

Promoting Quality in Inclusive Education in Jordan

Building the Foundations for Quality Education for All

Project Overview

The Promoting Quality in Inclusive Education (PROMISE) programme, commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ), supports the Government of Jordan in creating the necessary foundations for developing an inclusive education system. PROMISE contributes to the strengthening of competencies and capacities at national, district, and school levels, using learning experiences and best practices from pilot schools and field directorates to carry out further implementation measures in other schools. The programme's results will contribute to the Sustainable Development Goals (especially SDG 3, 4, 5, 8, and 10).

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH is implementing the programme with the Jordanian Ministry of Education (MoE) as its main political partner, in cooperation with the Higher Council for the Rights of Persons of Disabilities (HCD) and other national stakeholders.

Jordanian Context

To strive towards a more inclusive education system, one that reaches out to all learners equally and supports them to their fullest potential is a priority for the Ministry of Education. Jordan has ratified several key international human rights conventions in the education sector, including the Convention on the Rights of Persons with Disabilities (CRPD). Although progress has been made, current capacities at the school and administrative level are not yet sufficient to secure the implementation of inclusive education in the country. Children with disabilities are especially at risk as being marginalized. Globally, at least 1 in 10 children has a disability. Based on the

Jordanian Education Strategic Plan (2018-2022), only 150 public primary schools were accessible by children with physical disabilities in the academic year of 2016/2017. In 2020, Jordan has released its 10-Year Strategy for Inclusive Education (IES) that aims to have all children included in public schools.

The programme will support the MoE in the implementation of the IES. This collaboration comes in critical times as a large increase in Syrian refugees placed a heavy burden on the Jordanian education system in the recent years. Large classes make it challenging to address the need of individual learning needs of all children. In addition, the COVID-19 pandemic has resulted in the transfer of more than 130,000 students from private to public schools, which adds more challenges to the learning process.

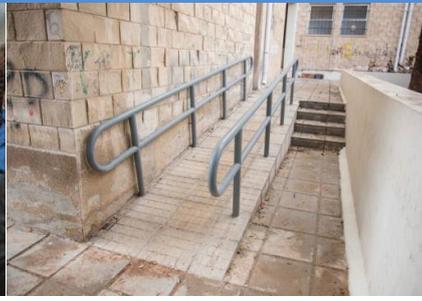
Programme name	Promoting Quality in Inclusive Education in Jordan
Commissioned by	Federal Ministry for Economic Cooperation and Development (BMZ);
Programme regions	Jordan: Amman, AlKarak, Ajloun
Lead executing agency	Ministry of Education (MoE)
Duration	06.2019-05.2023

Target Group

The target group includes approximately 1,226,582 pupils from KG 2 to 10 grade in public schools in Jordan. The interventions pay particular attention to children and youth with learning



A girl with impaired mobility taking part in a school activity.



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From left to right: Syrian and Jordanian children and families participating in Al Quds school inauguration event; Syrian students at an inclusive double-shift school Al Qadisiyah in Irbid, Jordan; A ramp has been installed in Al Quds school to enable access to children with physical impairments.

needs or physical disabilities. Other at-risk groups are also targeted, among them particularly Syrian refugees and other non-Jordanian communities.

Fields of Activity

The following four fields of intervention will contribute to improving the foundation of inclusive education:

1. Enhancing national planning and management capabilities to develop inclusive education based on the Education Sector Plan and the implementation of the IES. For that purpose, the project joined hands with the Ministry of Education and HCD, and other relevant institutions to develop a 3-Year Action Plan and establish a Steering Committee to monitor the implementation of the national strategy.

2. Preparing measures for implementing inclusive education at the school level. The project is currently supporting 18 selected schools across Jordan in developing a long-term, inclusive school development framework that responds to the different needs and challenges on the ground. Based on this, at the school cluster level, a process of mutual learning and upscaling to 60 schools in the field directorates of Marka, Alkarak, and Ajloun will be promoted to facilitate an exchange of experiences and create incentives to promote upscaling of activities.

3. Implementing capacity development measures for school authorities, teachers, parents, and children. Building on a capacity needs assessment, undertaken by UNESCO, the training needs for capacity development at various levels are identified. Training approaches to enhance administrative and

teaching competencies with regards to inclusive measures will be carried out jointly with our partners. The mode of delivery will include hybrid forms of learning, as well as, face to face trainings.

4. Raising awareness of the relevant stakeholders about inclusive education. Various community-based events and activities, as well as, a nationwide communication campaign are planned to be held to provide families, society, and relevant stakeholders with information about inclusive education and to address the existing stigmas prevailing against children with disabilities and their families.

PROMISE Jordan – Outlook for 2022

- Continue the **implementation of the 3-year Action Plan.**
- Continue the implementation of the **Parents-Teacher Cooperation** project
- Implementation of a comprehensive **awareness raising campaign.**
- Development of a Persons with Disabilities Organizations (DPOs) engagement model
- Strengthening the cooperation with HCD to support the monitoring of the **IES.**
- Implement the recommendations of the **Institutional Capacity Needs Assessment** conducted by the projects' partners (undertaken through the cooperation with UNESCO).
- Conducting a **Teacher Efficacy Inclusive Practices (TEIP)** Assessment which will be used as an entry point for teachers' capacity building program.
- Conducting **Schools' Self Assessment** to support schools to develop their school development plans.
- Implementing **Capacity-Development Measures** at various levels
- Mainstreaming of existing training for school personnel in **Inclusive Education.**

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