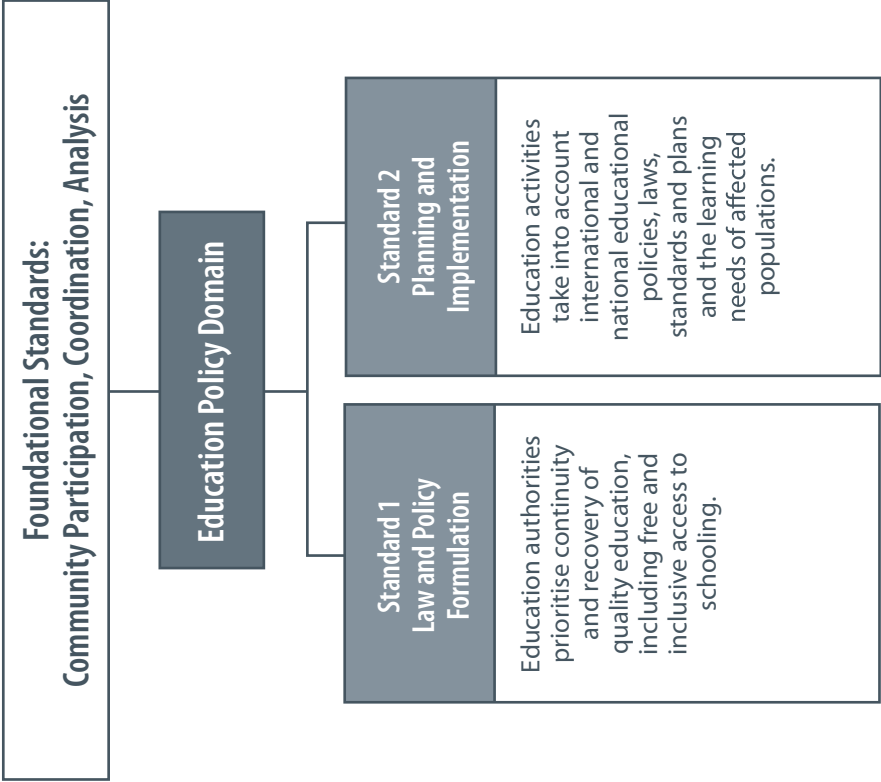
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INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Teaching and Other Education Personnel
 - ↳ Support and Supervision



Domain 5: Education Policy

Education Policy

Standard 1: Law and Policy Formulation

Education authorities prioritize continuity and recovery of quality education, including free and inclusive access to schooling.

In Jordan, the main **education authority** and prime duty bearer to ensure the right to education, during emergencies and at all times, in line with national and international laws and policies, is the Ministry of Education.

The MoE, directly or through partners, is responsible for implementing Educational Law nr. 3 of 1994 and its bylaws and regulations pertaining to free and compulsory educational access for all individuals from grade one to ten, ages 6 to 16 years old.

The MoE has directorates responsible for the following areas:

- Directorate of Educational Activities; Directorate of Education; Directorate of Vocational Education; Directorate of Curricula & Textbooks; Directorate of Information & Communication Technology; Directorate of Queen Rania Center for Education Technology; Directorate of Educational Training Center; Directorate of Examinations & Tests; Directorate of Media & Public Relations; Directorate of Human Resources; Directorate of Supply & Procurement; Directorate of Planning & Educational Research; Directorate of Financial Affairs; Directorate of Legal Affairs; Directorate of Building & Projects; Directorate of Cultural & International Relations; Directorate of Mentoring & Inspection; Education Council Secretariat & Planning Committee; Development Coordination Unit, Directorate of Private Education.
- There are also 42 decentralised directorates throughout Jordan.
- Other government bodies include military schools and schools under the Ministry of Awqaf and Islamic Affairs, as well as the Jordanian National Commission for UNESCO.

UNRWA is responsible for the provision of education to registered Palestinian refugees.

Other partners involved in education in emergencies in Jordan include UN agencies, INGOs, NGOs, civil society organisations, and donors (national and international).

In Jordan, **continuity and recovery of quality education in emergencies** means that the MoE and partners work to ensure:

- Continuous systematic support in the classrooms to ensure that all students of all nationalities are accessing their educational rights (see Access and Learning Standard 1).
- Regular assessment, revision and upgrading of existing policies in order to be more responsive to the current situation (e.g. the effect of the current Syrian crisis in Jordan) (see Analysis Standard 1 and 2).
- Provision of developmental training programmes for teachers and other education personnel (see Teaching and Learning Standard 2).
- A wider scope of rehabilitation programmes, teacher-training projects and training needs assessment for both existing and newly appointed teachers to ensure that all the teachers in Jordan are equipped with the required skills to perform their duties.
- Increased emphasis on the impact of emergencies on vulnerable students and children with special educational needs.
- Continued institutionalising of emergency response to both natural and man-made disasters under the umbrella of DRR.
- Integration of cultural and social values in the school's environment to ensure comprehensive understanding of the surrounding society, history and culture, its social values and beliefs (see teaching and Learning Standard 1).

In Jordan, the provision of **free and equal inclusive** educational services (formal, nonformal and informal) should cover the following age groups, regardless of gender, nationality, and ability:

- Kindergarten: 2 years, ages 3 years and 8 months – 5 years and 8 months, according to Education Law nr. 3 of 1994 (Article 7). This stage is not compulsory and free in the public sector and there are few public kindergartens for this age group (KG1).
- Basic education, the duration of which is ten years ages 5 years and 8 months – 16. This stage is compulsory and free in the public sector according to Education Law nr. 3 of 1994 (Article 8 and Article 10).
- Secondary education: two years, is free but not compulsory according to Education Law nr. 3 of 1994 (Article 11).
- Non-formal education (NFE) provisions for drop-outs include certified education services following MoE's NFE curricula (2 year course). The eligibility of students to NFE includes those who have missed at least 1 year of school or have never been enrolled in formal education in Jordan. Upon completing 2 years of non-formal education, the learner will receive a certificate equal to the completion of public school 10th grade.
- Learners who are willing to go on with their education reaching up to Tawjihi can enroll in the homeschooling programme as follows: Students who completed the drop-out educating programme requirements and have obtained their certificate can continue studying with homeschooling programme based on age: 14.5-16 years will do the 7th grade placement test and study 8th grade as homeschoolers; 16-17 years will do the 8th grade placement test and study 9th grade as homeschoolers; 17+ years will do the 9th grade placement test and study 10th grade as homeschoolers.

- After the completion of 1 year as homeschoolers, learners can go back to formal school if their age allows them (3 years age difference). Target group: Boys: 13 – 18 years old, Girls: 13 – 20 years old.

(See also Access and Learning Environment Standard 1)

Challenges:

- To revise current policies to include accelerated learning, as a certified program under non-formal education.
- To include elements on social cohesion and issues arising from, amongst other, the many nationalities in the Jordanian schools.
- To direct more attention to early childhood development (ECD), non-formal, vocational training, and post-basic education.
- To better involve media in the advocacy for vocational education and the link between higher education and the labour market.
- To raise awareness of the laws and policies around non-discrimination, the rights of minorities and the rights of persons with disabilities, in order to press for sustained and committed activation and implementation of these various laws, especially the Law on Rights of Persons with Disabilities nr. 31 of 2007.

Syrian refugee crisis

While there is no provision banning the participation of non-Jordanian parents or guardians in public school parent councils, in the context of the Syrian refugee crisis Syrian parents have not joined these councils, despite the large proportion of Syrian children registered in Jordan's public schools. Policies and laws should encourage and enable the inclusion of refugee and displaced populations for example through the establishment of special parent councils or committees, since this may help to promote parental involvement in the continuity of educational processes.

Ensuring the security and protection of schools is a challenge during emergencies and requires planning for disaster risk reduction (DRR). In cases where public school buildings are used to shelter displaced populations, the MoE should seek to establish a coordination plan to identify other shelters or other educational facilities in order to safeguard the continuity of education.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 107-111, on key actions and guidance notes for **Law and Policy Formulation**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
- ↳ Implementation Tools
 - ↳ Education Policy
 - ↳ Law and Policy Formulation



Standard 2: Planning and Implementation

Education activities take into account international and national educational policies, laws, standards, and plans and the learning needs of affected populations.

In Jordan, educational planning and implementation takes into account **international educational policies, laws and standards**:

- The Universal Declaration of Human Rights (UDHR) affirms that education is a human right; that education should be free in the basic (elementary and fundamental) stages; and that, among other things, it should be directed to the full development of the person. The UDHR is not technically binding, however it forms the core of international customary law and is the cornerstone of human rights law. Jordan is a signatory to the UDHR.
- Jordan took part in the Education for All (EFA) meeting in Dakar in 2000, reaffirming education as a human right and specifying 6 EFA development goals. The EFA goals are not legally binding, but aspirational and political. They may become legally binding by being written into national laws.
- Jordan is a party to the International Covenant on Economic, Social and Cultural Rights (ICESCR) and the International Convention on the Rights of the Child (CRC). These two are the cornerstones for understanding education as a human right. Being a party to these makes Jordan accountable to ICESCR and CRC articles and principles, including the right to education that is free and compulsory. In addition, the ICESCR and CRC states that education should help to develop a child's personality, talents, mental, and physical abilities, and be in the best interest of the child.
- Jordan actively reports to the International Committee on Economic, Social and Cultural Rights and the International Committee on the Rights of the Child regarding its progress towards realizing these rights.
- Jordan is not a party to the Convention Relating to the Status of Refugee ("the 1951 Refugee Convention"). However, the principles of that convention (and many others) have become international customary law and thus also binding as a norm on the actions of Jordan vis-à-vis international refugees. See especially Article 22 concerning education. The rights of the Palestinian refugees after 1948 are covered by the normative framework guiding UNWRA.
- The rights of internal displaced persons (IDPs) are clearly outlined in the on-binding Guidelines on Internal Displacement, including their education rights (Paragraph 23).

Please see Annex 2 for the international treaties and normative frameworks that Jordan is a party to, as well as their relevant articles for understanding and upholding the right to education in emergencies.

In Jordan, educational planning and implementation takes into account **national educational policies, laws and standards**:

- The Jordanian Constitution of 1952 (Article 6) provides that: “(i) Jordanians shall be equal before the law. There shall be no discrimination between them as regards to their rights and duties on grounds of race, language or religion. (ii) The Government shall ensure work and education within the limits of its possibilities, and it shall ensure a state of tranquility and equal opportunities to all Jordanians.” In addition, Article 20 says: “elementary education shall be compulsory for Jordanians and free of charge in Government schools.” And Article 19 stipulates: “Congregations shall have the right to establish and maintain their own schools for the education of their own members provided that they will comply with the general provisions of the law and submit to the control of government in matters relating to their curricula and tendency”.
- The Education Law nr. 3 of 1994 (amended by Act nr. 12 of 2008) regulates kindergarten, basic and secondary education. It enunciates the philosophy and objectives of education, the educational policy, the functions of the Ministry of Education, and the tasks of the Boards of Education; it also contains some elements regulating curricula and textbooks, general examinations, the structure of the Ministry, as well as the functioning of private and foreign educational institutions. The 1994 Education Law defines basic compulsory education to ten years and comprehensive and applied secondary education streams to two years to be provided free of charge (see also Education Policy Standard 1, and Access and Learning Environment Standard 1).
- The Higher Education Law nr. 6 of 1998 authorized the Higher Education Council (later Ministry of Higher Education and Scientific Research) to formulate the general policy related to higher education in Jordan, and to co-ordinate university education policies. In September 2009, the Higher Education and Scientific Research Law was issued addressing for the first time both private and public higher institutions.
- The National Agenda on Education focuses on achieving a comprehensive high quality education system aimed at developing and encouraging human capacities by ensuring free access to basic education for all Jordanians.
- The Strategic Plan for Education for the period 2009 – 2013, including indicators and the implementing partners and their roles, was prepared to achieve the MoE's goals across a period of five years, focusing on some of its strategic objectives of human rights and public freedoms by the following:
 - Provision of safe learning environment including all the requirements that are commensurate with health, emotional, social, educational and academic needs of students.
 - Provision of educational opportunities for all and justice in the educational services both quantitatively and qualitatively with a special focus on the qualitative development of education measured by levels of student learning.
- In 2000, the Royal Commission for Human Rights was formed, and the Human Rights Education was one of its major responsibilities. Establishing the National Centre for Human Rights in 2003, one of its key units is dedicated to education and awareness of Human Rights, within this framework the Centre is organized around a number of activities. The Centre's General Framework for Educational Policy includes themes of human rights, social justice, equal opportunities, freedom

and non-discrimination. It links these policies to the development of performance standards at the level of the educational system, and aim to ensure the overall educational objectives are included in the MoE educational policies and general directions for public education.

Challenges:

The Universal Periodic Review on Jordan by the UN Human Rights Council in January 2014 highlighted the following issues, encouraging Jordan to:

- Continue to focus on human rights education through awareness-raising campaigns as well as necessary legislation.
- Continue national efforts that aim to promote a culture of and the principles of human rights, including them in the educational curricula.
- Enhance ongoing efforts regarding human rights education and training for all public officials.
- Step up its efforts through providing mandatory human rights education and training for law enforcement personnel, the judiciary, and other relevant public officials.
- Ensure increased access to health services and education for all, particularly for rural women.
- Continue the efforts to promote and protect the right to health and the right to education for its people in order to further improve the standard of living for all.
- Improve access for persons with disabilities to public facilities, including schools.

Challenges:

- Regarding inclusive education and children with disabilities, there is little clarity on a nationwide definition of inclusive education and no clear nationwide inclusive education policy. The Law on the Rights of Persons with Disabilities of 2007 is not sufficiently understood and referenced with regards to inclusive education, leading to poor levels of accountability.
- There is a lack of use of data on the number of out-of-school children with disabilities (types of disabilities and geographical location).
- Similarly, there is a lack of policies that enhance early detection and intervention, and there is a lack of referral systems between different actors providing special needs support.
- Lastly, there are often insufficient financial resources allocated for inclusion of children with special needs or disabilities in the formal school system, with the sustainability of external funding being an issue.

Suggested practice:

- It has long been a goal to establish a Public Education Accreditation and Quality Assurance council, but both funding and capacity at the MoE for this remain short.
- Strengthen Early Childhood Development (ECD) through more resources and more trained education personnel.
- Improve access to quality education and promote skills opportunities for children and youth of all nationalities and ages.
- Expand the vocational education to absorb all nationalities in accordance with the labour market needs.
- Conduct a thorough assessment of the external environment surrounding the inclusive education context in Jordan, along with the internal environment of each of the major inclusive education players.

Further guidance

This standard may be read in conjunction with the global INEE Minimum Standards Handbook page 112-114, on key actions and guidance notes for **Planning and Implementation**.

Please also follow the cross-references to other Standards, Key Actions and Guidance Notes in the global handbook, as suggested at the end of each Guidance Note.



For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit

- ↳ INEE Minimum Standards
 - ↳ Implementation Tools
 - ↳ Education Policy
 - ↳ Planning and Implementation

Acronyms

CBO	Community Based Organisations
CFS	Child Friendly Spaces
CoC	Code of Conduct
CRC	UN Convention on the Rights of the Child
CWD	Children with Disabilities
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
EFA	Education for All
EiE	Education in Emergencies
EMIS	Education Management Information System
ESWG	Education Sector Working Group
NFE	Non-Formal Education
HCD	Higher Council for Affairs of Persons with Disabilities
ICESCR	International Covenant on Economic, Social and Cultural Rights
ICRC	International Committee of the Red Cross and Red Crescent
IDP	Internal Displaced Person
INEE	Inter-Agency Network for Education in Emergencies
INEE MS	Inter-Agency Network for Education in Emergencies Minimum Standards for Education
INGO	International Non-Governmental Organisation
JENA	Joint Education Needs Assessment
JD	Jordanian Dinar
KG	Kindergarten

MoE	Ministry of Education
MoH	Ministry of Health
MoSD	Ministry of Social Development
MoPIC	Ministry of Planning and International Cooperation
NFI	Non-Food Items
NGO	Non-Governmental Organisation
NRC	Norwegian Refugee Council
PCC	Parent-Child Center
PTA	Parents Teachers Associations
ToR	Terms of Reference
TOT	Training of Trainers
TPLS	Temporary Protective Learning Spaces
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNDP	United Nations Development Programme
UNRWA	United Nations Relief and Works Agency (for the Palestinian Refugees)
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children Fund
WASH	Water, Sanitation and Hygiene Sector
WFP	World Food Programme (United Nations)
WHO	World Health Organisation (United Nations)

Annex 1

Jordan Education Sector Working Group

Terms of Reference¹

BACKGROUND

The Education Sector Working Group was originally established in 2008 to support the coordination of education interventions following the Iraqi refugee crisis in Jordan. It has continued its coordination mandate throughout the years and the current Syrian refugee crisis.

The Education Sector Working Group is also ensuring a link between the humanitarian response and the regular development education programming in Jordan, through the support to the Jordan Response Platform for the Syria Crisis (JRPSC) formerly known as Host Community Support Platform (HCSP).

OBJECTIVES OF THE WORKING GROUP

The main objectives of the ESWG are:

1. To provide a **coordination forum** in which all the appropriate organisations and institutions collaborate with the aim to support the Jordanian education system in current and future emergencies.
2. To plan and implement a **response strategy**: applying norms and standards, developing capacity, responding to needs, facilitating the monitoring and evaluation, and conducting advocacy.
3. To ensure **continued access to quality education** in a safe and protective environment for all vulnerable children. In doing so, the ESWG has a particular responsibility to ensure that programmes are accessible and adapted to the needs of all children.

CORE FUNCTIONS OF THE WORKING GROUP

To obtain these objectives, the ESWG members agree to collaborate on fulfilling the following core functions:

1. **Provide a platform to ensure that service delivery is driven by agreed strategic priorities**
 - Ensure the inclusion and coordination of all the key humanitarian partners in the education sector.
 - Ensure that the engagement of the different partners responds to the needs.
 - Link up with relevant authorities and other coordination forums.
 - Encourage and support decentralisation of education coordination to the sub-national level.

¹ ESWG ToR – updated February 2015

- Support capacity building of educational authorities at national and sub-national level, national and international NGOs, and other civil society organisations on coordination and response.

2. Develop mechanisms to eliminate duplication of service delivery

- Develop, use and update tools for the collection, analysis and management of education data.
- Share regular updates on interventions, discuss their appropriateness and explore programme complementarities and/or integration through a regular update of the 4W (Who does What, Where and When).
- Promote information sharing among partners and with other working groups (WASH, protection, nutrition etc.) to discuss key cross cutting issues.

3. Conduct needs assessments and gap analyses which inform prioritisation

- Conduct assessments to identify the needs of the sector, using tools in accordance with the Inter-Agency Network for Education in Emergencies' (INEE) Minimum Standards for Education: Preparedness, Response, Recovery.
- Promote the implementation of inter-agency and multi-sectoral assessments using commonly agreed indicators.
- Support capacity building of educational authorities at national and sub-national level, national and international NGOs and other civil society organisations on needs assessment.
- Conduct gap analyses to determine the gaps in geographic coverage and the priority education interventions that require additional assistance.
- Coordinate a joint analysis of needs assessments and gap analyses to support response planning and prioritisation in the short and medium term.

4. Develop sectoral plans in support of the realisation of the humanitarian priorities in the country

- Develop and regularly update a common strategic plan to respond to the identified needs and to fill the identified gaps.
- Ensure that the immediate response strategy fits with the existing longer term vision.
- Collaborate with other sectors against strategic objectives and address cross-cutting issues.
- Include the development of a transition and recovery strategy which includes capacity building of national counterparts and development partners where needed.

5. Application and adherence to standards and guidelines

- Ensure that the members of the ESWG are informed about national policies, norms and engagements related to education.
- Support the application of internationally recognised education sector norms, especially the contextualized INEE Minimum Standards for Education: Preparedness,

Response, Recovery.

- Promote best practices in programme planning, implementation, monitoring and evaluation.

6. Funding

- Determine funding requirements with partners.
- Ensure funding allocation under jointly agreed criteria and prioritisation.
- Provide technical review of project proposals when requested.
- Track the status of funding requests and share this information with relevant partners.

7. Advocacy

- Develop and implement a common advocacy strategy for the problems faced in education.
- Contribute to resource mobilisation (financial and capacity) to support educational priorities.
- Advocate for the integration of education in all humanitarian activities.
- Advocate for the active participation of the government at national and sub-national level, particularly the Ministry of Education, in addition to communities, religious groups, children and youth, women and vulnerable groups in education activities.

8. Monitoring and reporting of the Working Group strategy

- Monitor the ESWG strategy using tools in accordance with agreed minimum standards and common indicators.
- Map progress against the agreed strategic plan and identify corrections when required.
- Produce and share regular reports with all concerned actors on the educational needs and activities.

9. Contingency planning and preparedness

- Embed risk reduction in all the activities of the Education Sector Working Group.
- Contribute to the un-interrupted functioning of the education system by bringing risk reduction into the development agenda in the education sector.
- Contribute to contingency planning at the national and the sub-national level where required.

STRUCTURE OF THE WORKING GROUP

The Education Sector Working Group will be chaired by UNICEF and other agency (elected/selected after every six months) in collaboration with the Ministry of Education.

The selection of a co-chair can be regularly reviewed with the objective of periodic rotation.

The co-chairs are responsible for:

- Preparing and sharing the agenda and the minutes for every meeting with the members of the ESWG and other relevant actors.
- Organising and co-chairing the ESWG meetings.
- Ensuring ESWG representation in meetings and providing briefings to the inter-sectoral coordination meetings and emergency meetings.
- Providing sector updates for situation reports and humanitarian response updates especially the JRP Task Force quarterly meetings.
- Support each other role for effective coordination and response to the queries/questions from members

Membership is free and open to all international and national organisations involved in education, including UN agencies, international NGOs, national NGOs, the ICRC, the Red Crescent, local authorities and donors. Organisations are encouraged to be represented by technical staff in education or related fields. For logistical purposes the number of representatives per member organisation may be limited by the co-chairs.

All members, including the co-chairs, commit to:

- Attending and participating actively in the meetings.
- Following up on action points when required.
- Update the 4W when requested.
- Sharing relevant information with the ESWG.

The Education Sector Working Group will meet on a bi-weekly basis, or more often if appropriate, in Amman level.

In order for the Education Sector Working Group to be effective, a Strategic Advisory Group (SAG), which comprises max key10 Education actors, guides the larger ESWG membership with policy decisions, strategic direction and coordination mechanisms (SAG terms of Reference in Annex1).

Needs-based Taskforce(s) may be constituted in consultation of large group and even coordinator (s) may nominate any organization/member to be a part of specific task force based on their expertise and skills like YTF and CP Education Joint Task force.

GUIDING PRINCIPLES

The work of the Education Sector Working Group shall be guided by the INEE Minimum Standards for Education: Preparedness, Response, Recovery. In terms of child protection, these will be complemented by the Minimum Standards for Child Protection in Humanitarian Action, as developed by the Child Protection Working Group.

In addition, all members of the ESWG agree to base their partnership on the globally agreed upon Principles of Partnership:

- Equality among partners in consultation and decision making
- Transparency among partners
- The primacy of a result-oriented approach to humanitarian action
- Responsibility between partners to accomplish undertaken tasks
- Complementarity between the capacity and activities of local and international actors.

AMENDMENTS TO THE TERMS OF REFERENCE

These terms of reference will periodically be amended, in particular when there are substantial changes in the situation on the ground.

Annex 2

Using the law

This is a short list of Jordanian laws, as well as human rights law and humanitarian law relevant to education in emergencies in Jordan.

In Jordan educational planning and implementation are bound by national educational policies and laws: The **Jordanian Constitution** of 1952 (Article 6); the **Education Act** nr. 3 of 1994 (amended by Act nr. 12 of 2008); the **Higher Education Law** nr. 6 of 1998; the Jordanian Law on **Rights of Persons with Disabilities**; nr. 31 of 2007 (Article 4); and the Jordanian **Civil Service Law** nr. 82 of 2013 (Articles 68/0 and 142/B

International human rights law is applicable in both normal times and times of emergencies. Humanitarian law is applicable during crisis, war and occupation.

The most important guarantees for children and youth regarding education and protection are in the **UN Convention on the Rights of the Child (CRC)**. Jordan has ratified this convention and it is a great document that everyone recognises. It is therefore also very powerful and you can refer to it in advocacy and be inspired by it in programming.

You should especially look here: education (Articles 28 and 29); refugee children (Article 22); orphaned children (Articles 9 and 20); children in emergencies (Articles 38 and 39); children subject to violence (Article 19); non-discrimination and minorities (Articles 2 and 30).

Jordan has also ratified other international conventions on human rights. They all include articles on education: **International Covenant on Economic, Social and Cultural Rights** (Articles 2, 13, 14); **Convention on the Elimination of All Forms of Discrimination against Women** (Article 10); **Convention on the Rights of Persons with Disability** (Article 24).

Jordan has not ratified the **Convention Relating to the Status of Refugees** ("the 1951 Refugee Convention"), but its main principles, for example on education (Article 22), still applies because of what is called 'customary law' – that certain parts of international law slowly come to define the global standard, even if not formally ratified by all. Jordan and the UNHCR have however signed a **Memorandum of Understanding** granting all refugees the same rights (including education) as Jordanians.

The **Guiding Principles on Internal Displacement** (non-binding) are based on international customary and human rights law and clearly describe the rights of people who may be displaced within Jordan due to any emergency or natural disaster. See especially Paragraph 23 on education.

Palestinian refugees from 1948 are covered by the normative framework guiding **UNRWA**.

Jordan is bound by the **4th Geneva Convention** on civilians in times of war and occupation.

All military and civilian actors in and around Jordan must know and comply with the **Lucens Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict**

Annex 3

JORDAN - Standard 20 Education and Child Protection

Since the beginning of the crisis, Education Sector Working Group partners have been providing emergency education assistance to vulnerable Syrian children. UNICEF, together with the Ministry of Education (MOE), has ensured that Syrian children benefit from free access to public schools across the country, regardless of their status and documentation. Syrian refugee children have free access to public schools (from 1-11 grade) during the academic year, 2013-2014.

The use of corporal punishment by staff and teachers is prohibited in schools according to the Civil Service regulation number (82). To reduce the prevalence of violence in schools, the MoE in cooperation with UNICEF, initiated the Ma'an (Together) Towards a Safe School Campaign in 2009. The campaign promotes new disciplinary methods in schools, advocates the end of societal tolerance of violence in schools and supports media coverage to spread the message nationwide. This initiative aims to shift thinking about discipline and the school environment. It works to make teachers aware of their rights and responsibilities and hold them accountable for their actions.

The Inter-agency standard operating procedures (SOP) for the prevention of and response to Gender-based Violence and Child Protection in Jordan¹ includes referral pathways for case management for children not enrolled in school and violence against children in schools as well as information on education services (formal, informal and non-formal).

In addition the CP sub-Working Group (CP SWG) together with the GBV sub-working group (GBV SWG) have developed 10 inter-agency messages for communities, children and parents, includes messages on how to better protect children and adults from harm and different kinds of violence².

The following guidance on education and child protection intends only to provide basic information on the linkages of education and child protection. For in-depth guidance on the provision of education in emergencies and its linkages and collaboration with the child protection sector, please refer to the INEE Minimum Standards for Education: Preparedness, Response, Recovery.

Standard: *Child protection concerns are reflected in the assessment, design, monitoring and evaluation of education programmes. Boys and girls of all ages can access safe, high quality, child friendly, flexible, relevant and protective learning opportunities in a protective environment.*

Key actions for both child protection and Education actors

1. When assessments are designed, ensure both education and child protection concerns are reflected in respective assessment. Also share results with working group members and discuss main findings and agree upon recommendations.

1. Under the umbrella of the Child Protection (CP) and Gender-based Violence (GBV) Sub-Working Groups, the Standard Operation Procedures (SOP) for CP and GBV in Jordan was launched in July 2013. The SOP is currently being rolled out through extensive trainings for different national and international actors across sectors.

2. "AMANI" – the Inter-Agency Child Protection and Gender-Based Violence awareness-raising campaign" was launched on the 8 of March

2. Joint approaches to programming for adolescents and youth¹.
3. Jointly work on ensuring children with disabilities access relevant education services (including accessibility assessment and partners mapping).

Key actions for child protection actors

4. Train education partners² on child protection and GBV referral systems so that they can quickly and efficiently refer children with protection needs to child protection workers.
5. Support education workers in adopting a code of conduct for teachers and other education personnel and in ensuring this code is signed by all active teachers and other education personnel.
6. Work with education actors to incorporate key child protection messages into education programs and activities.
7. PARKED ITEM: access of Syrian students to public schools (distance, safety for girls) – through mapping and providing services.

Key actions for Education actors

1. Share relevant education referral mechanism with child protection actors (together with child protection workers, set up and use a referral system so that children who are out of school can quickly receive the support required to access school.
2. Coordinate with child protection workers to make sure education information is disaggregated by sex, age, and disability, to facilitate child protection interventions.
3. Work with child protection actors to incorporate key education messages into child protection programs and activities.
4. Work with child protection workers in rapidly organizing child-friendly spaces or temporary learning spaces, making sure they complement, and do not compete with, existing or planned educational programmes (see Standard 17).
5. Campaign for universal access to education opportunities, including through removing barriers to enrolment and retention such as lack of documents or other requirements.
6. When planning the education response, make sure that child protection matters are considered (access, non-violence in school, quality of teaching and learning, code of conduct, separate toilets, equal access to services for both genders).
7. Increase teachers' knowledge and practice of positive discipline and end immediately all corporal punishment and all other cruel or degrading punishments.
8. Ensure that those working in education have signed up to and been trained in a code of conduct or other policy which covers child safeguarding.

3. International definitions; adolescents (13-18) and youths (19-24)

4. A specific training for MoE school counsellors (and teachers) on the CP/GBV SOP are planned for within the inter-agency SOP project. In addition, there will be a specific training on the SOP for members of the ESWG

Guidance notes

- 1. Flexibility, relevance and quality:** Flexibility in setting up education is essential in order to meet learners' and teachers' protection needs. The means of delivering education need to be adapted to meet the needs of each child (for example, age, gender and disabilities), and to the context. This process may include changes to class schedules and yearly timetables to meet the needs of particular groups of learners. Organising classroom space to promote interaction, self-study, distance learning and accelerated learning or different modes of learning may be relevant, depending on the context. A choice needs to be made between temporary or permanent classrooms and education facilities, based on criteria such as solutions that deal with refugees and internally displaced populations, and the potential fragility of temporary constructions. See also, INEE Minimum Standards Domain 3: Teaching and Learning.
- 2. Administration:** Waiving the requirement for documentation normally needed to enter schooling (such as age or birth certificates) is recommended if done in partnership with the necessary authorities, education organisations and community groups. Coordination should make sure the process is clear and make sure the proposed changes are recognised and put into practice consistently in the host state and state of origin at all levels. See also, INEE Minimum Standards Domain 2: Access and Learning Environment.
- 3. Equity:** Lack of equity in education can cause harm. Concrete examples of ways to tackle equity issues in education system might a broader perspective related to education policy and programming narrowing down to there vision of the curriculum, provision of trained teachers and educational personnel encompassing the child-centred learning methods to develop the students' tolerance and reliance. See also, INEE Minimum Standards Domains 3-4-5 and Key Thematic Issues.
- 4. Teachers and other education personnel:** Support for teachers and their wellbeing should be included as a protective measure. Teacher support includes training teachers on how to identify children's needs, child-centred learning strategies, psychosocial support, inclusive education practices and ways to make sure there are clear ways of reporting protection concerns in the classroom. Limiting class size and reducing unrealistic expectations placed on teachers is crucial in making sure teachers are protected and not just protectors. See also, INEE Minimum Standards Domain 4: Teachers and Other Education Personnel. In Jordan, a psychosocial component has been included in trainings of new teachers.
- 5. Protective environments:** Help to create protective and supportive environments in and around education, firstly by adapting education facilities and secondly by strengthening pre-existing child protection and social support systems. Adapting the structure, design, content and construction of education facilities protects and provides psychosocial support. For example, the learning structures need to take into account learners' physical disabilities, and activities need be organised according to a locally realistic class size. Waste pits for solid waste should be available, as well as drainage facilities such as soak pits, and adequate water for personal hygiene, with clean male and female toilets that can be locked from the inside. See also, INEE Minimum Standards Domain 2: Access and Learning Environment.

6. **Abuse:** Teachers and other education personnel can be the perpetrators of abuse and exploitation of children. There can also be bullying and child abuse committed by other children in schools. Measures for prevention of and response to violence should be included, including reporting, referral pathways and measures to train communities (through parent-teacher associations, child protection networks etc.) on where and how to prevent, report and respond to teacher- or student-led abuse. See SOP, section 5.2.2 on Violence in schools.
7. **Messaging:** Education activities are an important method of passing on not only academic knowledge, but also practical knowledge, awareness and life skills that can help children care for and protect themselves and their peers. Important messages and activities that should be included in education activities can include:
 1. Risk reduction, such as prevention of separation, disaster risk reduction (what to do when a tsunami or earthquake hits), dangers and injury prevention (see Standard 7)
 2. Life skills, such as how to deal with risk taking behaviour (such as substance abuse), non-violent conflict resolution skills, communication skills, etc.
 3. Inter-agency CP and GBV messages for communities, children and parents, includes messages on how to better protect children and adults from harm and different kinds of violence
8. **Mitigating barriers to education:** Work with caregivers and community to ensure overcome barriers to students going to school. See also, INEE Minimum Standards Domain: Access and Learning Environment. And standard: 1, All individual have access to quality and relevant education opportunities key actions.

Measurements

Outcome Indicator	Reporting
Standard 20 implemented by CP SWG and ESWG as per respective work plans	Yes/No
Suggested Performance indicators for CP and Edu	
# of girls and boys that experience violence in schools (cases managed by members and responded to, including referred to PSS and health services)	Reporting by CP partners
# of awareness sessions held on integrated messaging containing both education & CP issues	Reporting by CP partners
# of girls and boys with specific needs accessing educational and psychosocial services	Reporting by EDU partners

Contextual definitions

Suggested to add detailed notes on quality from INEE minimum standards:

http://www.unicef.org/violencestudy/pdf/min_standards_education_emergencies.pdf (page 81)



Quality education: Quality education includes a multitude of elements. These include, but are not limited to: 1) a safe learning environment, 2) competent and well-trained teachers who are knowledgeable in the subject matter, 3) adequate materials for teaching and learning, 4) participatory methods of instruction and 5) reasonable class sizes. Quality education in complex emergencies addresses strategies needed to provide a healing educational environment. There is an emphasis on recreation, play and sport, and the development of related creative activities, as well as the provision of education activities based on reading, writing, numeracy and life skills, so that learners are able to improve not only their cognitive skills, but also prevent a cycle of anger and human destructiveness at a social and generational level.

References

- Education Cluster (2012). Protecting Education in conflict-affected countries.
- INEE (2010). Child protection and education toolkit.
- INEE (2010). INEE Minimum Standards for Education: Preparedness, Response, Recovery.
- Convention on the Rights of the Child (1989).
- www.ineesite.org.
- Inter-Agency Emergency Standard Operating Procedures for the prevention of and response to GBV and CP in Jordan (2013), Chapter 5.
- Key inter-agency CP and GBV messages.



Annex 4

Temporary Protective Learning Spaces (TPLSs) in Informal (tent) Settlements Minimum Standards Checklist¹ - Jordan: “DO’s and DON’T’s”

DO		DON'T	
Ensure equal and quality to education activities.		Never deny access to education activities (based on nationality, ethnicity, disabilities, religion, gender, etc.)	
Coordinate with the government, ESWG lead and other agencies that are implementing education programs, all types and at all levels, and ensure inter sectorial coordination and collaboration particularly with Child Protection, WASH, and Nutrition.		Never set up any educational service without coordination and in isolation.	
Ensure the maximum use of local resources (particularly human, material) by involving the community (children, youth, women and men) at all levels of programming cycle.		Never underestimate the local capacity and resources, or treat community as passive beneficiaries only.	
Ensure the mapping of local resources, capacities, indigenous practices and contextualize the information while conducting rapid assessment		Never exaggerate the information collected during the rapid assessment.	

1. The present checklist is based on the INEE Minimum Standards for Education: Preparedness, Response, Recovery.

Ensure appropriate geographical spread of temporary protective learning spaces (TPLSs) which are inclusive, accessible and acceptable to all (physically, culturally, and developmentally appropriate, providing adequate spaces for small groups to conduct different activities simultaneously).		Never establish temporary protective learning spaces (TPLSs) in close proximity to each other or too far away from the community it should serve.	
Ensure that the educational program meets the needs of affected population, and has been developed according to their needs based on “do no harm” response strategies.		Never use teaching/ instructional material which has not been developed or introduced according to the needs of affected population.	
Ensure that the access route to temporary TPLSs is protective and safe, and that a child friendly environment has been provided according to the local culture, taboos and norms.		Don't forget the principle of safety and security of all, particularly for children, while planning any service.	
Ensure the community knows the duration/type of services with clear exit strategy.		Never enlarge the community expectations through false promises.	
Ensure that the timing and nature of activities are compatible with daily routines of children and family members.		Timing and nature of the activities should not be contradictory to the daily routine of the community.	

DO		DON'T	
Ensure that separate TPLSs sessions or activities are organized based on age groups and Gender (when necessary)			
Provide continuous gender sensitive supportive supervision by involving local experts, local community through effective system of monitoring.		Never “police”, only provide supportive supervision which enables a conducive teaching learning environment.	
Ensure monitoring and data collection on monthly basis (i.e. disaggregated data for enrolled, attending, dropped out students).		Monitoring and data collection frequency should not be outside the pre-defined indicators and shouldn't be intrusive and/or distract children from the learning environment.	
All ways used the available data for informed planning and decision making for future intervention.		Don't make the collected data abundant/dormant.	
Keep the student teacher/facilitator ratio according to the local standards where possible		Don't over stretch the human and environmental capacity beyond the local standards.	
Remove all the barriers at all levels (policy, program and implementation) that hinder the access to TPLSs for all.		Don't plan any activity without consulting local communities.	

Ensure all teachers/facilitators have received relevant, appropriate and contextualized training, mentoring and coaching on regular basis for continuous professional development. Ensure that all staff understand and adhere to the working principles of TPLSs.		Don't engage irrelevant trainers, material and forget once trained.	
Always develop transparent, user-friendly information sharing mechanism with clearly defined frequency of data sharing only with relevant people.		Information should not be so frequent and too lengthy. Information should only be shared with individuals/groups for a pre-defined and relevant purpose.	
Consider that a TPLSs can be an 'entry point' for the provision of other beneficial services (ex. health screening, PSS, CP, etc.) that can be provided in a consultative manner with children and their parents.		Don't consider TPLSs as an isolated place and/or forget that they can be a protective environment and an 'entry point' for the provision of other services with the consent of the children and their parents (i.e. health screening, PSS, CP, etc.).	
Compensate all the teachers/facilitators based on standardized financial incentives for/by all and make sure all the staff/volunteers should follow the code of conduct and standardized practices.		Don't use financial incentives to attract individuals from partners.	
Ensure free and respectful communication between teachers/facilitators and students		Always discourage favoritism between teachers/facilitators and students.	
Always encourage blanket and unified approach for incentive based on pre-defined performance criteria.		Always discourage the individual benefits particularly financial to the student and teachers/facilitators.	

Annex 5

Guidance note: How to Assist with School Access, Mobility and Transport PART 1: PURPOSE AND PRINCIPLES

Purpose and scope

The purpose of this note is to provide guidance:

- To humanitarian agencies who aim to assist children in refugee camps in Jordan to attend school.
- On the planning, implementation and monitoring phases of any projects relating to school access, mobility and transport, in and outside of camps.

The guidance in this note was developed in consultation with partners engaged in the Syrian refugee response in Jordan.¹ It draws upon the INEE Minimum Standards for Education: Preparedness, Response, Recovery and the INEE Pocket Guide to Supporting Learners with Disabilities.

The note is organized in five parts:

- **Part 1** introduces the **purpose and principles** of the document.
- **Part 2** contains a **checklist**.
- **Part 3** provides **guidance to the checklist**.
- **Part 4** presents detailed **guidance on solutions**.
- **Part 5** provides **guidance on beneficiary selection** in camps and in non-camp settings.

General principles

Inclusive education:

- Acknowledges that all boys and girls can learn
- Acknowledges and respects difference in children: age, gender, ethnicity, language, disability, health condition etc.;
- Enables education structures, systems and methodologies to meet the needs of all boys and girls;
- Is part of a wider strategy to promote an inclusive society;
- Is a dynamic process that is constantly evolving.

1. The Jordan Education Sector Working Group through War Child UK, Handicap International, Mercy Corps and in consultation with the Jordan Child Protection Working Group, Youth Task Force, Age and Disability Task Force and Za'atari Camp Security Working Group. Consultations took place between October 2013 and January 2014. For suggestions or amendments, please contact mparadies@unicef.org and jennifer.gulbrandson@drc-jordan.org

Addressing school access, mobility and transport, especially for learners with disabilities, is an important component of inclusive education. Any school access, mobility and transport solutions consequently should be accompanied by outreach and activities that build the capacity of relevant schools to meet the requirements of inclusive education.

More in general, any school access, mobility and transport activities should be guided by the following principles:

- Community participation.
- Inclusive education and equal access to appropriate education opportunities.
- Sustainable planning.
- Joint service provision.

School access, mobility and transport planning and implementation

The planning of all activities related to school access, mobility and transport should take the following steps:

- Review existing data on reasons for non-attendance of boys and girls to guide identification of appropriate solutions.
- Assess access, mobility and transport needs in a transparent, coordinated/joint and participatory way, taking into consideration the specific circumstances of girls and boys (including if they have disabilities).¹
- Involve students, caregivers, community leaders and teachers in the design of a range of school access, mobility and transport activities, with the support of humanitarian actors.
- Considering a range of solutions in order of preference (based on sustainability, cost, community participation).
- Support schools to have the capacity through their teachers and other personnel to meet the needs of all enrolled girls and boys, including those with disabilities.
- Ensure effective referral systems for schools to assist enrolled girls and boys (including those with disabilities) to access services appropriate to address learning barriers.
- Support participatory monitoring and evaluation processes.

2. For further guidance on mapping, see INEE Pocket Guide to Supporting Learners with Disabilities, page 20

Guidance note: How to assist with School Access, Mobility and Transport

PART 2: THE CHECKLIST

All boys and girls have the right to equal access to appropriate education opportunities. Inclusive education ensures the presence, participation and achievement of all students in schooling. When boys or girls (adolescent or pre-pubescent) are not able or willing to attend school, activities that improve access through transport or improve mobility options may be appropriate.

Step 1: Consult with the community and analyse existing strategies

Review existing data and speak to children and youth (girls and boys, separately), parents, teachers and the community leaders about:

1. What are the barriers for boys attending school? What are the barriers for girls attending school?
2. What makes attendance at school possible?
3. How is the community making it easier for girls and boys to attend?

Encourage activities that support the safe inclusion of boys and girls in educational activities. Look to where the activity can be strengthened if desired. If the identified barriers limit the inclusion of boys and girls in educational activities, move to Step 2.

Step 2: Consider solutions according to the reasons for non-attendance

Reasons for non-attendance	Solution (in this order)
School is too far from home	<ol style="list-style-type: none">1) Check that the student is placed in the closest school or a school within the minimum distance from home2) Move to a closer school (if the benefit of moving is greater than the disruption caused by moving)
Fear of danger or violence (including physical, verbal or sexual and gender-based violence) on the way to or from school	<ol style="list-style-type: none">1) Install safety measures on designated school routes, such as lighting, adjustment to school routes etc.2) Encourage adult accompaniment from the family or buddy systems3) Walking groups
Mobility difficulties preventing boys and/or girls from making the journey to school	<ol style="list-style-type: none">1) Secure mobility aids2) Assess feasibility of bus transport3) Home-school and conduct outreach
Limitations to mobility limit involvement in school activities	<ol style="list-style-type: none">1) Ensure pathways have alternatives to steps2) Physical activities are modified so that people of various mobility can participate without being excluded3) Teachers lead classrooms in making girls and boys with disabilities safe and welcome
Violence towards boys and/or girls at school	<ol style="list-style-type: none">1) Code of Conduct for teachers2) Strategies for teachers to address bullying and encourage supportive behaviour

Step 3: Mobilise resources and plan sustainably

Where an intervention is necessary (that is, when none of the other options are viable), seek funding for a sustainable service. Resources (monetary and human) may be sought from the community to contribute to the sustainability of any interventions.

It is vital that service users understand the planned duration of the service. Implementing agencies must incorporate an exit strategy for the end of the project:

- Be clear to students and families about the duration of the service.
- Plan part of the project to assist and build capacity of families and community members in:
 - Mobilising resources to continue the same or a reduced service; and/or
 - Developing local strategies to fill the gaps with available resources (human and financial) before the end of the project.

Step 4: Ensure schools, teachers and other students are prepared for the arrival of new learners, including those with disabilities

- Build the capacity of schools to receive additional students, increasing teaching staff to maintain appropriate teacher: student ratios.
- Build the capacity of teachers to meet psychosocial and protection needs of refugee boys and girls, including those with disabilities. This will mean designing different activities with girls and boys depending on their age. Children with disabilities should be included in the groups depending on their gender. Campaigns against bullying should be implemented and involve girls and boys.
- Engage in community mobilisation and sensitisation of host community and refugee students to reduce risk of hostility and violence.
- Make the school premises accessible to students with disabilities (e.g. install ramps, proper gravelling).
- Ensure classes are held in accessible locations (for example on the ground floor).
- Make school WASH facilities accessible to girls and boys with disabilities.
- Ensure the Code of Conduct includes procedures to address SGBV and other violence, including handling of reports, investigation and consequences for staff. Ensure that staff are regularly updated and that students are aware of procedures to make complaints.

Step 5: Train personnel

If people outside the family are involved in getting students to school, train them on:

- Child protection and referral systems.
- Safety and security.
- Emergency procedures.
- How to deal with bullying.
- Codes of Conduct.

Train students on how to make complaints.

Train school staff on the Code of Conduct, how to deal with bullying and how to encourage psychosocial support.

Step 6: Seek consent of parents or guardians

Where a boy or girl's parents or guardians are not involved in the journey to and from school – for example through walking groups, buddy systems or bus transport – they must give written consent.

Agencies providing services that require consent must ensure that students and parents or guardians understand the duration of the service. This is important for bus transport and home schooling. Consider insurance for bus transport.

Step 7: Monitor attendance

- Actual school attendance of boys and girls who use bus transport should be monitored by bus monitors and schools.
- Analyse the school attendance before and after bullying campaigns, school modifications etc.

Step 8: Implement equitably

- Access to services should only be based on genuine need, and should acknowledge the particular needs of girls and boys.
- Where possible, use solutions that are appropriate for all students within a family.

Step 9: Review with users

- Discuss with boys and girls (including those with disabilities) about their level of satisfaction with the strategies and whether they have further suggestions.
- Discuss with caregivers their levels of satisfaction and if they have further suggestions.
- Discuss with teachers their levels of satisfaction and if they have further suggestions.

Step 10: Exit gracefully

In instances where assistance has been provided through funded transport, discuss with the caregivers, teachers and children alternative options for access before the funding period ends.

If no-one is able to provide viable options for safe transport after the completion of funded vehicle-assisted transport it may be worth reconsidering strategies rather than building expectations of an ongoing transport service.

Guidance note: How to assist with School Access, Mobility and Transport

PART 3: GUIDANCE NOTES

Review data on non-attendance

- Use existing data on reasons for non-attendance to guide the identification of appropriate solutions. Consult the [Coordinated Needs Assessment Registry](#).
- Information on how many children are not or irregularly attending school should guide the types of activities considered (see Checklist table for suggested solutions to specific challenges).

Assess the needs

- Transparent assessments: The purpose of assessments should be clear to humanitarians (aided by coordination) and to participants (aided by inclusive assessment design).
- Coordinated/joint assessments: Present a concept note for the proposed assessment to the Education Sector Working Group for peer review, aimed at avoiding duplication and unnecessary data collection. It may be more effective to join assessments with those conducted by other agencies. Case lists may be shared, as long as confidentiality is respected. Consult the [Coordinated Needs Assessment Registry](#) and enter proposed assessments.
- Participatory assessments: Learners, families, community members and teachers should be involved in identifying and assessing school access, mobility and transport challenges, supported by humanitarian actors. This also allows for the identification of outreach and capacity building needs.
- Age and gender sensitive assessments, considering the specific needs of persons with disabilities.

Involve the community in designing school access, mobility and transport solutions

- Community participation in design: Learners, families and teachers should lead the identification of appropriate solutions, with assistance from humanitarian actors.
- Community resources (human and monetary) may be mobilized to enhance sustainability of projects and local ownership.
- Minimum distance from home to school: Before looking into other solutions, ensure that a learner is placed in the school closest, or as close as possible, to his or her home. The maximum distance should be in line with local and national standards. When the school is too far from the learner's home, efforts should be made to move him/her closer.
- Preference for community-based solutions: Access, mobility and transport solutions which are community-driven and community-based are preferable to external interventions, as they are more sustainable and encourage a sense of ownership. Examples are adult accompaniment, buddy systems, walking groups (see Checklist table).

Consider a range of solutions, responsive to reasons for non-attendance and specific needs

When presenting solutions to learners, families, communities and teachers, start with the most preferred solutions (see above). The solutions below are listed in order of preference.

- Mapping of problem areas and accessible transport routes, based on information provided by learners and their families. This should allow learners to avoid these areas on their routes to school. This may include, for example, poorly lit routes, or areas where construction is taking place.
- Adult accompaniment from within the family for learners to and from school. This should be culturally sensitive (i.e. is it acceptable for mothers to accompany children and return alone, or to leave other children at home? Is it preferable for older siblings to accompany younger learners?)
- Walking groups organized by the community, with adult accompaniment. Accompanying adults should be provided with basic training on child protection.
- Bus transport
- Home schooling may be a viable option when the school is too far or when a learner is not able to attend school because of ill health or severe disability. It is preferable for children to attend school, so home schooling should be considered a last resort.

Accompany access, mobility and transport solutions with capacity building and outreach activities

General or refugee-specific:

- Capacity of schools to receive additional pupils: By engaging schools and teachers in the assessment and design phases, they are made aware of an increase in the number of learners, which will allow them to plan accordingly. Ensure to incorporate assistance to schools and teachers to meet increased demands on time and resources alongside access, mobility and transport activities.
- Capacity of teachers to meet the psycho-social and protection needs of refugee children: Refugee boys and girls may have specific needs for psycho-social services. When learners who benefit from access, mobility and transport solutions are the first refugee learners to join a school, ensure that teachers receive 1) Basic training on identifying psycho-social needs of learners, and 2) Information on child protection and psycho-social services for referral purposes, including contact details.
- Community mobilization and sensitization of other learners can reduce the risk of hostility and violence between refugee and host communities. Activities inclusive for all learners are preferable. This is especially important where refugee learners are entering schools for the first time.

Learners with disabilities:

- Accessibility of school WASH facilities: Ensure that WASH facilities are accessible to learners with disabilities. Seek advice from specialised organisations like UNICEF and Handicap International.
- Accessibility of school premises: When access, mobility and transport activities target learners with disabilities, they must be accompanied by an assessment of the school premises and adjustment if necessary (i.e. installation of ramps). If school

buildings are spread across several floors, negotiate for classes with learners with disabilities to be held on the ground (or most accessible) floor.

- Outreach and sensitization. To help encourage inclusive education, all learners and education personnel should be involved in outreach activities to increase awareness about how to engage with learners with disabilities and how the school environment can be made welcoming and safe.

Effective referral systems

- CP/GBV training for teachers and access, mobility or transport personnel: Include training on the identification of child protection and gender based violence issues in any access, mobility and transport project. Ensure awareness of relevant services and contact details to refer or ask for help.
- Information on services and assistance available for learners with disabilities: Teachers and humanitarian personnel should be aware of the range of assistance available to learners with disabilities, and Handicap International and War Child UK consulted with questions.

Monitoring and evaluation

- Community involvement in evaluation processes: The participation of learners, teachers, families and communities in the design of activities should be reflected in evaluations. Useful tools are:
 - Complaints mechanisms connected to referrals mechanisms for child protection and gender based violence. This is especially relevant to bus transport and home schooling.
 - Focus group discussions (only when necessary, to preventing assessment fatigue)
- Action-oriented evaluation: Feedback received through evaluation processes should lead to action, where appropriate. Where action is not feasible, the reasons should be explained. Where there are competing demands, priority should be given to child protection or gender-based violence-related issues, and to the learner's right to appropriate education opportunities.

Guidance note: How to Assist with School Access, Mobility and Transport

PART 4: DETAILED GUIDANCE ON SOLUTIONS¹

A. Mapping of problem areas and accessible transport routes

- Who to involve: Ensure that learners, teachers, family and community members are involved in the mapping of problem areas on routes to and from school, particular times (such as before sunrise and after sunset) and routes for public transport, with the assistance of humanitarian agencies.
- What to include in mapping: Where buses are not available, affordable or accessible; where roads/paths are not useable or too rough/dangerous; where learners feel unsafe.
- How to use the map: Teachers may use the map to advise learners and their families on the safest routes to school, and to encourage them to identify alternative solutions (see below); and the map may assist humanitarian agencies and local authorities to take action on infrastructure, road and personal safety on the way to and from school.

B. Adult escorts/buddy system

Learners and their families should jointly decide who should accompany learners to and from school. Adult escorts should ideally be within the learners' family, the buddy systems should follow a similar process.

C. Walking groups

- Community walking groups are recommended for learners who live within 30 minutes walking distance from school. They are best suited for urban areas, where learners live close together. Groups should be led by 1-2 trained monitors, and maintain a ratio of no more than 10 learners for every monitor, so they can maintain order and safety. It is recommended that children are walked to and from the designated pick-up/drop-off point.
- It is recommended to include both refugee and host community learners in walking groups, as that may strengthen social cohesion and protection efforts. Walking groups can also be linked to other social activities aimed at bringing together Jordanian and Syrian children and parents.
- The monitors should lead walking groups along pre-defined routes, avoiding any heavy-traffic or high-risk areas. The map of problem areas and routes should be used (see above Part 4. A)

D. Bus transport

Bus monitors

- Two Bus Monitors (one male and one female) should accompany the children to and from school to assist in boarding and alighting, ensure that the registered children are the only passengers, monitor and follow up on school attendance rates, provide referrals where needed, and ensure the overall protection and safety of the children on the vehicle.

3. The detailed guidance offered in this annex is drawn or adapted from the [INEE Pocket Guide to Supporting Learners with Disabilities](#)

- It is highly recommended that the Bus Monitors come from the families of the children with disabilities to ensure familiarity in assisting special needs children.
- Encourage families to have an adult/youth/community volunteer escort children to and from pick-up/drop-off points, to increase protection. Identify this person during the initial registration process.

Type of vehicle

- Consider factors like the type of bus, condition of roads, and specific types of disability of passengers when selecting the vehicle of transportation for children with disabilities.
- In light of the narrow and busy streets in camp settings, the minibuses used need to be designed specifically for transporting children with disabilities. They are typically 9 meters long, hold about 16 seats (including two seats at the front for the Bus Monitors and 3 wheelchair securement areas), and have two doors. The bus should be equipped with ramps, seat belts, space for equipment storage, wheelchair securement areas, etc. to meet the special needs of the passengers. Also a first aid kit, a fire extinguisher and basic vehicle repair equipment like spare tires has to be available on the bus.
- Buses should remain near the school after drop-off in case of emergencies that require transport. Outside school hours, buses should be parked in a safe and secure area outside the camp.
- Buses should travel at a maximum speed of 15 km/h inside the camp and 50 km/h on the ring road.

Pick-up /Drop-Off Point

- Children will be picked up at designated, clearly marked points identified based on distance from the passengers' tents, safety of the location, traffic in the area and visibility for pedestrians and driver.
- Buses should never travel off the main roads as unpaved paths are often bumpy, narrow and dangerous for both passengers and pedestrians. For children with severe disabilities, Bus Monitors can provide on-foot assistance to help the child move from its tent to the collection point.

Personnel (Monitors and Drivers)

- Both the Bus Monitors and drivers must be notified of the full implications and range of duties expected of them before selection to avoid problems later on and ensure high retention.
- Handicap International will provide training for Bus Monitor and drivers on pick-up points, route planning, accessibility of vehicles, risk assessment and management, possible complications and emergency procedures, safe lifting/handling, first aid training, encouraging independence, etc.
- War Child UK will provide training on the Interagency Emergency SOPS on GBV and CP, and ensure drivers and bus monitors sign a CP Policy/Code of Conduct/Child safe guarding policy.
- Bus personnel should also be trained on the UNHCR relocation and evacuation plan used in camp settings.

Emergency Contingency Plan

- All children should always carry an emergency medical information card including their parents' mobile phone numbers. These cards will be completed at the time of registration and a copy should be kept on the bus. Transport personnel should keep all learner information confidential.
- Insurance for the passengers and the bus, and periodic bus evacuation drills are recommended.

Access Routes

- In order to ensure safe and secure access routes, road threats including dangerous road sections, high traffic areas, changing weather conditions, blocked roads and protests should be identified early on and constantly monitored. Drivers should be aware of alternative routes in the case of an emergency. If threats arise, transportation should be postponed until the danger subsides.
- Drivers and Bus Monitors should receive updated information from camp security personnel via the existing mass text message system. As an extra precaution, the bus drivers and monitors are recommended to be trained in using handheld radios in case of a mobile phone network failure.

E. Home schooling

- MoE's regulations allow students - any child who attends school regularly and confronts a crucial condition (health, medical, social and are evidenced by accredited report or documents)- to convert to the home-schooling program until the circumstances are over.
- The needs assessment should identify learners who are unable to attend school, even with the access, mobility and transport solutions discussed above. Reasons may include recent injury and long recovery periods and long-term illness preventing movement. Care should be taken, in collecting this information, not to endanger those providing information or causing tensions, particularly when the reasons for being home-bound are gender-related. Reference to recent assessments and strategies on home-bound women and girls is important.
- Teachers should prepare work to be completed at home, and taken by other learners living close to the home-bound learner.
- Encourage teachers and school principals to plan when and how to bring learners who are at home into school. Especially when children or young people have been injured. In the short term, this will mean being flexible about enrolment dates, and deciding which class is most appropriate. Reference should also be made to the Ministry of Education non-formal education programme.

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PART 5: BENEFICIARY SELECTION

Camp settings

Criteria for the selection of children with disabilities to benefit from assistance should be based on vulnerability. Handicap International, Mercy Corps, and War Child UK select vulnerability criteria according to the type and severity of disability, in addition to other vulnerability factors such as age, disease, gender, children without appropriate care, children working on the streets, female-headed households, etc.

While the children with the greatest need for transportation assistance will be considered, it is equally important to assess whether the buses and staff are adequately equipped to transport the child without putting the child and/or other passengers at further risk. The following questions should be considered:

- Can the child be safely transported given the context where he/she lives in and length of the ride with undue risk to him/herself or others?
- Does the child have medical, physical or mental concerns that would expose him/her to unreasonable risk given the anticipated transportation environment?
- Can the child be adequately accommodated during the transportation given resources available (monitors, bus, equipment, etc.)?

Selection Criteria:

Priority	Mercy Corps	Handicap International
1	All children with disabilities under 12 years old	Girl who has physical disability
2	Children with severe disabilities (if there is a running program for them)	Boy who has physical disability
3	A girl with physical disability above 12 years	Blind or low vision girl
4	A boy with physical disability above 12 years	Blind or low vision boy
5	Blind or low vision girl above 12 years	Girl and boy with hearing impairment
6	Blind or low vision boy above 12 years	Girl and boy who has mental disability (mild to moderate)
7	A girl with mental retardation above 12 years	Severe cases
8	A boy with mental retardation above 12 years	
9	A girl with hearing impairment above 12 years	
10	A boy with hearing impairment above 12 years	

Non-camp settings

Before determining household/individual vulnerability and eligibility, it may be advisable for project staff to select an appropriate geographic area to target. “Appropriateness” may be determined as follows:

- A neighbourhood that has an assessed number of school-age children in need of school transportation in line with the number of beneficiaries that a service provider can support.
- A neighbourhood where both Syrian and Jordanian children have been admitted into schools that are too far from their homes.⁴

Service providers must avoid creating or exacerbating conflict within neighbourhoods. For example, if one household’s school-age children are assisted with school transportation, then a neighbouring household’s school-age children (with similar vulnerabilities/eligibility) should also receive assistance. This is one more reason why the determination of the best target area and criteria for beneficiary selection is crucial.

Beneficiary selection should focus on the children of extremely vulnerable households. Service providers are suggested to use the vulnerability criteria used by the Cash Assistance Working Group to evaluate household vulnerability. Vulnerability will focus on the following criteria:

- Female-headed households.
- Low to no-income households.
- Elderly or disabled-headed households.
- Households where one member (or more) has a severe health condition.
- Households facing significant protection risks.

Individual child vulnerability can be further refined to focus on:

- Gender.
- Disability or other special needs.
- At risk for child labour¹, exploitation, or other protection risks.

Please note that while individual child vulnerability criteria is included above, it is not recommended for some school age children in a household to receive school transportation assistance while other school age children in the same household do not. Rather, individual vulnerability will increase the eligibility of all school age children in that household to access school transportation assistance.

While children with disabilities should be considered for inclusion in school transportation assistance projects, participation in non-camp settings must be balanced with a realistic assessment of whether or not schools will be physically accessible to children with disabilities once they arrive as well as prepared to provide dignified educational services to those with special needs. The principle of “do no harm” must also

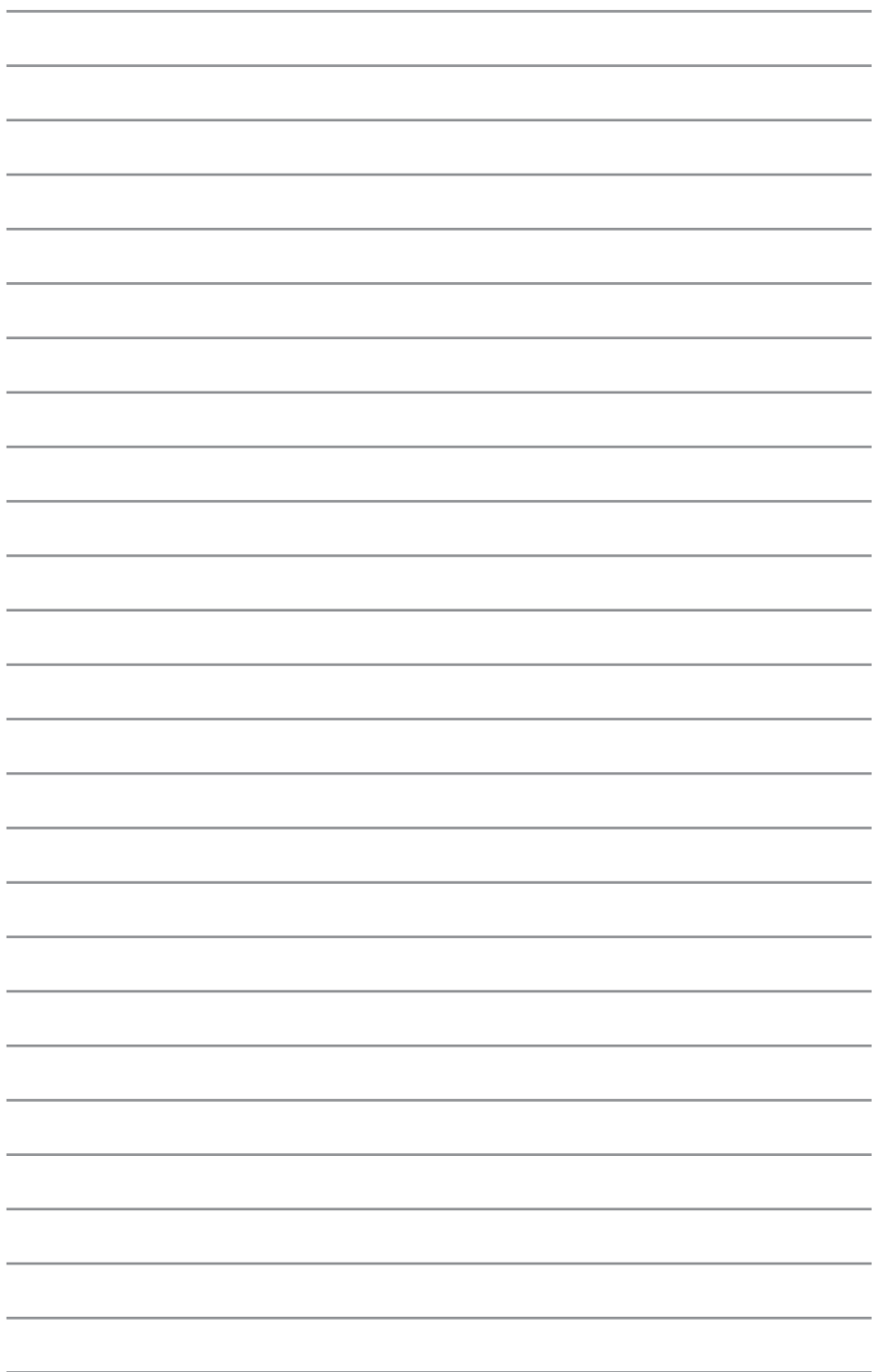
4. The use of “child labour” as a criteria for vulnerability must be handled with a high degree of discretion, in part to avoid unintentionally creating incentives for children (or households) to engage in (or encourage) child labour activities, that is, moving children into the labour market in an attempt to become eligible for assistance.

be applied to the safety, security and dignity of CWDs during and after transport.

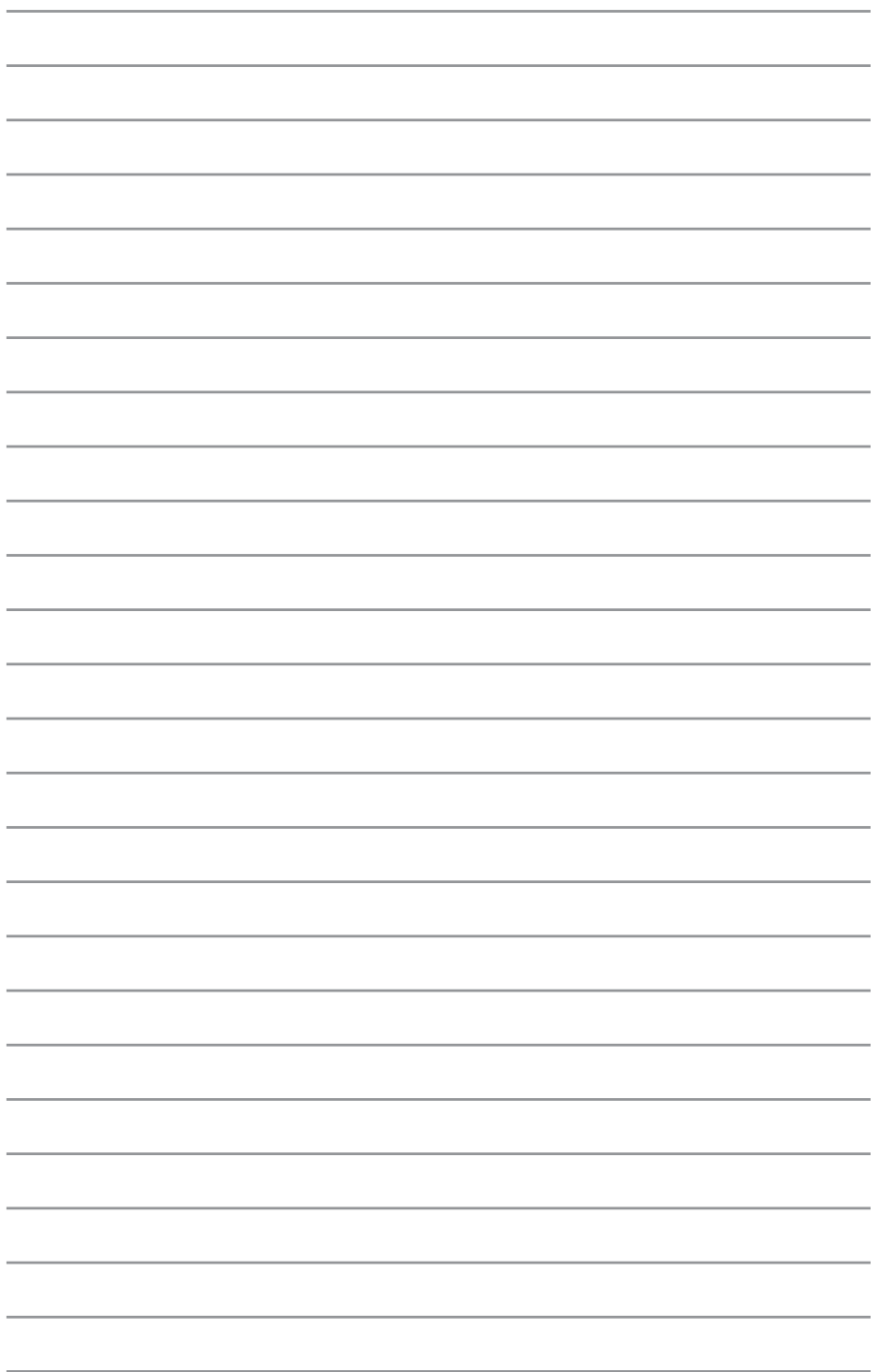
With regard to the care of children while in transit, buses and personnel must be adequately equipped to transport the children to and from school every day without putting the children and/or other passengers at further risk. In order to ensure this, the following questions should be considered:

- Can the child be safely transported given the transportation environment and length of the ride without undue risk to itself or others?
- Does the child have medical, physical or mental concerns that would expose it to unreasonable risks given the anticipated transportation environment?
- Can the child be adequately accommodated during the transportation given the limited resources available (monitors, chaperones, bus, equipment, etc.)?

Criteria will be shared with those assessed and general surveys will be conducted during the pre-registration phase for the school bus service. A selection list will be developed on the basis of the above mentioned criteria. Children meeting one or more criteria will have priority to access the service.











The Jordan Minimum Standards for Education express commitment to the provision of quality, safe and relevant education for all children and youth affected by conflict and crisis in Jordan.

Based on the INEE Minimum Standards for Education, this document seeks to define effective, quality and inclusive education practices in Jordan. This tool has been developed for and by the Jordanian Ministry of Education (MoE), school principals, teachers, and UN and NGO representatives working in Jordan, in a process facilitated by the Jordan Education Sector Working Group (ESWG) and the Inter-Agency Network for Education in Emergencies (INEE).



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