



## ESWG Minutes of Meeting

13:00 – 14:00 Hours

9<sup>th</sup> April 2020

Online through Zoom

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

### Agenda

1. Update on MOE response and donor meeting (UNICEF, UNHCR, UNESCO) – 10 mins
2. NFE support during school closures (UNICEF) – 10 mins
3. Key findings of COVID assessments (NRC, CARE, War Child) – 30 mins
4. Update on assessment mapping (Ghalia) – 5 mins
5. ESWG initiative and strategy (Fabio) – 5 mins

#### 1. Update on MOE response and donor meeting

Minister, briefed about the outcome of survey and presented updates:

- The Center for Strategic Studies presented the results of the survey showing that 80% of the believes that distant learning is not as good as the classic schooling education.
- 50% of DARSAK users are facing technical problems during registering and following up on learning materials. And believe to have no difference in the quality between the televised lessons and the online platform.
- 55% of students are using DARSKA: 61% of them expressed their satisfaction using the platform, and 72% are satisfied with the teachers' performance.
- The minister indicated that the current situation is a golden opportunity to reconsider the teaching and the learning process, pedagogy, student's assessment, the concept of effective education and how to engage learners to address their educational needs.
- The distant learning is not replacing or a replacement to the classic school education.
- The distant learning reflected the importance of the interactive environment at the schools between teachers and students themselves.
- The ministry plan regarding distant education consists of three phases:
  - The response phase (Developing the platform and televised lessons).
  - The recovery phase (when to go back to sanitized and ready schools and Catchup programs).
  - And the sustainability phase. (To build from the Noorspace platform a Jordanian educational system that we are proud of

**Dropping the second semester:**

- The minister reassured that the second semester will continue, but in a different way using in the distant learning and that there is no intention to suspend, stop or drop the second semester.
- Student Exams: The basis of student evaluation is assigned to the school and the teacher following the policy of the Ministry of Education. Students from 1-11 exam results will be upon the assessment of the teacher who can use any type of assessment methodology. The Ministry provided (Test Bank) where the teacher can use to create his/her exams. Teachers are also free to assess their students using quizzes, homework, projects, etc.

#### **Syrian students:**

- Syrian students have not yet been included in the (Teaching relations) until the Jordanian students 1-12 grades are all included.
- الطلبة السوريين لم يتم إضافتهم بعد الى العلاقات التدريسية حتى يتم الانتهاء من اضافة الطلبة الاردنيين من الصف 1 الى الصف 12 ثم يتم اضافتهم لعلاقاتهم التدريسية
- Additionally, the DARSAK platform will be used to assess the students starting next week.

#### **Noorspace:**

- The situation is considered as an emergency, Technical issues challenges are expected, and technical teams are committed to addressing the challenges raised.
- There are no learning materials uploaded on Noorspace. Learning Materials can be found on DARSAK 1 and DARSAK 2 and on through televised lessons.
- Noorspace can be considered as a (teaching relations and interactive teaching platform).
- The Royal Scientific Society has conducted two performance and endurance tests to the Noorspace platform and provided the MoE with a report on Saturday 4th of April showing high capacity in admitting more than 100.000 users at the same time.
- The ministry would not risk experiencing distance education and exposing it to technical or technical failure, so the ministry is taking slow steps in activating the properties and specifications of Noorspace.
- Noorspace does not have electronic educational content but rather has educational relations and virtual classes created by the teachers, to interact with their students, exchange corresponds, provide them with exams and evaluate the students.
- Some technical issues faced using Noorspace is due to incorrect registration attempts by the parents or the students.
- **All students will have access to Noorspace, it's only a delay. After solving biodata, Syrians will have access.**

#### **Tawjihi students**

- In Jordan, Tawjihi is considered as the only cut-off point for university admission.
- There will be a repetitive broadcast and focus on the materials for Tawjihi students on the DARSAK platform and through the televised lessons.
- Based on MoE survey (that included 36.000 students and 32.000 parents and 27.000 teachers), showed that more than 60% of the students are interacting with their teachers. However, the ministry does not ignore the need to rest 40% . The ministry is focusing on creating virtual classes on the platforms especially for grades 11 and 12 to address their needs.
- The Tawjihi exams remain at its usual schedule. Unless other circumstances force further change.
- The Minister of Education pledged that before the Tawjihi exam, the Ministry would reveal a schedule of specifications that shows the mechanism assessment framework for each subject.

- The ministry is also taking into consideration international practices in terms of high school exams in coordination with UNESCO and will announce the mechanism of admitting students into their exams soon.

#### **Teachers of private schools' crises:**

- The minister announced that the MoE has a supervisory and technical role in regard to the private school system, however, the government will defend the right of the teachers in the private school taking into consideration the financial challenges facing the schools.

#### **Syrian substitute teachers -Double shifted schools**

- March salaries will be paid to the substitute teachers but pending legislative order whether to extend their contracts during April and May or not, taking into consideration the financial and regulatory implications.
- As per the Jordanian substitute teachers working in the camps; the MoE is committed to paying their stipends.
- The MoE is coordinating with the UN organizations in the camps to ensure teachers are engaged and active (as substitute teachers) in distant learning.

#### **TVET**

- Mutual materials with other branches are already available through TV and the platforms, other specialization materials will be available starting next week on TV and the DARSAK platform.

#### **Remote area and vulnerable group:**

- The ministry does consider this group and is in full support to them and is putting plans to include and ensure the quality of learning process of those children (no details shared).

Zaina: UNHCR with other NGOs, made sure to boost electricity in camps, aligned with televised programs Darsak.

#### **Tomoya:**

NGOs are conducting surveys and assessments; they are trying to consolidate.

#### **Passant:**

TVET: update from vocational training cooperation used google class, they provide, mechanics, and others.

Awad asking:

Have the universities decided to convert subjects to pass\ not pass?

Passant: not officially confirmed yet.

Emma asking: What platform is being used for TVET distance learning by VTC? and does UNESCO have expertise on supporting distance-vocational training. If so, possible to offer technical support to other partners?

Passant: Google classroom. VTC have technical unit.

Marina: things are a bit slow.

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## 2. NFE support during school closures

QS, RI, MECCI, and...

Production of learning resources, sent on Whatsapp group.

Training for facilitators, to connect to teachers' platform then undertake Edraak. Then Quest scope, will deliver training, on how to deliver session, and assess learners

Partners share annual plans.

Some parents are supportive and contact facilitators to know how to better support their children.

2 hrs/day: 5 days a week.

Those who don't have internet: they will think of a way to solve this after the survey results

They added: Enrichment activities, partners upload resources in a google drive.

### Support Activities



- Survey
  - 3 surveys: learners, facilitators, parents
  - Covering NFE students (approx. 5,000) both HC and camp
  - Currently conducting survey, outcome to be shared shortly
- Messaging
  - Sending messages daily basis to whatsapp groups
  - Official messages (MoH, WHO, UNICEF, RHAS, NCFA)
- Enrichment material
  - YouTube videos, video clips, worksheets etc.
  - Partners, MoE and UNICEF is assuring the quality of materials

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## 3. Key findings of COVID assessments (NRC, CARE, War Child)

Emma \ NRC: presentation shared

ages 15-32 host and camps

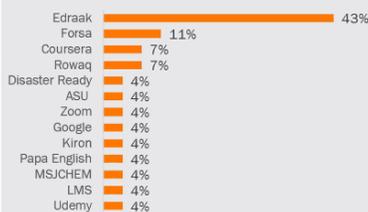
Their interests and motivation

Internet and technology availability

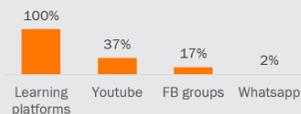
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### Remote Online Learning

Only 14% claim to have engaged in remote online learning this past year. Females, Host residents, and youth in formal education are the most likely to engage in this form of learning.



#### Websites/Platforms Used



#### Top 3 reasons for not pursuing e-learning

- No/unreliable internet access
- Preference for classroom-based learning
- No access to required device

High expression of interest (73%) in remote learning among those who have not previously engaged, particularly among camp residents and older youth.

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## Remote E-Learning

### Awareness of Remote E-learning Providers

Generally, there were low levels of awareness of any kind of remote learning . Only 29% were aware of remote e-learning providers

Greater awareness among

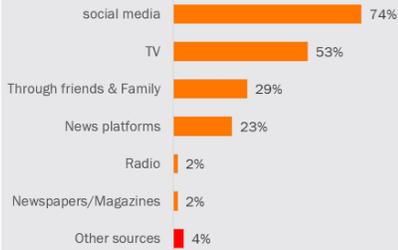
- in-school (47%) than OOS (22%)
- in camps (36%) than in host (24%)
- older youth 25-32 (40%) than younger youth 16-18 (22%) for example

Most known providers are MOE and EDRAAK

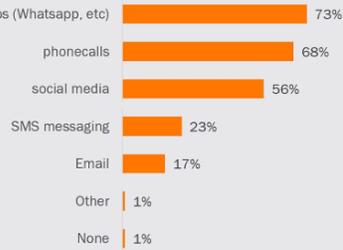
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## Sources of Information & Communication

### Sources of Information



### Means of Communication



Passant:

How did you reach beneficiaries?

Phone calls, send link to some partners

Samah:

regarding Topics of interest ,How come the result are around 70% for the 3 topics, can you please clarify?

Answer: people would pick more than one.

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Presentation by CARE: sent in email

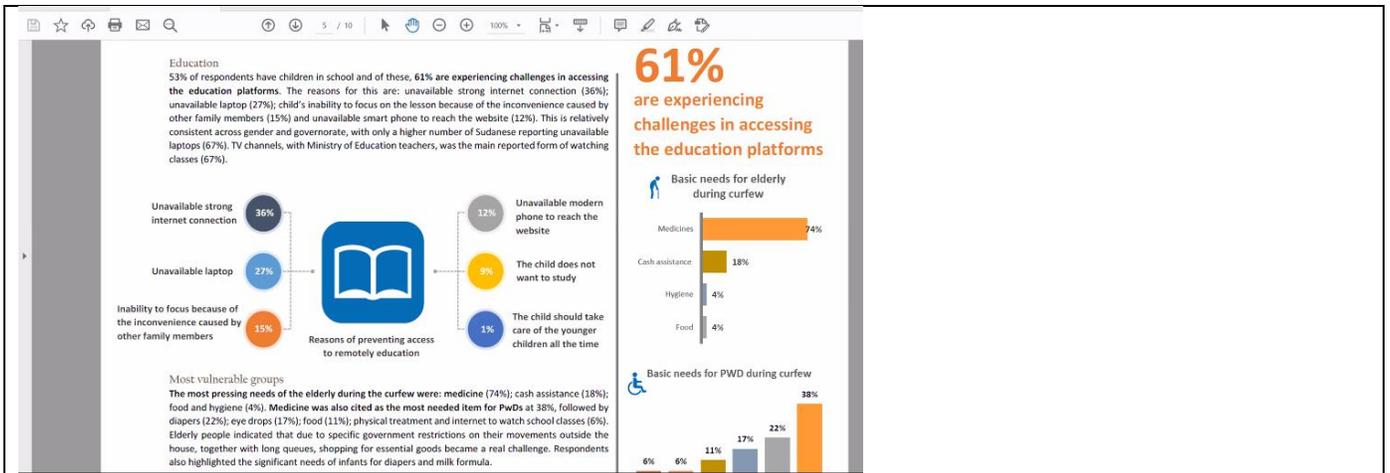
Adele aldabobi:

Problems with ATM machines not available in some areas.

Heba: RNA targeting 4 governorates. Amman, Mafraq, Zarqa and.... And Azraq camp

Not Edu. Assessment, to highlight needs of people in COVID times.

207 houtholds, 60 houtholds in Azraq



#### 4. Update on assessment mapping

- Reminder about filling in the Assessment Mapping

#### 5. ESWG initiative and strategy

- Postponed

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

- N/A

#### ○ **Next Meeting:**

- Thursday April 16<sup>th</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: