

## Improved Learning Environment at Public Schools in Host Communities (ILEPS)



### Background

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) is implementing, jointly with the Jordanian Ministry of Education (MoE) a project to improve the learning environment at public schools in host communities.

Since the beginning of the Syrian Refugee Crisis in March 2011, Jordan has received more than 650,000 Syrian refugees, according to the United Nations High Commissioner for Refugees (UNHCR). Already before the crisis, Jordan faced severe water shortages. Particularly the water and sanitary infrastructure in host communities is not adapted to the increased population and according to the *National Education Strategy (NES)* public schools in host communities belong to the most affected institutions. This has led to severe hygiene problems and in many cases insufficient access of school children to sanitary facilities. Given that almost 40 percent of the Syrian refugees are school-aged children, double-shifts have been introduced in 209 Jordanian schools. These double-shift schools provide education to Jordanian children in the first half and to Syrian children in the second half of the day. Increased student numbers placed greater strain on educational infrastructure, its management and resources. In most double-shift schools this resulted in a shortening of the curriculum and interactive lessons, such as sports, music and arts, had to be removed.

### Project objective

The bilateral project “Improved Learning Environment at Public Schools in Host Communities” (ILEPS) is funded by the Federal Ministry of Economic Cooperation and Development (BMZ) within the framework of a special initiative of the German Government to support refugees and strengthen resilience of hosting countries in response to the Syrian refugee crisis in the MENA region.

The project’s overall goal is to improve Jordan’s education infrastructure and its management, as well as the learning environment within the framework of formal education at public schools in host communities in Jordan.

### Fields of intervention

The project will implement measures in the fields of *Construction Measures/ Prototypes*, *Facility Management and Maintenance*, *Extracurricular Activities* and *Inclusive Learning Environment* in 18 selected pilot schools in Jordan.

*Construction Measures/ Prototypes*: Four different construction prototypes for needs based school rehabilitation (including school toilets, school environment and outdoor classrooms) are developed and implemented at 18 pilot schools in Jordan. The focus of the construction and rehabilitation lies on heavy-duty, low-maintenance and water efficient facilities, as well as on the inclusiveness, addressing accessibility for students with disabilities and the special needs of girls.

In addition, rainwater-harvesting measures will be implemented to collect water for handwashing, cleaning of school facilities and the irrigation of the school gardens.

**Facility management and maintenance:** To ensure proper operation and maintenance of school infrastructure and thus the sustainability of the planned construction measures, a facility management and maintenance concept is being developed and implemented. Herefore, 16 Mobile Maintenance Units (MMUs) will be established at the MoE at Directorate level. These equipped maintenance trucks will be provided to 16 selected Directorates to be jointly operated by the Directorates and selected vocational schools, to strengthen the capacities of the MoE for carrying out maintenance works at public schools. At school level, guards will be trained to become “Hausmeister” (caretaker) to carry out the smaller maintenance works at the schools.

**Extracurricular activities:** An Activity Book is being developed jointly with further GIZ Programs and the MoE, including activities in the fields of WASH and anti-vandalism, arts and culture, science and environment, and sports. It will be implemented at school level through existing school clubs to foster the integration between Syrian and Jordanian school kids and reduce conflict potential and vandalism.

**Inclusive learning environment:** To ensure a holistic inclusive learning environment besides the construction and rehabilitation of inclusive infrastructure, classroom assistants are supporting teachers and students with learning disabilities and special needs during the school day in one of the pilot schools. In addition, an inclusive school transportation system has been established together with a local CBO, focusing on children with special needs, to increase accessibility for students with special needs.

### Project impacts

By focusing on the learning environment and its management at public schools the project tackles shortcomings in the Jordanian infrastructure and follows recommendations of the *National Resilience Plan 2014- 2016*. Through capacity building at relevant departments of the MoE on national level, at the directorates and on school level, the project will provide substantial support to enable the Jordanian partners to cope with the effects of the Syrian refugee crisis. By implementing pilot activities and establishing governmental systems, the project will provide the basis for upscaling of activities nationwide in the future. Furthermore, the project includes a strong infrastructure component to enhance resilience of Jordanian institutions in light of the growing number of refugees in the country. The inclusive activities implemented at one pilot school already resulted in an increased interest of parents wanting to enrol their children with special needs to this school.

### Impact numbers (School year 2016/17)

	Direct Impacts		Indirect Impacts	
	Jordanian students	Syrian students	Jordanian students	Syrian students
<b>Assessment &amp; Monitoring</b>	~140.000	~100.000	~1.300.000	~195.000
<b>Prototypes/ Construction</b>	~14.000	~10.000	~1.300.000	~195.000
<b>Facility Management/ Maintenance</b>	~140.000	~100.000	~1.300.000	~195.000
<b>Extracurricular Activities</b>	~14.000	~10.000	~1.300.000	~195.000
<b>Inklusive Learning Environment</b>	~40 students with special needs	~70 students with special needs	~14.000	~10.000