



## ESWG Minutes of Meeting

13:00 – 14:00 Hours

16<sup>th</sup> April 2020

Online through Zoom

Chaired by Tomoya (UNICEF), Fabio (NRC), Ghalia (WVI)

### Agenda

1. Update on MOE response (UNICEF, UNHCR, UNESCO) – 10 mins
2. Key findings of COVID assessments and ITS situation (War Child, Intersos) – 20 mins
3. Progress of assessment mapping (Ghalia) – 10 mins
4. ESWG initiative and strategy (Fabio) – 10 mins

#### 1. Update on MOE response (UNICEF, UNHCR, UNESCO)

- Education sector have seen some changes during the last month
- Participants are encouraged to provide feedback on the ESWG meetings that are happening weekly.
- UNICEF Update:
  - E-learning assessment will be taking place next week on Darsak platform for grades 4-12, Grades 1-3 will not have an assessment online, but their performance will be assessed based on teacher observations.
  - Some refugee children don't have access because their MoI card numbers were not uploaded on EMIS, and these are needed to create registration numbers for the children. UNICEF has been working with UNHCR to try and solve this issue, as it is only a technical issue.
  - Televised lessons will end on May 3<sup>rd</sup>, and then repeats will be broadcasted.
  - One of the issues that came up is about online safety, as this might pose a threat to the safety of children due to their online presence. The protocols and trainings have been a steep learning curve for government and organizations to ensure that children are protected and secured against online exploitation and abuse. Organizations should take this into account, and can contact UNICEF for more details, as they are producing a refresher guidance about this issue.
  - For Non-Formal Education, the head of NFE at the MoE has been working with partners to continue to support the children who are part of the drop-out program. There's training for facilitators on distance education that has already begun, in addition to quality control for the materials that are online. Talks area already happening on the way assessments can be done for those children.
  - MoE will start implementing the catch-up program soon for children ages 9-12, in which there is 1000 children currently across the country.
  - Q: How is MoE engagement with online safety, and is there any cross sectoral coordination with SGBV and CP WG?
  - A: The online course for teachers is MoE accredited course and UNICEF is currently working with the CP to update and repackage the online content as it was written pre-COVID situation.

- Q: Are there any MoE e-learning initiatives for KG?
  - A: No KG content on the MoE website currently, but Mafhoom will be going live which has interactive content for children for grades 1-6, but not for KG. In addition, the world bank is having talks with the MoE to have content for KG2. Moreover, WVI has an application (Feed the Monster) for ECE.
  - Q: Are there any plans for students with special needs from the MoE?
  - A: Nothing from the MoE so far. Mercy Corps have some activities to provide educational materials for CwD at home.
- UNHCR Update for Higher Education:
    - Defense order no.7: It was agreed that all online learning will be considered as accredited hours for the universities. The distribution of marks within the online education system has been standardized across all universities to ensure fairness.
    - Student evaluation will be done as follows: Final exams will be done at university campuses where 50% of the marks will be on the exam, and the remaining will be distributed among quizzes, reports and assignments.
    - The COVID-19 situation might bring to light some reforms in terms of the maximum distant learning criteria for universities (Currently at 25%).
    - Colleagues from NHCR and the Connected Learning Consortium, and in collaboration with Georgetown University has started free online courses for Higher Education Teachers and professors in online learning and blended teaching. So far, 2 sessions have been conducted, and it's open for around 500 participants.
  - UNESCO Update for TVET:
    - Defense order no.7: Also included TVET, integrating distance education into the kingdom's education system by including it in the education law, accreditation for e-learning and considering it equivalent to traditional education until the end of the academic semester.
    - In addition, online exams will be established, and they will be accepted as a form of student assessment.
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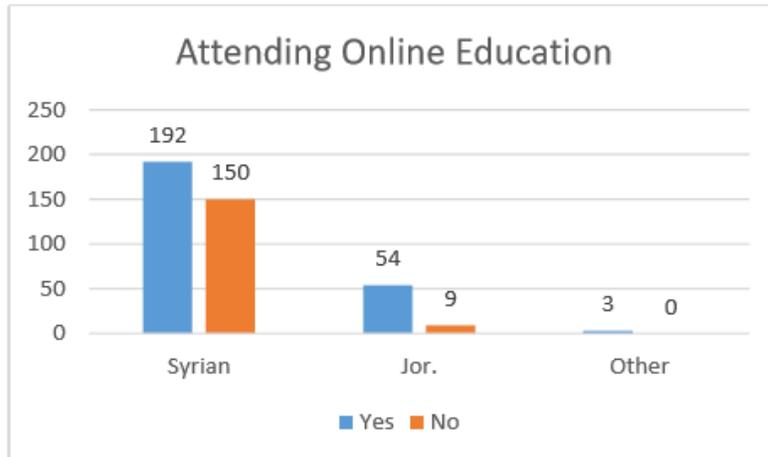
## 2. Key findings of COVID assessments and ITS situation (War Child, Intersos)

- War Child Presentation
  - Small scale survey (37 families) which serves more as an information sharing tool rather than a comprehensive needs assessment. The approach was as an integrated assessment on Education, MHPSS, and Child Protection.
  - Education Specific Findings: Main ask from caregivers/community members is to support them to help their children with homeschooling. In addition, support in accessing televised and online learning resources is also highly demanded (i.e.: Hardware/IT equipment, internet data, power supply...etc.).
  - ITS Findings: Primary concern is obtaining supplies: food and hygiene material repeatedly mentioned. Updated information is not always readily accessible due to breaks in power and internet connectivity. No strong commitment to stay home due to lack of understanding and prioritization of meeting basic needs. Spread of rumors and inaccurate/false information especially through social media. No respondents were able to confirm that children were accessing any televised or remote learning options
  - EJC Findings: Fear and anxieties from the COVID-19 mainly concern healthcare readiness and access when/if COVID-19 cases are discovered. Community kitchens are active and have been provided with extra hygiene material – still, this area is seen as a transmission risk. The shared bathrooms in the camp were also raised as a concern. Very small caravans and limited spaces were again highlighted as a reason for increased domestic violence No opportunities to play due the lack of space inside the caravans Some respondents mentioned the gathered family can be entertaining for children.

• Intersos presentation:

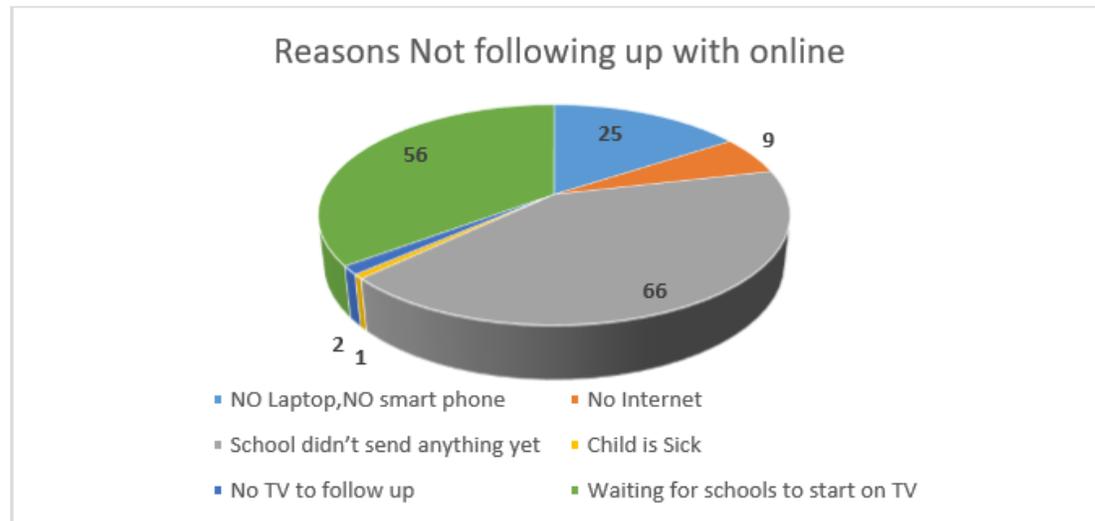
- Assessment was done from 19<sup>th</sup> to 22<sup>nd</sup> of March 2020 to assess the usage and availability for online schooling and service available to children benefiting from Echo - Education project for the current situation in the country off the curfew and the closure of all schools.
- Out of 408 interviewed beneficiaries 342 were Syrians and 63 Jordanian and 3 for other nationalities. As the graph below, the children below 16 years of old; 81 children are in the grade 1-3, 187 children are in the grade 4-6, while 91 children are in the grades 7-9.

**For the student following the online education, 61% are following while 39% are not following as the numbers in the graph.**



	Syrian	Jor.	Other	Total	%
Yes	192	54	3	249	61%
No	150	9	0	159	39%

**When asked for the reason why they are not attending the online education, the results were as the following:**



Reason	Number
NO Laptop, NO smart phone	25
No Internet	9
School didn't send anything yet	66
Child is Sick	1
No TV to follow up	2
Waiting for schools to start on TV	56
<b>Total</b>	<b>159</b>

### 3. Progress of assessment mapping

- Assessments that were done by different organizations are being collected and analyzed to figure out common areas of action and a response plan.
- The findings cover these main themes:
  - Internet access and device ownership for online learning.
  - Challenges accessing E-learning platforms.
  - Additional support to caregivers and teachers.

### 4. ESWG initiative and strategy

- Postponed for next meeting.

### 5. AOB & Questions and Comments from the Chat

#### ○ **Next Meeting:**

- Thursday April 23<sup>rd</sup> 2020, from 13:00-14:00, Online ESWG.

\*ESWG colleagues are encouraged to share any questions, feedback or suggestions with the sector co-chairs.

