

Annex to the CPI of Jordan - Context document

Quality Education for Refugees and Host Communities

Orange Knowledge Programme

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List of abbreviations

CPI	Country Plan of Implementation
HE	Higher Education
IFC	International Finance Corporation
ILO	International Labour Organisation
NGO	Non-Governmental Organisation
OKP	Orange Knowledge Programme
OECD	Organisation for Economic Cooperation and Development
TMT	Tailor-Made Training
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund

1. Introduction

This context document forms an annex to the Country Plan of Implementation, in which the purpose and intentions of the implementation of the Orange Knowledge Programme are described. The context document specifically focuses on improving quality education for displaced people and host communities in Jordan.

[Improving education for refugees](#) is a priority issue in the Netherlands new policy on migration and the reception and protection of refugees in the regions of origin. The participation of refugees and internally displaced people in local society, rather than a prolonged stay in camps, is a core objective. Refugees can put pressure on basic services and local host communities. Interventions need to contribute to social cohesion by serving both the needs of the displaced as well as host communities.

There are multiple barriers to quality education in the context of displacement and conflict. The [ToC on migration and development](#) mentions access barriers (i.e. lack of transport, language issues) and barriers related to the quality of education (i.e. improved teacher training, psychosocial care and equipping teachers to deal with trauma in the classroom). Girls are often disproportionately affected by conflict and often face additional barriers to education when displaced.

The focus of development policy is shifting to fragile countries relatively close to Europe. The Sahel, the Horn of Africa, the Middle East and North Africa are becoming the new focus regions. The emphasis is on stimulating local growth and reduce unemployment and poverty. Investing in education is one of the tools to achieve that, with extra attention for women and young people.

The OKP can contribute to these shifts by intensifying the use of the various instruments in these regions, including education and increasing job opportunities for both host communities and refugees. In addition, country specific issues relating to fragility can also be taken into account.

Therefore, Nuffic has developed a multi-country, thematic OKP initiative to contribute to the implementation of the new policy. A thematic initiative ensures that best practices, innovation and lessons learnt are brought together to inform programming in this complex field. This initiative will include specific capacity development activities that are well aligned to other ongoing, larger initiatives and synergy with OKP implementation plans at country level (CPIs). This initiative needs to be complementary to work the Netherlands implements in the Partnership for improving Prospects for host communities and forcibly displaced persons (PROSPECTS) with UNICEF, the World Bank, UNHCR, ILO and IFC.

2. Brief presentation of the Orange Knowledge Programme

The Orange Knowledge Programme (OKP) is the successor to the Netherlands Fellowship Programmes (NFP) and the Netherlands Initiative for Capacity Development in Higher Education (NICHE). The Orange Knowledge Programme merges the two preceding programmes into a single integrated approach, with the addition of new elements including increased involvement of alumni, attention to cooperation between knowledge organisations, and communication focusing on the presentation of results.

The main objective is to contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in OKP partner countries. This will be achieved by developing the capacity, knowledge and quality of individuals as well as organisations both in the field of Technical and Vocational Education and Training and Higher Education (TVET/HE) and in other fields related to the priority themes in the OKP partner countries.

The Orange Knowledge Programme will last for 5 years and will be implemented through three types of interventions:

- individual scholarships;
- group trainings and;
- institutional projects focusing on sustainable improvement of technical and higher education capacity.

For the specific call that will be launched in March focussing on quality education for refugees and host communities, **only group trainings** will be offered. In this case, this will be in the specific form of Tailor-Made Training Plus (TMT+).

The TMT Plus instrument is characterised by

- a stronger emphasis on sustainable embedding of results in organisations and on involving local/regional consortium partners
- room for innovative approaches such as living labs, blended learning, study visits and short internships
- the possibility to include investments of up to 10% of the OKP subsidy amount in the budget

For further information on the OKP reference is made to annex 1.

3. Local context

3.1 Refugees in Jordan

Jordan has experienced three major refugee flows since it gained its independence in 1946. The majority of Palestinian refugees have been given Jordanian citizenship. Before the Syrian crisis, Jordan was host to around one million Iraqi refugees following the 2003 Iraq war, however most have returned to Iraq, with around 100,000 remaining. After the start of the Syrian crisis, Jordan has hosted around 1.4 million Syrian refugees, with the vast majority living in urban and rural areas. Around 18% of Syrian refugees in Jordan live in official refugee camps, with the Al Zaatari camp being the largest.

Jordan's past of hosting other refugee communities has made the population wary of long-term settlement of Syrians. A recent opinion poll among Syrian [refugees in Jordan](#) showed that the majority (57%) either stated 'they will never go back' or 'probably never go back' to Syria. A major concern includes the Syrian government's controversial set of laws which could lead to many Syrian refugees being dispossessed of their homes and land. Another concern is security, since many Syrian refugees fled from areas which were key areas of anti-government activity.

As with other neighbouring countries to Syria, the Jordanian government has taken on a mammoth task to try and meet the needs of many Syrian refugees over the years, with a plethora of international humanitarian organisations working with the Jordanian government to provide a variety of aid and development funds.

3.2 Dutch Embassy's objectives in relation to support to refugees in Jordan

The Embassy of the Kingdom of the Netherlands in Amman developed a multi-annual country strategy that specifically focuses on the protection of and support to refugees and the Jordanian host communities through training. Through partnerships with strategic local and international organisations, including several UN agencies, [the Netherlands aims to improve employment opportunities of Syrian refugees](#) in Jordan, in addition to promoting entrepreneurship and the learning environment in schools.

Synergies with the Orange Knowledge Programme in Jordan

In 2019, Jordan was categorised as 'A country', or full programme country, in the Orange Knowledge Programme, meaning that all OKP instruments are applicable in Jordan. The established OKP focus area for Jordan is currently Food and Nutrition Security (FNS). Related to this are sustainable agriculture, including water efficiency and re-use. This document is an annex to the Jordan Country Plan of Implementation, which contains the full details of the OKP in Jordan.

The focus of the OKP on sustainable agriculture can offer opportunities for synergy with projects focused on Quality Education for Refugees and Host Communities, especially in the area of agriculture training in the TVET sector. Especially considering that Syrian refugees in Jordan are currently allowed to work in only specific areas, namely agriculture, construction, food and beverage services, manufacturing, and wholesale and retail trade. Syrians make up almost a quarter of the total construction [labour force](#) in Jordan.

Synergies with PROSPECTS

In 2019, the Netherlands launched a new Partnership initiative – PROSPECTS - that brings together the International Finance Corporation (IFC), the International Labour Organization (ILO), the UN Refugee Agency UNHCR, the UN Children's Fund UNICEF and the World Bank. The partnership aims to shift the paradigm from a humanitarian to a development approach in responding to forced displacement crises in several countries, including Jordan. The Partnership will focus on three broad areas that are critical to enabling forcibly displaced persons to overcome their specific vulnerabilities, and host communities to pursue their own development efforts in transformed environments. The three areas are: education and learning; jobs and social protection; and protection and legal status.

Projects that will be developed as part of this OKP initiatives need to take into consideration as much as possible the PROSPECTS country plans for Jordan, especially in the area of education, to avoid duplication of efforts.

4. Identification of the education gap related to Quality Education for Refugees

4.1 Concise analysis of education and training for refugees and host communities

Jordan has maintained gender parity in its basic [education system](#) in addition to a near-universal primary education enrolment. Females in fact outnumber males in the secondary education level, and overall there are more female students enrolled in the Jordanian education system, compared to male students.

Much emphasis has traditionally been placed on the education sector since Jordan, unlike many other countries in the Middle East, is poor in natural resources. The Jordanian government spends 14.2% of this public expenditure on its education sector, in relative terms the highest in the region. However, this has not stopped the drop in the quality of education in the public sector in recent years, which has led the government to consider whether Jordanians will be able to compete properly in the regional and international labour market.

The basic or primary education system, which is compulsory for all, takes 10 years to complete, and the comprehensive secondary stages take up to two years. Jordan's secondary stage (ages 16-18) consists of academic and vocational options, in addition to applied secondary education. These educational levels are managed by Jordan's Ministry of Education, while the Ministry of Higher Education and Scientific Research oversees the higher education sector in Jordan, including community colleges and universities. There are currently 73 universities in Jordan, with a mix between public and private, however most students are enrolled in public universities.

The Ministry of Education (MoE) is responsible for the pre-primary, primary, and secondary levels of education. Post-secondary education is the responsibility of the Ministry of Higher Education and Scientific Research (MoHESR), which includes the Higher Education Council and the Accreditation Council. Applied secondary [education](#) is managed by the Vocational Training Corporation, which uses apprenticeship, in addition to vocational training. However, the Ministry of Labour, supported by the TVET Council, is the main body in charge of coordination, policy-making and overall supervision of the TVET system.

TVET at the post-basic level, with the exception of community colleges, as well as applied vocational education, is managed by the Vocational Training Corporation (VTC), which is under the authority of the Ministry of Labour. All public community colleges in Jordan are under the supervision of Al-Balqa Applied University. Teacher training for basic education is overseen by the MoE, while the teacher training for TVET is done by the VTC, part of the Jordanian government. The General Directorate of Training in the MoE is in charge of managing and planning the improvement of training, certification, supervision and competencies of teaching and administrative staff. Jordan's Ministry of Education is working with the Queen Rania Academy to design a new model for pre-service teacher training as part of its [Strategic Plan for 2018-2022](#).

Refugee Education

As of 2018, only [4.8% of Syrian refugees attend secondary level education](#) in Jordan. This is cause for concern as many speak of a 'lost generation' of (displaced) Syrians following the crisis in their country. Jordan has introduced an afternoon shift for Syrian refugee youth in its schools. This has helped to increase refugee youth enrolment, but it has negatively influenced the education quality and overall experience of all students. This does not help the very low enrolment rate for secondary level, which can be described as a 'narrowing pipeline' from primary to secondary levels. Coincidentally, it does however have a larger proportion of 15-year-old female Syrians enrolled at nearly 70%, compared to 50-60% among 15-year-old male Syrians.

The high rate of drop-outs of Syrian refugee youth has several causes, which include bullying, safety concerns of parents for their daughters, early childhood marriage, child labour, etc.

Higher Education

Continuing the trend of the narrowing pipeline, less than 7,000 Syrians (which is 0.5% of the Syrian refugees in Jordan) were enrolled in higher education in Jordan, with the vast majority being in a Bachelor's or Master's program.

There are several causes for this very low enrolment, which can be summarised as:

- difficulty in presenting certificates showing equivalency, and obtaining residency permits
- difficulty with the language of instruction and overall integration into a different schooling system
- financial and livelihood costs which make it difficult for a Syrian refugee student to sustain a higher education trajectory
- tensions with the host community, also including societal perceptions on pursuing TVET trajectory

There are several scholarship programs for Syrian refugee students pursuing a university degree in Jordan, such as the [HOPES-EU Madad fund project](#), and the [DAFI-UNHCR project](#).

TVET

The TVET sector is not considered a popular form of further education, both by refugees as well as Jordanian youth. It is often perceived as a second choice if a student has not been able to succeed in being admitted to university. There are no recent numbers on Syrians enrolled in TVET in Jordan, but it is generally assumed to be very low. There are also concerns among Syrians whether they can find employment after graduating with a TVET education. As a comparison, only 27% of Palestinian TVET graduates in Jordan are able to find employment in their field following graduation. This is partly due to the mismatch of the nature of TVET programs and the skills sought by the labour market.

The TVET sector in Jordan lacks readily available data, especially related to Syrian refugees. Jordan is also relatively strict with regards to expecting prospective Syrian TVET students to have all their documentation, such as previous certificates, residency permits, etc., before allowing them to apply to TVET programs. Financial costs also create barriers for Syrian refugees to access TVET programs, since, relatively speaking, there aren't many scholarship

programs available specifically for TVET courses. Further barriers include the negative societal perspective on TVET, which also acts as a disincentive.

The Jordanian government is however making strides to change this situation, recognizing the need to improve the quality and the appeal of TVET programs to both refugees as well as its own youth. The Jordan Response Plan 2017–2019 and the Jordan Compact outline specific strategies to improve access to employment and education for Syrian refugees, and to encourage investment and economic growth in Jordan. The core components include reforming the work permit and business formalisation processes, expanding exports, opening economic activity in refugee camps, and further investments, focused on special economic zones and infrastructure projects. This agenda is framed under the long-term '[Jordan 2025: a national vision and strategy](#)' in order to enhance the currently weak economic growth, combat unemployment and improve social conditions.

Other barriers to admission and ultimately graduation include lack of English language proficiency among the Syrian refugees, as well as lack of academic knowledge in the chosen field. Local and international NGOs have been providing remedial classes to support Syrian refugee youth in overcoming these obstacles.

As mentioned above, Syrians are only allowed to work in limited sectors of the Jordanian economy, most prominently in the agriculture and construction sectors.

4.2 Teacher training

The following is a selection of teacher training organisations that may be relevant in the context of this initiative:

Luminus Education

One of the leading TVET providers in Jordan (Al Quds University is part of it) with a strong record in providing TVET to women and refugees. Luminus Education also provides teacher training courses.

The Queen Rania Teacher Academy (QRTA)

The QRTA provides pre-service and specialized in-service teacher training to educators in Jordan. The QRTA has already established several strategic international partnerships, including with Harvard University, University College London, Columbia University, UNESCO and USAID.

First International Teacher Academy for Training

Established in October 2019 in collaboration with the Ministry of Education, this initiative of the Jordan Teachers Association aims to improve teachers' performance.

SAFA for Professional Training and Development

This project is funded by the EU Regional Trust Fund MADAD. Entitled "Teacher training for technology: Opening higher education for Syrians through improved teacher knowledge" the project aims to incorporate the latest education technology in the classroom. They do so by partnering with EDaura, an education technology provider.

Yarmouk University

Yarmouk University received funding from the EU HOPES-MADAD fund for a project entitled "Transferring e-business fundamentals to Syrian refugees" (TEFSR). TEFSR aims to provide refugees from Syria with the necessary skills to start and operate e-commerce businesses using latest open source tools and web technologies as well as to allow students to pursue several web and commerce related higher education degrees in both ICT and economic colleges and/or start their own businesses.

Jusoor

Jusoor is an NGO of Syrian expats providing a variety of services targeted at the Syrian refugee population in the region. They also provide teacher training in Lebanon and Jordan.

5. Objectives and targeted interventions

The overall objective of this context document and the call that will be published in March 2020 is to contribute to increased quality education and vocational training for refugees and internally displaced persons and host communities. Specifically, this call aims to fund initiatives that focus on removing barriers on student pathways to and during higher, vocational and tertiary education. This pathway model consists of providing support to refugees and host communities before (providing access opportunities) and during tertiary education, and helping them link better with the labour market. Barriers can be related to access to education, quality, performance and completion, including labour market linkages. Proposed interventions should demonstrate which barriers on the educational pathway of students are targeted and how this benefits both refugees and host communities.

The scope of this context document is rather open, however the analysis and information presented in this document provides direction with regards to possible intervention areas for Jordan. The following examples illustrate the type of interventions that will be considered:

Interventions focused on access to education:

- Establishing information platforms which facilitate access to higher and vocational education and training.
- Technology-based education interventions that contribute to learning in places where teachers are scarce.
- Developing work-study strategies for students who are breadwinners for their household.

Interventions focused on performance and quality of teaching and learning:

- Training targeting local teacher training institutes to ensure there are sufficient qualified teachers in the classroom and teaching. Qualified teachers can be in short supply in the context of a refugee influx. Initiatives could also support the qualification and cross-border recognition of teaching qualifications of refugee teachers.
- Support psychosocial care for both teachers and students. Addressing conflict-related trauma improves pupils' cognitive functions. Equipping teachers to better deal with trauma in the classroom can improve the quality of teaching and learning for all.

Interventions focused on the completion of education and labour market linkages:

- Training institutions to better equip students for labour market entry through integrating mentoring, CV building and other types of support in the curriculum.
- Entrepreneurship education and training initiatives.

- Initiatives that improve access to information about career opportunities.

The interventions should be closely aligned to priorities and other programmes of the EKN in Jordan.

6. Envisaged Theory of Change and outcomes

A [Theory of Change](#) (ToC, Annex 2) was developed for the OKP programme. The Orange Knowledge Programme (OKP) expects to see the following change (objective): *Contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in OKP partner countries. This will be achieved by developing the capacity, knowledge and quality of individuals as well as organisations both in the field of Technical and Vocational Education and Training and Higher Education (TVET/HE) and in other fields related to the priority themes in the [OKP partner countries](#).*

The educational interventions that may be implemented in the context of specific calls related to Quality education for refugees, must also contribute to the results described in the [ToC migration and development](#), more specifically to the outcomes related to education and integrated service delivery and Economic development and decent work.

The results of this initiative will contribute to indicator 1.2 'Education and integrated service delivery' of the [ToC on migration](#), in particular 1.2b: Increased quality education and vocational training for refugees and host communities.

See Annex 3 for outcomes and indicators of the ToC Migration and development.

7. Monitoring programme progress

The organisations taking part in the OKP are asked to report on the progress of their projects and scholarships using a results oriented monitoring tool that will be provided by Nuffic. They will also record their successes and setbacks so that lessons can be learned from them as part of an organisational learning approach.

Nuffic will monitor and evaluate the OKP at programme level and will regularly discuss progress with the embassy and other stakeholders, especially regarding the progress achieved related to the outcomes indicated above and the successes and failures, together with suggestions for remedying setbacks and, if possible, redefining strategies and adjusting forecasts in line with the targeted outcomes.

Annex 1. Brief presentation of the OKP

The Orange Knowledge Programme (OKP) is the successor to the Netherlands Fellowship Programmes (NFP) and the Netherlands Initiative for Capacity Development in Higher Education (NICHE). The Orange Knowledge Programme merges the two preceding programmes into a single integrated approach, with the addition of new elements including increased involvement of alumni, attention to cooperation between knowledge organisations, and communication focusing on the presentation of results.

The main objective is to contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in OKP partner countries. This will be achieved by developing the capacity, knowledge and quality of individuals as well as organisations both in the field of Technical and Vocational Education and Training and Higher Education (TVET/HE) and in other fields related to the priority themes in the OKP partner countries.

In order to reach this vision, the programme will focus on the following medium and long term outcomes:

- education system (TVET/HE) is of good quality, relevant and accessible (SDG 4);
- organisations key to (sectoral) inclusive development of partner countries are strengthened by inflow of enhanced workforce;
- partnerships between persons and organisations are sustainable (SDG 17). Reference is being made to the Theory of Change for the OKP programme.

The programme will be implemented through three types of interventions:

- individual scholarships,
- group trainings and
- institutional projects.

For this specific call, only group trainings (TMT+) will be offered in the form of an integrated approach.

The following basic principles govern the programme:

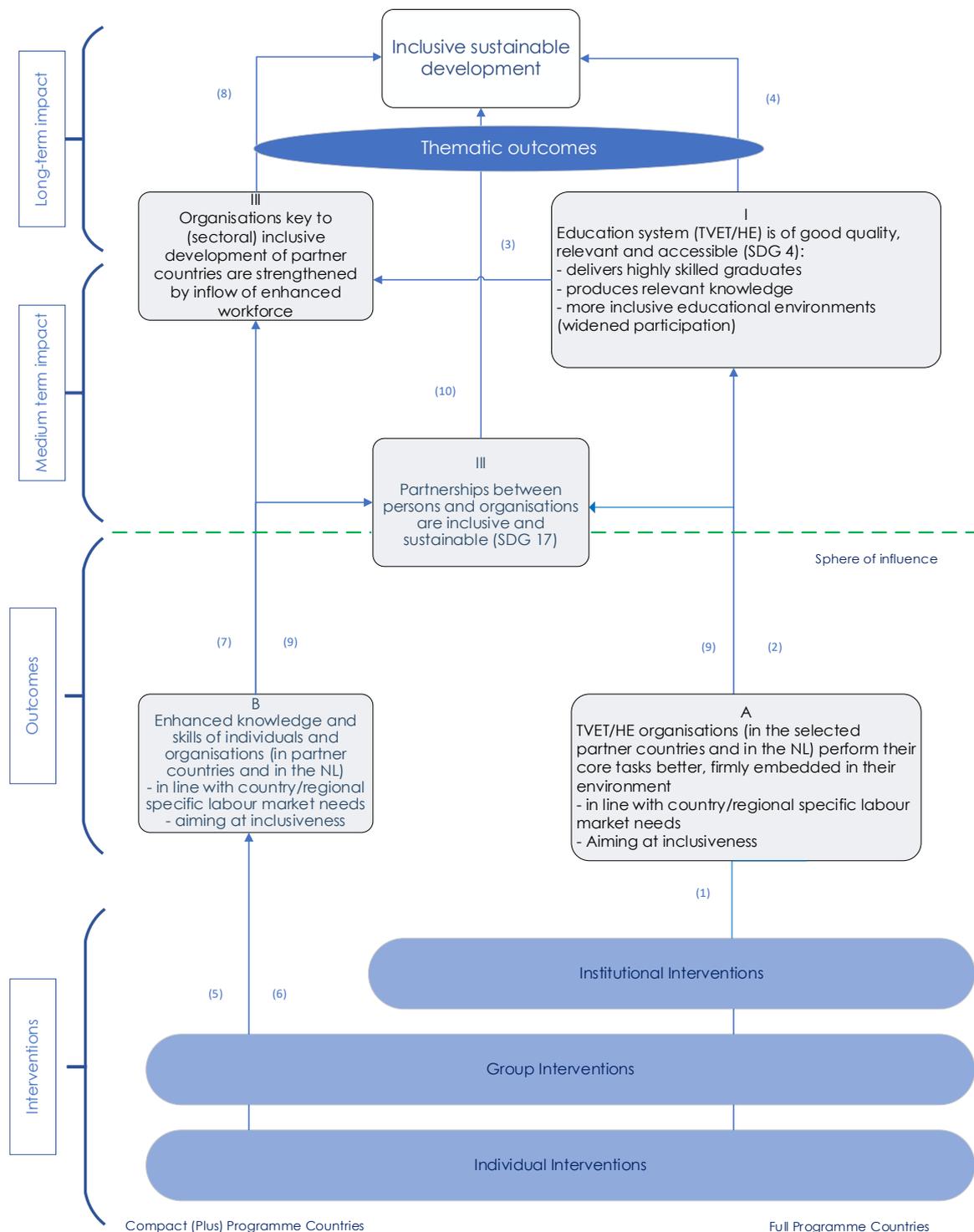
- *Innovation*: Is key to the development and implementation of the programme and is incorporated in all aspects of the programme.
- *Reciprocity and equality*: More attention should be devoted to reciprocity and ownership should shift to the Technical and Vocational Education and Training and Higher Education (TVET/HE) organisations in partner countries. This means that the Southern partners play an active role in the design of collaboration projects, both as submitters and as reporters of progress. The new programme will also provide more opportunities for the joint financing of scholarships, training programmes or projects with the Southern region partners, reinforcing ownership and involvement.
- *Flexibility*: This concerns flexibility in implementing the programmes as far as themes, countries, duration and financing methods are concerned, depending on the demand and the context. Flexibility is also required in any modifications that need to be made in response to changes in the context within which the programme is implemented.
- *Demand-driven approach*: Is key with regard to ownership, sustainability and the efficient use of resources. Important components include collaboration between Southern and

Northern institutions, a comprehensive analysis based on available knowledge and reports, and the use of alumni.

- *Complementarity*: The Knowledge Development Programme must be closely aligned with other centralised and decentralised programmes.
- *Co-financing*: Where worthwhile and possible, the programme must stimulate co-financing.
- *Inclusion*: The programme provides opportunities for marginalised and discriminated groups and integrates a gender perspective.
- *Focus on results*: The programme focuses on presenting results stemming from knowledge development at individual, institutional and group levels.
- *Alumni*: The programme creates a connection between knowledge professionals in the Southern region and the Netherlands. The new programme therefore places greater emphasis on alumni policy in all instruments.

Annex 2. Theory of Change OKP

Overview of Theory of Change, please read the textual version [here](#).



Annex 3. Theory of Change Migration and development

The following annex refers to a [document](#) of the Ministry of Foreign Trade and Development Cooperation. We share a table from the document, altered for digitally accessibility.

Results framework – Improving prospects for refugees and vulnerable host communities

(Result framework Migration and Development, Ministry of Foreign Affairs of the Netherlands)

Support for regional host countries
1. Improved protection and socio-economic prospects for refugees and cost communities

Outcomes

Legal position and protection	Education and integrated service delivery	Economic development and decent work
1.1a Improved legal position, including registration, assistance for vulnerable people, the right to work and the right to access basic services 1.1b Refugees and vulnerable host communities are better protected against violence and abuse	1.2a Expanded and improved integrated basic service delivery that includes both refugees and host communities 1.2b Increased quality education and vocational training for refugees and host communities 1.2c Improved social cohesion between refugees and host communities	1.3a Increased number of refugees and host community members are employed in decent work 1.3b Refugees are increasingly included in development planning of host countries

Indicators

Legal position and protection	Education and integrated service delivery	Economic development and decent work
Medium-term outcome level: 1.1 percentage of population covered by social protection floors/systems, disaggregated by sex, and vulnerability Output (approach) level: 1.1.1a percentage of vulnerable refugees (m/f) referred to assistance 1.1.1b number of refugees (m/f) registered in national and civil registration system through DSH-MO programming 1.1.2a number of refugees (m/f) that received a work permit 1.1.2b number of measures (policy and regulations) that have been undertaken in order to improve access to basic services	Medium-term outcome level: 1.2 percentage of population living in households with access to basic services Output (approach level): 1.2.1 number of crisis impacted individuals (m/f, r/hc) directly benefitting from improved service delivery 1.2.2 number people (m/f, r/hc) enrolled in formal or non-formal education and training	Medium-term outcome level: 1.3 number and percentage of programme beneficiaries (m/f, r/hc) who started a business/self-employment activity and sustained it six months after they started Output (approach) level: 1.3.2 number of direct jobs supported 1.3.3 number of people assisted to develop economic income generating activities