

# ACCESS JORDAN

## Phase 1 Research Brief

April 2022

### What is the ACCESS?

Accelerating Change for Children's and Youths' Education for Systems Strengthening (ACCESS) is a 4-year research partnership between the University of Auckland, the global Accelerated Education Working Group (AEWG), and Dubai Cares.

#### ACCESS Objectives

- Understand the wider political economy of Accelerated Education Programmes (AEP) and how it influences how they are embedded in education systems
- Establish a platform to bring together key stakeholders to work together to address challenges for better institutionalization of AEPs
- Identify factors which enable or constrain integration of AEPs into national education systems

### What did we do in ACCESS Phase 1?

From March 2021 to March 2022, ACCESS explored the gaps and opportunities for better institutionalisation of AEPs to meet the needs of over-age out-of-school children and youth (OOSCY) in five countries—Uganda, Nigeria, Jordan, Pakistan, and Colombia. ACCESS researchers spoke with key government officials, donors, implementing partners, UN agencies, civil society organisations, and others to understand:

- The need and demand for AEPs
- What programmes currently exist
- How/by whom they are funded, regulated, and implemented
- How much they are available, accessible, acceptable, and adaptable to meet learners' needs
- Opportunities to better embed AEPs in national education systems
- Who needs to be involved in this process

#### What's next in ACCESS?

From April 2022 to July 2024, ACCESS will convene key stakeholders in Jordan, Nigeria, and Colombia to:

- Support collaboration
- Prioritise a key challenge
- Develop an action plan
- Take steps towards changes in policy and practice
- Reflect and revise the strategy

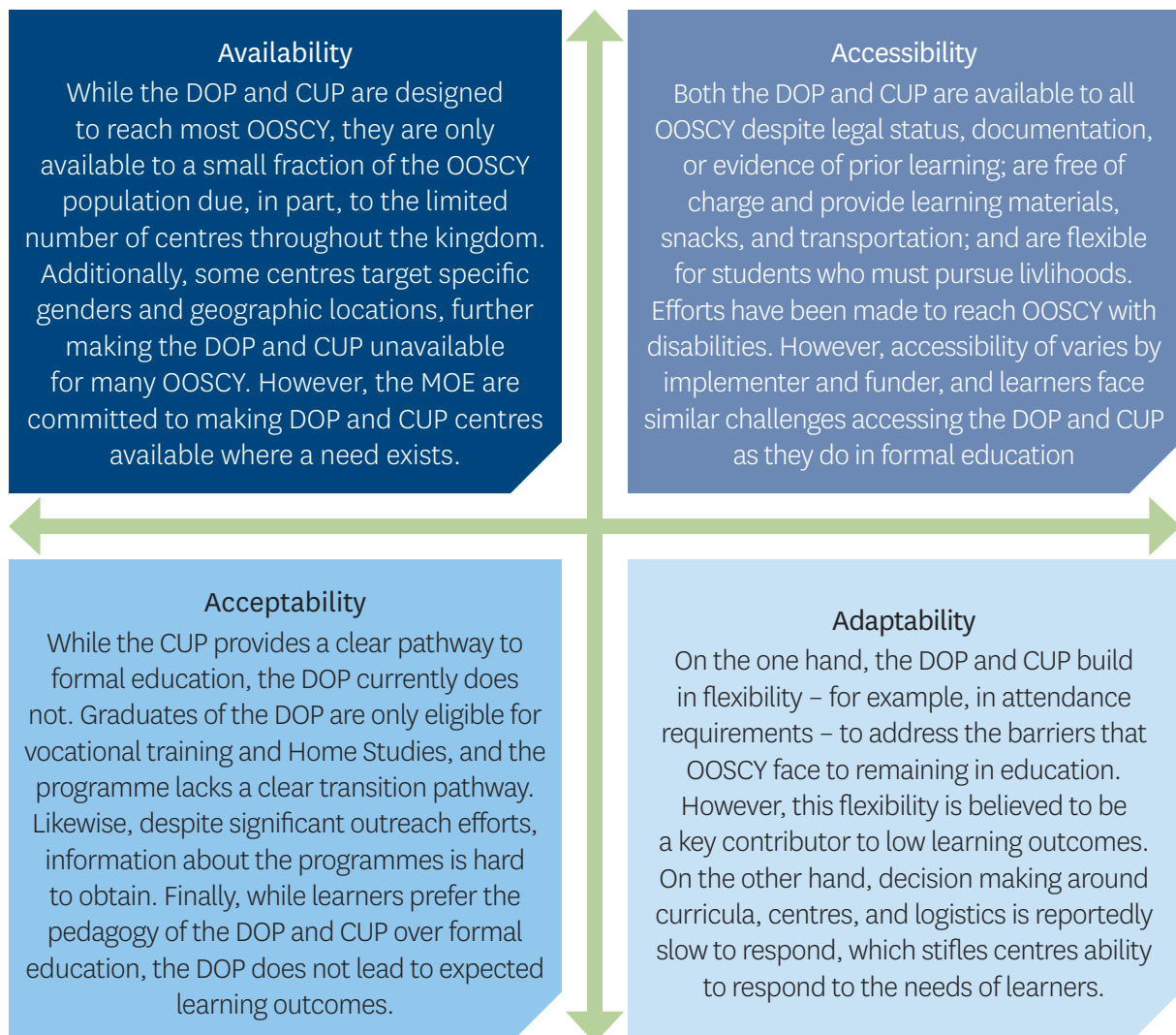


## Accelerated Education Programmes in Jordan

Estimates of the number and rates of OOSCY vary widely by source and are unreliable, ranging from 112,016 to 527,582. Despite inconsistencies in estimates, however, the data consistently show that the majority of out-of-school children and youth are Syrian and other non-nationals. In addition, large numbers of students are at risk of dropping out due to being over-age.

The Drop Out Programme (DOP) and Catch Up Programme (CUP) accelerate learning and provide opportunities to return to formal education for OOSCY. Since its inception in 1992, the DOP has been regulated by the MOE and funded and implemented by international donors and organizations. The CUP, on the other hand, started in 2017 and has been implemented and regulated by the MoE, and funded by UNICEF. Both programmes are included in both Jordan's National Education Strategic Plan, the Jordan Response Plan, and the National Strategy for Human Resource Development. Starting 2022, funding for both programmes will be directly to MOE through a multidonor initiative with MOE both implementing and regulating the programmes under the Accelerating Access Initiative (AAI).

How much are AEPs **available**, **accessible**, **acceptable**, and **adaptable**?



## Political-economic factors influencing AEPs

Four main factors influence the extent to which AEPs are available, accessible, acceptable, and adaptable to meet the needs of over-age OOSCY in Jordan.

### Lack of prioritisation of NFE programmes

- Lack of MOE funding/human resources leads to low number of centres
- Fragmentation leads to variable accessibility of the centres

### Bureaucratic challenges

- Lack of consistent, reliable data makes it difficult to establish the need for DOP/CUP, where, and for which populations; this affects political will to prioritise the programmes
- Bureaucratic challenges make it difficult to obtain approvals to operate and equip centres, train and manage staff, and adapt curricula
- Information on the programmes is limited, so awareness of DOP/CUP and where learners can go next is limited

### Disincentives to schools to implement DOP and CUP

- Operating the centres is perceived by schools' management as an extra administrative burden with limited financial return
- Obtaining required approvals (for for curricula, centers, logistics, learning materials) can be an onerous task for schools since decision making is centralised within the MOE

### Perceived returns on education

- Perceptions of NFE and its return value is a major constraint to the success of the DOP/CUP; this is linked to the acceptability of education offered by the MoE as a whole
- Vocational training, secondary education, and higher education are all perceived to have low returns for non-Jordanians due to restrictive rights in employment and higher education
- The labour market in Jordan has been failing to offer enough skilled jobs for educated young people; employment opportunities open for refugees are mostly unskilled labour and do not require a higher or upper secondary education

## A time of transition: The Accelerating Access Initiative

The AAI is a multidonor development assistance fund to the Government of Jordan focused on strengthening national systems to improve the quality of education offered to refugees. The AAI launched in 2016 and is, at present, significantly changing the landscape of NFE in Jordan. Under AAI, all CUP and DOP centres will be transitioned from current implementers to the MoE. MoE will have full ownership of the programmes—operational, financial, and administrative. AAI presents opportunities for change for the DOP and CUP to address some of the limitations described above, and it faces some risks to its success.

### The Opportunity of the Accelerating Access Initiative (AAI)

The transition of the DOP/CUP to the MOE under AAI is expected to lead to several changes, including:

1. An updated DOP curriculum that reflects good pedagogy and aligns with desired learning outcomes
2. A DOP Cycle 4/Grade 10 certificate that allows learners to transition directly back into formal education
3. Postgraduation support for graduates of the DOP and follow up
4. Expansion of the age criteria for both the CUP and DOP to reach more learners
5. Online offerings for the DOP to increase flexibility of the programme
6. Expansion of the number of CUP and DOP centres to meet more learners
7. Tracking of CUP and DOP learners through integration of an NFE database in Open EMIS

Still, despite the potential of AAI, there is no structured accountability and coordination mechanism specific to AEPs under AAI. Likewise, there is no NFE strategy to guide the programmes. Some initial steps that can be taken to support AAI include establishing a coordination group or community of practice to support and monitor the transition specific to AEPs, as well as developing a national NFE strategy and better understanding learner outcomes (enrolment, completion, learning outcomes, transition).

### Enablers

- Growing political will at present to meet the needs of the most marginalised learners who are out of school
- Strong technical and implementation capacity among the range of AE stakeholders in country
- Support of relevant stakeholders to the MOE during the transition plan
- Existence of a 5-year transition plan which has been adopted by the MOE

### Constraints

- Lack of capacity/resources in MOE to manage the transition/programmes
- Coordination fatigue among stakeholders; reluctance to share information/data
- Uncertain level of support long term for NFE given MOE mandate on formal education
- Impact of COVID-19 increasing the need/demand for DOP/CUP
- Low return on education and poor labour opportunities that will continue to hinder the effectiveness of DOP/COP

For more information on ACCESS and to read the full report, visit <https://access-education.auckland.ac.nz/>.