



The Meeting Minutes of the ESWG Meeting

13:00 – 14:30 of 26 January 2023

Virtually via Microsoft Teams

Chaired by Osama Naimi, UNICEF

Agenda:

- Revision of pending actions_5 minutes.
- National Update (UNICEF, UNHCR/UNESCO - TVET and HE) _10 minutes.
- Partner Updates (all partners) _20 minutes.
- AOB _5 minutes

Attendees: 47 participants.

Key Topics of Discussion	Action Points
Welcome and introduction to the agenda of the meeting.	
<p>• <u>Review of action points from previous MoM (05 mins.)</u></p> <p>- No pending actions.</p>	
<p>• <u>National Updates (10 mins.)</u></p> <p><u>UNESCO/UNICEF TES updates</u> presented by Marina Patrier</p> <p><u>Post – Transforming Education Summit:</u></p> <ul style="list-style-type: none"> - On Jan 24, MoE and UN organized a post-summit conference to the “Transforming Education Summit” coordinated by UNESCO and UNICEF. It was an opportunity to celebrate the International Day of Education. The event brought together over 100 participants from the government and non-government organizations, UN agencies, development partners, civil society organizations and youth, where Jordan’s National Statement of Commitment to transform education towards the achievement of SDG4 ‘Education for All was presented. Some ESWG members also attended the event. - The conference was meant to look at the key priority areas for the national agenda from the National Statement of Commitment of Jordan and discuss means to translating them into action validated for further mobilization, including political and financial, and further alignment. - . They are: Setting the necessary foundations to achieve compulsory and free education, from KG2, to secondary education, including universalization of KG2 in the short-term. - Providing enabling, safe, healthy, and accessible learning environments and support systems for all children, with special emphasis on children vulnerable to exclusion from and within education, such as children with disabilities and refugee children. This includes, implementation of the School Feeding Strategy, the Together Towards a Safe School Environment Program, and the provision of psychosocial support, and specialized programmes targeting life skills, and career guidance. - Adopting preventive measures for future potential crises, through the development of a risk and crisis management strategy. - Leveraging existing planning tools, such as WebGIS, to optimize the planning of school infrastructure, maintenance and resources to accommodate increased demand, safety and accessibility for all. 	

- Further developing, maintaining and investing in the MoE's Education Management Information System for evidence-based policy making, including strengthening the enabling environment.
- Reforming the Technical and Vocational Education and Training (TVET) system, to enhance quality and relevance, and respond to the requirements of the labor market.
- Monitoring gender, disability and vulnerabilities to respond to specific needs through data disaggregation across all the SDG4 indicators.
- Providing adequate and sustainable financing that matches Jordan's education needs.
- Ensuring close inter-ministerial coordination, and continued partnership with key stakeholders including the private sector, and education development partners.

The Conference was also an opportunity for youth representatives to discuss and present their views on the Transforming Education Agenda in Jordan, also in light of the TES Global Youth Declaration adopted last September in New York.

- No update from EDPG except that the meeting changed to be on the 13th of Feb.

UNESCO/UNHCR updates on TVET and HE presented by Rana Abdulatif:TVET

- 1- Technical and Vocational Education and Training (TVET) Review: Upon the request of MOE, UNESCO will provide technical assistance to support the implementation of MoE's new Vocational Education Reform Strategic Plan (VERSP) plan in line with the Economic Modernization Vision of Jordan and in view of informing as well as future overall National Strategy for TVET under the Vision. As the first step of technical assistance, UNESCO will support the implementation of Activity 1.1 of the VERSP "Conduct a review to inform on the relevance, effectiveness, impact and sustainability of the vocational education outcomes compared to active labour market measures.

As part of this work, UNESCO will produce an analytical mapping of TVET systems in Jordan. UNESCO will collect and analyse the information on the kind of activities on TVET/skills development national entities and development partners have been doing. The review will also allow to help MoE prioritize a range of items covered by the strategic plan by collaborating with other key TVET stakeholders and will support to further align its vocational education strategic plan with key national Frameworks.

Following the TVET fact finding mission that UNESCO did in September 2022, MOE confirmed the TVET review and its TORs. The review will be starting next week with a scoping mission with a team of UNESCO experts to collect data and meet with national stakeholders and partners involved in TVET provision in Jordan. The mission will inform the development of analytical report, including technical and actionable recommendations on the priorities and the implementation of the VERSP.

Any interested partners to share their interest in participation in a meeting with NGOs/ CSOs.

- 2- Workshop organized by Technical and Vocational Skills Development Commission (TVSDC) and the Jordan Chamber of Commerce: "Discussion on the TVET Sector Strategy and Identifying Priorities" Wednesday January 25, 2023
 - a. Agenda
 - i. Presentation of the TVET Sector Strategy
 - ii. Presentation on the foundations of work-based learning
 - iii. Presentation on the basics of TVET diploma
 - b. Unified strategy for TVET – based on national HRD strategy and EMP (Economic Modernization Plan). Was developed by TVSDC and partners Timeframe: 2023 – 2027
 - c. Macro scene – challenges of the sector -

- i. Fragmentation and weak coordination. Need for unified framework for all.
 - ii. Not enough involvement in private sector
 - iii. Lack of data – no LMIS – no unified reference
 - iv. Lack of effective investment
 - v. Quality issues at all levels (occupational standards, outdated curriculum, capacity building, etc.) – all led to skills gap. WBL model has been developed to respond to this gap.
 - vi. Low social image of the sector “TVET for losers and poor people”
- d. Strategic goals:
- 1- Enhance the governance of the TVET sector.
 - 2- Apply a TVET system that copes better with the labour market needs.
 - 3- Ensure that the TVET sector is more inclusive, becoming an attractive path for learners and job seekers and promoting creativity, innovation, and entrepreneurship.
- e. Triple 888 Plan: Platform to reform TVET sector in 5 years:
- a. Pillar 1: Improving Governance and Institutional Development: 8 main programs.
 - b. Pillar 2: Enhancing Quality and Relevance of TVET Provisions.
 - c. Pillar 3: Facilitating Transition to employment: 8 programs.

Higher Education:

- UNHCR in collaboration with Luminus Technical University will provide 20 youth with access to Pearson Business and Technology Education Higher National Diploma (BTEC HND) Level 3 in IT majors to facilitate access to higher education and employment. And help them acquire relevant skills for global and locally markets and ensure their lifelong learning through enhanced use of complementary pathways.
- 20 undergraduate refugee and Jordanian youth participated project with Hussein Technical University to improve their skills and competencies related to sustainable Agri-tech and food production. The project also provided these 20 youth with livelihood opportunity at Dar Abu Abdalla (DAA). The initiative is Aligned with the Learning to Earning approach and Jordans Food Security Strategy.
- UNHCR initiated involving 519 youth in planning for TVET programs, assess their interest in TVET, as TVET is a core pillar of UNHCR's 15by30 roadmap. The initial findings showed that 65% of responders are not currently studying, 10% are studying at universities and 90% are not studying at higher education level (even though 78% obtained grades enables them to enter higher education). Further, 22% obtained a degree for college. 73% prefer to study in universities, 11% at colleges and 16% on vocational trainings. 80% of those who did not have the opportunity to register at universities were interested in vocational training diploma upon availability. 65% of pooled population believed that TVET will help in finding a job opportunity. The highest rate of responders preferred the field of IT, following hybrid learning modality.

ISWG Reform Exercise presented by Osama Naimi and Samira Smairat:

- Samira Smairat is taking over Ehab Haddad’s role as part of a reforming exercise that includes rotation between the focal points to support different sectors.
- ISWG is looking at revamping the ToRs and visions for the different TWG to make them more strategic. ESWG has created the ToR in 2019. After being reviewed by the co-chairs, the ESWG ToR does not need to be rewritten. The ToR will be shared with the work group to receive input if there is anything to be added or amended.

<ul style="list-style-type: none"> - The vision statement is to be composed in the next ESG meeting which will be in person. Supporting documents in regard to the writing of the vision statement will be sent with the next meeting's invitation. - The sector's ToR has to be in alignment with the ISWG revised ToR after the workshop conducted in November and attended by all sectors' co-chairs. At the ISWG meeting on the 4th of December, all sector chairs and partners agreed to carry on this reforming exercise to look at the sub working groups, the possibility to transform them into thematic discussions, and to merge some sectors such as the merging between Food Security and Basic Needs to become Economic Empowerment. A road map for each sector has been shared. - Documents for the Strategy, ToR, Gender Mainstreaming, and Synergies Between Sectors are required from the sector chairs in consultation with partners to be submitted by the end of February. - There is an information and needs assessment hub, where education actors can be nominated to participate. 	
<p>• <u>Members' Updates (10 mins)</u></p> <p><u>UN Women</u> presented by Hadeel Qunaibi:</p> <ul style="list-style-type: none"> - UN Women under the Oasis program and in coordination with the Ministry of Social Development are planning to expand the "Second Chance education" initiative this year targeting women in camps and host communities through IT training and other literacy, numeracy, civic engagement, and human development skills training. This will be implemented for Incentive Based Volunteer women who benefit from the Oasis approach in host communities and camps. There are currently 22 oases all over Jordan. <p><u>ARDD</u> presented by Zainab Alkhalil:</p> <ul style="list-style-type: none"> - ARDD is currently implementing a project "Investing in the Future" with the vision to have inclusive access to quality education, and to ensure the protection of vulnerable communities, in particular, Sudanese, Somalis, Yemenis, and Jordanians, in Jordan, to promote resilience and social cohesion. The project is providing educational premises that ARDD are working on the construction currently, which will be completed by the end of April 2023. It is also increasing legal awareness and providing legal assistance to this group. - ARDD provided legal awareness to more than 150 families. They are also providing mitigation and litigation services to increase resilience. ARDD also provided psychosocial support sessions and parenting skills to parents to increase their capacity and to provide them with interpersonal skills to improve their overall social cohesion, and also to transfer the knowledge and the skills they gained to their communities as well. ARDD is converting these parents to agents of change and community leaders within their communities. ARDD targeted 100 families out of the 150 families who received legal services. - ARDD also targeted 20 children from the target group with art sessions. Those art sessions are aiming to increase the children's self-confidence and how they can express themselves, how they can deal with bullying and discriminatory actions if they occur to them. In this program they used songs, drama, drawing, and interactive muppet show in partnership with a specialized expert in this area. Following those sessions, ARDD will hold an event in which a play will be performed that is expected to be done in March or April. At a later stage, they will receive English classes. - ARDD is conducting research that includes making analytical mapping about the role of vocational and skills education in improving opportunities for future integration of refugees in Jordan. This mapping aims to be an overall road map toward enhancing job market opportunities for them as well as an opportunity to identify critical opportunities for the project (beneficiaries, partners, etc.) ARDD will have better understanding about the TVET and skills training in Jordan, and provide a recommendation for donors through this research. - ARDD is establishing an educational committee that will lead the advocacy for this project about the right of education for those refugees. ARDD conducted stakeholder mapping to 	<p>Alaa Alkhalidy to get back to Lena Halaseh on how CRP managed to receive the approval for their remedial education activities.</p>

identify the best, interested, and committed people who can contribute to this committee. A concept note / profile of the committee will be developed.

CRP presented by Alaa Alkhalidy:

- CRP has 6 new projects for this year. They provide a variety of services for children. They have 3 tutoring projects, teaching children from grades 5 to 10 during school time on the governmental curriculum (4 subjects - remedial education/learning support) starting next month one week before the school starts.
- CRP has a project titled “Sports for All” training females on climbing mountains in Climbata Amman (indoor), Irbid and Karak (outdoor). They have an activity that will start in two months training basketball to kids.
- CRP has parent engagement within the programs providing awareness sessions on children’s rights and how parents can deal with their children, starting in February.
- CRP has two centers, one in Hashmi Shamali, and the other is in Downtown.

NOIVA presented by Lena Halaseh:

- NOIVA is trying to have a program for parents to help them use education methods as a kind of parenting. They have kids clubs which are divided between education for kids between grades 5 and 9 in Arabic and Math along with livelihood sessions for the kids in Mafraq and in Jordan Valley. They have 120 children in Mafraq and it's a mixed group between Syrians and Jordanians. In Jordan Valley, it's a pilot program and they have 5 facilitators, with a total of 60 kids from which 15 are Pakistanis.
- NOIVA did a pre-assessment for the kids, and results were shocking as the educational level in these areas is low. Kids in grade 5 cannot write or read the letters. This program has started, and it has “special days” for kids, each with a title/theme. They already held a “special day” for the kids in both areas (Mafraq and Jordan Valley) on identity. The day included some joyful activities, sport activities and art.
- NOIVA does parent sessions for the women in the areas they work at. These parent sessions are to go along with the UN item 1325, which is about creating peacemakers in these communities.
- NOIVA has one challenge in Jordan Valley, which is the referral system. They are trying to gather some information about NGO's or institutions working there so that they can create a kind of referral system if they face a case. Till now, they could not find any active bodies there. NOIVA asks if anyone knows someone who's working in mental health, health in general, and legal departments, they can make a referral list to their work.

NRC:

- Julie Dunn is the new NRC Education Specialist and is now co-chairing the ESWG. Julie has worked with NRC in Iraq and Libya as Project Manager and Education Specialist. Prior to joining NRC, Julie worked as a primary school teacher in New York City and as a teacher trainer across Sub-Saharan Africa.

• Any Other Business (AoB):

- To improve engagement during updates, partners can prepare one slide with bullet points. These slides can be collated and shared with everyone for easy referral.

- *Next meeting will be in-person at UNICEF Office. Details will be shared in the invitation.*