Jordan Education Sector Working Group
مجموعة عمل قطاع التعليم في الأردن

ESWG Minutes of Meeting

13:00 – 14:00 Hours

23rd 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. ESWG knowledge management: How to find resources in the portal – 10 mins
3. Key findings of COVID assessment and response (NRC) – 10 mins
4. ESWG initiative and strategy (i.e. task forces etc) – 20 mins

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

- UNICEF Update: 22:00
    - UNICEF and UNESCO met with Donor WG to provide feedback to Education in Emergency Plan (with 3 phases - Prevention, Response, Recovery – which is draft and waiting for higher approval within MOE) and discuss financial priorities.
    - 5 priority area responding to COVID of MOE – 1) Planning of catchup program over summer for vulnerable students (esp. who didn't access to learning) , 2) Rapid review of ESP/Education in Emergency Plan, 3)Teacher professional development to support the transition back to school , 4) further investment to E-learning especially gaming for earlier grades, 5) Awareness campaigns for community and educators (back to school)
    - Education Donor WG presented to MoPIC on advocacy message topic includes Protection of Children, Issue of extending the programs for children, making sure to support MVC, going beyond distance learning including nutrition and protection, ESP link.
    - Internet connectivity issue – some efforts are made (UNICEF, UNHCR, RI is working with private sector to improve access of mobile phones) - to be discussed next week

- UNHCR Update for Higher Education: 4:00
    - Final Exams for university students – higher councils are optimistic about return of universities operation before the end of semester
    - University of Jordan's good practice on evaluation – language center 10,000 students took test and absence curve didn't execrate showing smoothness
    - Q: Have there been any assessments of scholarship holders/refugees to understand access to required devices and internet for distance learning?
    - Survey to DAFI scholarship students (490) regarding distance learning – Distance learning VS traditional learning 92% voted for traditional learning. 49% weakness in internet, 37% sometimes, 14% no internet

weaknesses. 71% used mobile, 20% PC, 1% tablet. 72% needs Extra-bundle. 79% my device doesn't meet needs. 57% doesn't have laptop. Survey results to be shared.
- EduSyria: Quick survey conducted in camps for scholarship Syrian students –similar to UNHCR results. 300 laptops under procurement process. Internet coverage in camp is weak.
- Challenges and points to be considered - Internet bundle challenges, accesses for synchronized learning, students + teachers limited space and difficult to find quiet room, current online learning services decisions are not applicable to the future, keeping the students for their PSS
- Zaina/UNHCR: Protection WG – Syrians are struggling with the basic needs. Even though they receive equipment for education, they may sell to fulfil basic needs.

- UNESCO Update for TVET
  - The Minister of Labour, decided to resume Khedmit-Watan for TVET programmes, as long as a clear plan for distance training for is adopted and necessary tools for the trainees before starting distance training (Source MoL FB-Page).
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    In the South Region of Jordan, Vocational Training Institutes started implementing distance learning platforms for the local labor market, and for specific vocational domains. Vocational Institutes took their first training steps towards different vocational courses and fields for trainees (e.g. general electricity, vehicle electricity, vehicle mechanics, data entry processing, men's grooming, electronics and cell phone devices maintenance. As well as other professions for females (Source VTC FB-Page).

2. ESWG knowledge management: How to find resources in the portal

- Knowledge management is very critical especially during times of emergency. The data portal can act as a central place to collect all the relevant information. Online portal was set up and found in ESWG invitation email
- Next ESWG to go through the portal and how can we manage to access all relevant documents.

3. Key findings of COVID assessment and response (NRC)

Fabio's presentation:
- In Zatari and Azraq, 6-17-year-old children.
- 3 main objectives for this assessment: household awareness among MoE platform, access devices and internet, what support is required.
- NRC called parents whose children registered in NRC centers only.
- Findings: most 94% are aware of MoE. 84% use TV. 99.8% have at least one device. 87% have connectivity.
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Nour Elkhairy\ NRC PM:
- Raise awareness of the MoE platforms, as 6% of students are not aware of them.
- Designed learning support approach through WhatsApp and phone calls, according to preference and availability of device/internet on daily basis from 13 April.
- For those who don't have internet or devices: group phone calls.
- PSS support through weekly phone calls and sharing video through WhatsApp groups.
- NRC contacted students to inform them with MOE exams and instructions since last week
- Referred 55 student to UNICEF.
- Community of practice support to MoE teachers (217) - on WhatsApp group, case discussions, training

follow ups, sharing of lessons learnt. The teachers are MoE formal schoolteachers who provide classes in camp schools but currently living outside camp.

Mary Obeidat:
- One of the drop out reasons: no relationship between student and teachers, which leads to no motivation.

Fabio:
- NRC have global PSS approach (cannot be shared), based on teacher trainings and phone applications. Provide video and Physical exercises through videos.

Rana Dajanai:
- Program: we love reading.
- Read aloud stories. Fun experience, it boosts resilience and reduce stress.
- www.welovereading.org
- admin@welovereading.org

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4. ESWG initiative and strategy (i.e. task forces etc)	

Fabio:
- No internal strategic document in ESWG, to clarify approach based on ESWG survey.

Ahlam Elkouz \ USAID:
- USAID/Canada's program on decentralization of education system which has been going on for 10 years and will be effective in next academic year.
- There are four domains and all the implementers on the ground will be strictly asked by MoE to ensure their program/project is under/aligned with this umbrella – Teaching and Learning (quality of teaching/capacity building), Participatory leadership (principals/field directory leadership), School environment (Infrastructure and PSS), Community engagement.
- ESWG strategy should be linked with this.

o **Next Meeting:**
  ➢ Thursday April 30th, 2020, from 13:00-14:00, Online ESWG.

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