

Evaluation Management Response Document

Region: MENAR

Office: Jordan

Evaluation Year: 2022

Evaluation Title: Evaluation of the Inclusive Education programme

Person In Charge For Follow Up to Management Response: Gabrielle Tremblay

Overall response to evaluation

Management agrees with the overall findings of the evaluation report of a programme that had a significant impact and is aligned with the rights of children and young people. The findings will primarily serve as a tool to advocate for the inclusion rights of all children with disabilities in mainstream education and will support MoE and its main stakeholders in the operationalization of the 10-year National Strategy on Inclusion and Diversity. The finding that the programme interventions were in line with international best practices and responded to a priority need at the onset of the Syrian crisis was highly appreciated. The fact that the programme cannot be sustained in schools by MOE at the same level of interventions is recognized, noting that the partnership with Mercy Corps was intended to provide direct support to children with disabilities, whilst also building system-level capacity. The Management also takes on board that data collection and management could be strengthened – noting that the programme has already started addressing this challenge by developing additional indicators to capture and update numbers of children supported on a monthly basis, with a focus on tracking children's progress and retention in the school. The Management also appreciated that the programme played a crucial contributing role to changing perceptions surrounding students with disabilities, as well as raising awareness and acceptance of children with disabilities while noting the need to further build the capacity of MoE to ensure sustainability. In terms of limitations, the management well noted the lack of institutional memory in every entity involved or concerned with the programme, particularly at the MoE. This is, in addition to the timing of the data collection, which took place after schools were closed for 1.5 years due to Covid-19, undoubtedly affected the respondents' ability to recall important details. The Management welcomed the recommendations made on how JCO can move forward and build on what has been achieved to date, specifically in terms of supporting policy dialogue and strengthening the national system to deliver on the strategy in close coordination with MoE and the relevant education partners. The final evaluation report is of high quality and will inform greatly the future design of Inclusive Education in Jordan. Recommendations are practical and actionable.

Planned Use of the Evaluation

The findings from the evaluation report will inform future programming in support of the operationalization of the 10-year Inclusive Education Strategy, in light of the recently developed road map which outlines actions that need to be put in place to advance the agenda of inclusion and diversity in Jordan. The evaluation report was shared with MoE and the relevant stakeholders, mainly UNESCO, GIZ, HCD (Higher Council for the Rights of Persons with Disabilities and Mercy Corps to ensure common understanding and complementarity of efforts towards more inclusion in Jordan. The findings and the recommendations will also be presented to all office staff with the purpose of engaging colleagues in discussions on how we can better mainstream inclusion across our programming in line with the new developed CPD (2023-2027). Similarly, the findings were discussed with the implementing partner, Mercy Corps, based on which certain activities in the new programme document were amended to ensure increased effectiveness and efficiency and further capacity building of MoE staff at the school level for sustainability purposes. The report was also shared with the Regional Disability Specialist prior to her visit to Jordan to help build a comprehensive overview of JCO's work on inclusion and how best to move forward with the relationships established to date with the Ministry of Education, the Higher Council for the Rights of Persons with Disabilities and the relevant stakeholders.

Recommendations and Actions

No.	Recommendations/Actions	Responsible Section (Action)	Responsible Person Name (Action)	Expected Completion (Action)	Mgt Response / Implementation Stage	Reason/Action Taken
1	Strengthen IE data organisation- better documentation on enrolment and retention, including monitoring of attendance and progress. This data should be centrally recorded and updated- based on a consistent definition- in the Open EMIS and on which all partners rely in their decision-making.				Agree	
1.0	As a member of the Ministry of Education Task Force on Inclusive Education, UNICEF will work to ensure that MoE prioritizes data collection and management in collaboration with the Higher Council for the Rights of Persons with Disabilities (HCD) and partners. To note that UNESCO as the national partner on Open EMIS is the lead partner on strengthening inclusiveness of MOE data through current program of technical assistance. The Context: Improving data collection and monitoring on Open EMIS is one of the priority recommendations of the 10-year National Strategy.	UNICEF, Education	Gemma Wilson-Clark	12/30/2023	Completed	As part of the task force, UNICEF is advocating to improve the data collection and monitoring on Open EMIS Q4. UNICEF is not responsible for strengthening EMIS data, as noted this is led by UNESCO. At a camp level, UNICEF has improved the identification of children that need additional learning support through sharing with the school leaders list of children that have attended but not progressed across Grade 5 and 6 through the reading recovery program.
2	Institutionalize the investments made under the IE Programme such as the approval and systemic utilisation of the programme developed manuals, awareness raising kits, and Standard Operating Procedures (SOP's) pertaining to IE including the development and implementation of the IEP's. Additionally, advocating toward institutionalising the "shadow teacher" job description and capacity building (pre-service as well as in-service).				Agree	

2.1	Through its participation in the Task Force on Inclusive Education, UNICEF will leverage on its renewed partnership with the implementing partner to have the IE Operational Guidelines and the training manual reviewed and endorsed by MoE as well as advocate for the deployment of Assistant Teachers (shadow teacher).	UNICEF, Education	Gemma Wilson-Clark	6/29/2023	Completed	Q2. Operational manual is reviewed and endorsed by MOE. 44 Assistant Teachers were deployed by MOE with AAI2 funds to refugee camp schools.
3	Require stronger project management and monitoring and evaluation functions and processes to ensure consistent and reliable data to inform programme decisions and continuous learning and improvement.				Agree	
3.0	For stronger project management purposes, UNICEF will ensure that the Monitoring Officer monitors progress against the agreed indicators by reviewing monthly and quarterly reports and coordinating directly with the Implementing Partner Manager on any challenges, making sure that data is properly collected, documented and analysed and used for better project implementation and planning.	UNICEF, Education	Gemma Wilson-Clark	12/30/2023	Completed	Partner supported Assistant Teachers will also meet quarterly with the lead teacher in each school to systematically review and record progress against student's Individual Education Plans. Q2. Project management actions achieved. In addition, data of children that have not progressed in the Reading Recovery program due to learning difficulties referred by School Principal to the Implementing Partner. Q3. As part of the close out on inclusive education, UNICEF ensured for the implementing partner (Mercy Corps) to transition all data before the closure of the programme. Q4. As part of the close out on inclusive education, UNICEF ensured for the implementing partner (Mercy Corps) to transition all data before the closure of the programme
4	Refine the capacity building efforts through: a) More tailored trainings should be developed and delivered to ALL relevant MoE staff (at central, Field directorates and school levels) in order to equip them with the necessary knowledge, skills and attitudes to feel confident serving ALL students. b) a larger number of teachers need to be trained toward proper and effective inclusion of all students (including those with disabilities) in the classroom- moving away from the reliance on resource rooms and resource teachers.				Partially Agree	

4.0	UNICEF will support through our implementing partner the delivery of the inclusive education training to Assistant Teachers, in the camp schools to help them develop the necessary knowledge, skills and attitudes ensure all children are included and are provided with the needed support.	UNICEF, Education	Gemma Wilson-Clark	12/30/2023	Completed	Q4 .UNICEF is one of several agencies supporting MOE on teacher professional development and inclusive education. Rather than provide ad hoc training on inclusion to teachers in assistant teachers in camps through our partner, Mercy Corps, UNICEF decided to strengthen professional development of Jordanian teacher. All Syrian Assistnat Teachers supporting inclusion are no longer contracted by MC/UNICEF due to lack of funding. UNICEF has just had Teachers of the Future professional development course accredited by MOE (November 2023) and is proposing to include Inclusion Leads in camp schools in future training, as well as teacher from across fifty schools in HC
5	Develop a mechanism through which teachers, parents and other professionals work collaboratively on the development and implementation of Individual Education Plans (IEP's) for students with disabilities. Management Agree with UNICEF responsible for developing this mechanism in the camp schools, not nationwide.				Agree	
5.1	UNICEF will deploy Assistant Teachers in camps schools, who will be working collaboratively with MoE teachers on the development of IEPs, as well as on following up with parents on progress achieved against objectives set in these IEPs for children in the camp.	UNICEF, Education	Gemma Wilson-Clark	6/29/2023	Completed	
6	Systemize the awareness raising interventions: materials and sessions for awareness raising need to reach all schools. Awareness raising should focus on recognizing the abilities and strengths of children with disabilities beyond acceptance.				Agree	
6.0	UNICEF will review the materials and coordinate with the Implementing Partner on having them adapted to also focus on highlighting the abilities of CWDs beyond acceptance. These awareness raising materials are also included in the MOE Operational Guidelines, which once endorsed, will be disseminated at a national level by MoE.	UNICEF, Education	Gemma Wilson-Clark	12/30/2023	Cancelled	Q2. No budget or staffing available to undertake this task in Q2. Q3-Q4. No longer applicable - Mercy Corps will no longer implement inclusive education.
7	Develop a comprehensive list of assistive technology and devices (with specifications) so that schools are instructed and can procure the needed resources in order to accommodate any and all disabilities.				Partially Agree	

7.0	UNICEF will advocate for MOH and MOSD to strengthen school level referrals and support for assistive devices for children with disabilities, within the framework of the 10-year National Strategy. MoE, through its partnership with MoH will ensure that all children will receive the equipment required to accommodate their disabilities. UNICEF will provide guidance to MoE in developing a comprehensive list of assistive technology and devices based on the schools' identified needs.	UNICEF, Education	Gemma Wilson-Clark	12/30/2023	Completed	Q3. UNICEF began discussions with relevant partners, Mercy Corps ending direct support for CWD October 31 2023 in camps and no UNICEF funding available for provision of assistive devices. Records of all CWD available and referrals to MOH facilities being explored. Q4. UNICEF is exploring partnership with Ministry of Health, responsible for school level screening and referrals of children with disabilities nationally and in camps. Possible funding opportunity for MOH
8	Mobilise existing structures (such as the SDDP school or directorate level committees) toward leveraging comprehensive and sustainable resources and services to students with disabilities (including but not limited to physical infrastructure improvement for accessibility, rehabilitation sessions and psycho-social support).				Agree	
8.0	UNICEF will pilot the implementation of the Effective Leadership Framework, expected to be launched with the start of the new academic year 2022/2023. The framework builds on existing structures, mainly SDDP, and covers three main areas: Administration, Teaching and Learning as well as Inclusion and Well-being, with the latter addressing inclusion-related matters at the school and directorate levels.	UNICEF, Education	Gemma Wilson-Clark	12/30/2023	Completed	Q2. MOE decided not to proceed with effective leadership framework. However, UNICEF is supporting improved school leadership and management in all camp schools, and has begun roll out of training and support for all 204 Double Shift schools. Discussion with GIZ on whether they can lead on the inclusion and well being component within the development of teacher professional development. UNICEF engaging in refresh of SDDP (school development planning) and also considering how to strengthen inclusion at systems level, though no funding secured at yet for systematic action in this area. Q3. No updates.