



# COMPREHENSIVE APPROACH TO MEETING CHILDREN's NEEDS

**“I am safe, I learn, I connect”**

22 March 2015

**618,615** Syrians currently in Jordan (UNHCR registration, Nov 2014) ➡ **54% ARE CHILDREN**

We have approximately **220,000** school aged Syrian refugee children:

- ❑ **129,354** children enrolled in formal public schools (2014/15 school year) including 1,500 in KG
- ❑ **30,000** children accessing various forms of alternative education Over **60,000** children either have no access to learning out of which an estimated **15,000** are on waiting list
- ❑ Lack of opportunities for adolescents and youth
- ❑ Persisting PSS needs

# WHAT IS MAKANI “MY SPACE”?

- ❑ A Makani centre offers a comprehensive approach to services covering Informal education, skills building programmes and psychosocial support.**
- ❑ Each Makani should have a community outreach component which is linked with the services being provided at the centre.**
- ❑ Makani will act as a centre to refer boys and girls to other specialized services such as formal education and case management for CP.**

# **RATIONALE FOR MAKANI?**

- ❑ based on the lessons learnt from child protection and education emergency response supported by UNICEF in Jordan in 2013 and 2014.**
- ❑ The sector based interventions were expensive and poorly coordinated.**
- ❑ The Makani comprehensive approach offers well-coordinated and cost effective multi-sectoral services to vulnerable girls and boys in order for them to reach their full potential.**

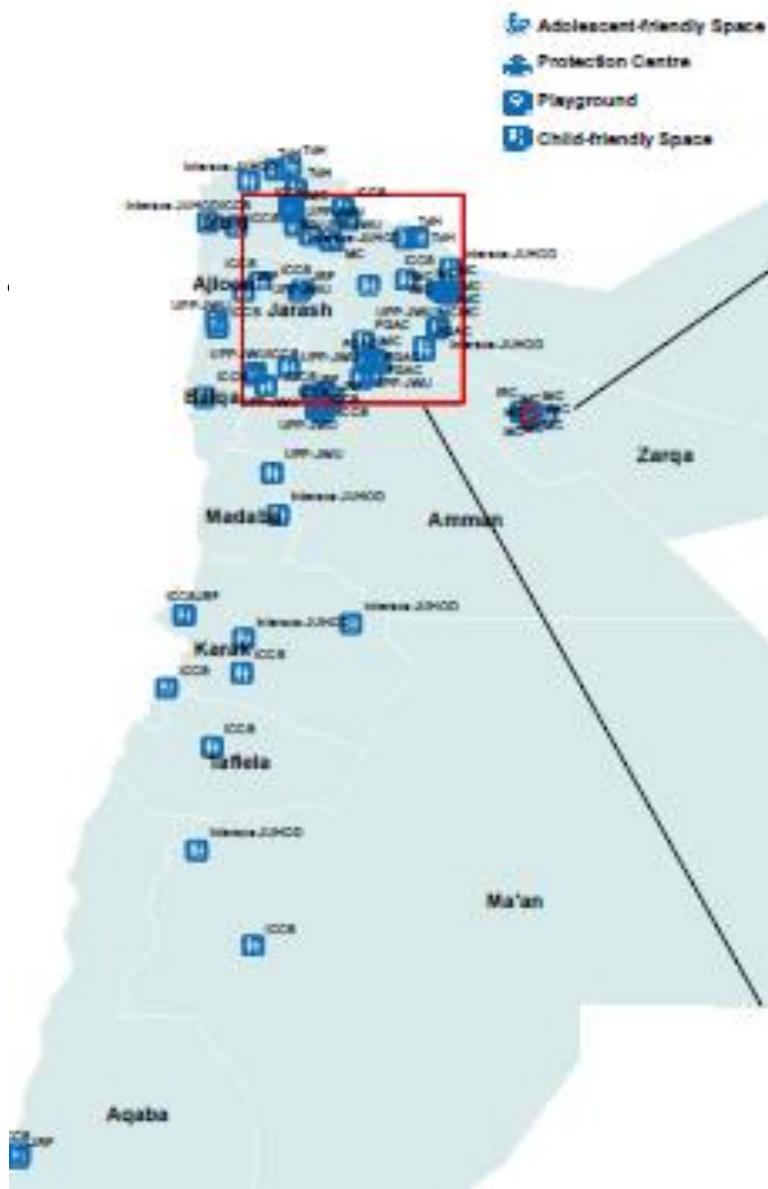
# TARGET GROUP FOR MAKANI

- ❑ The main participants and beneficiaries in Makani are girls and boys (5 to 18 years) and young people (up to 24 years old).**
- ❑ Particular attention should be paid to girls and boys who are out of school, adolescents especially girls, disabled, engaged in labour, affected by armed conflicts, at risk of suffering from harm, unaccompanied children.**

- ☐ **Use existing centers to increase outreach.**
- ☐ **Provision of one package (PSS + informal + Life skills)**
- ☐ **Awareness raising and assistance to women and adolescent girls on violence against children and Gender Based Violence (GBV), sexual abuse, early marriage**
- ☐ **Awareness raising about different issues Amani campaign, safe you, safe me, hygiene promotion, information on birth registration and referral for specialized services**



# OPPORTUNITIES FOR EXPANSION



## 2014 Targets and Achievements

# spaces	Camp	69
	Host	111
Psychosocial Support	Target	136170
	Achieved	157516
Life Skills	Target	21200
	Achieved	17847
Informal Education	Target	39470
	Achieved	29625

- ☐ Reaching more children
- ☐ Following common standard of quality
- ☐ Enhance referrals across sectors.
- ☐ Develop joint agreement with UNICEF sections.
- ☐ Follow standard costs for each component





# Informal Education Standards

Informal Education Standards				
STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Number of days IFE offered per week/subject	Class meets 1 day/week/subject	Class meets 2 days/week/subject	Class meets 3-4 days/week/subject	Class meets 5-6 days/week/subject
Number of students in a class	More than 40	30-40	25-30	20-25
Number of facilitators per IFE subjects per 20-25 students	One volunteer per subject	One facilitator per subject	One facilitator and one volunteer per subject	
Learning Materials	Learning materials available but not in use	Learning materials only in use by facilitator	Learning materials used by learners on a 1 x 1 basis	Learning materials used interactively by groups of learners
Delivery of content	Facilitator centered and not levelled	Facilitator centered and students are engaged – answer questions, on task; not leveled	Facilitator actively engages learners in solving problems and/or discussion; activities per mixed levels in session	Learner centered activities – Facilitator moves from learner to learner providing individual/group support based on leveled groups
Attractiveness of learning space	Walls unadorned	Walls adorned with non-education related materials	Walls adorned with education materials	Walls adorned with learner work AND education materials
Room arrangement	No furniture; learners on floor	Desks in rows	Desks in U-shape	Desks in groups and or tables allowing for student interaction
Technology	Little or no technology in use	2 or 3 computers available for use by facilitators	Computer lab available for use by learners	Computer lab, data show and screens available and in use to supplement learning
Learner records (intake assessment, progress reports, teacher observations)	No learner records available	Learner records available and used by administration – not by facilitator	Learner records available in classroom and used by teacher for lesson planning	Learner records available, used by teacher for planning and shared with learners and parents
Inclusive composition of session	Session accommodates only single nationality, single gender and no children with disabilities	Session accommodates mixed nationality only. Single gender and no children with disabilities.	Session accommodates mixed nationality and mix gender (where appropriate) and no children with disabilities.	Mixed gender (as appropriate), nationality and children with disabilities accommodated for in session.

**Shukran!**

**شكرًا !**